



Native American Community Academy

*Class of 2014*

# College Engagement Handbook

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# I. Purpose of This Handbook

Welcome to this college journey. You have accomplished much to reach this point, both academically and personally. Alongside your families, we are proud of you. As you move through these two years of high school, we are honored to be a part of your journey toward higher learning, no matter what path you may follow.

We have developed this *College Engagement Handbook* for you. Think of it as a tool and a map that will serve you as you work to reach your higher learning goals. We are here to support you and we expect much of you this year! Each section of this handbook includes specific recommendations and resources that will be helpful to you if you commit yourself to referring to this information often along your way.

As you know, our NACA community celebrated our first graduates in May of 2012. As you begin your journey toward your own graduation day and college years, take time to consider the wisdom of one of NACA's first graduates:

***Be sure to have a stress relief outlet.***

*During the months of November and December, the most stressful times for me, it was always awesome to just stop for awhile and do something else. I knitted two neck ties and finished four seasons of Breaking Bad doing this.*

***Communication is so important!***

*This goes for making sure you email someone from the admissions office of a college to ask questions whenever you need to, or making sure to settle a dispute with your friend. Time is saved by getting your questions answered by people who know the answer. Fighting with friends during senior year is entirely unnecessary.*

***Enjoy the people around you.***

*There might be students you didn't really talk to during high school - talk to them. I was told that this may be the last year everyone would have a class filled with all Natives so prepare yourself for that.*

*-Floripa Olguin  
NACA '12, Brown University '16*

So let us now begin the good and hopeful work of this new year.

## II. Overview of NACA's College Engagement Program

### Native American Community Academy Mission

To engage students, educators, families, and community in creating a school that will prepare our students to grow from adolescence to adulthood and begin strengthening communities by developing strong leaders who are academically prepared, secure in their identity and healthy.

### NACA Core Values

Respect. Responsibility. Community Service. Culture. Perseverance. Reflection.

Each year, our College Engagement initiatives are guided by:

1. Our NACA mission and core values;
2. Our commitment to serving each student;
3. Our commitment to serving the families of each student;
4. Our commitment to serving colleagues as they work to support students' college transition journeys;
5. Our commitment to developmentally appropriate, culturally relevant initiatives;
6. Our commitment to supporting each student's higher learning goals;
7. Our commitment to ongoing assessment so we can continue to develop programs and initiatives that serve NACA students most effectively.

### III. Information for Families

Congratulations on the journey you have also travelled as your student has moved through high school. We have witnessed your dedication and support along the way and remain so grateful for all that you do.

Our partnership with you is vital during these exciting, challenging years. The seasons ahead are surely months when the NACA words--“Growing Together”-- hold particular meaning.

***We hope that you will take time to look through this Handbook together with you student.*** In addition, through family conferences, evening workshops and individual conversations, we are committed to providing you further information, resources and support as you move through your student’s Dual Credit and College Admissions process.

Once students reach the junior and senior year, it is natural and appropriate for parents to step back somewhat to give them the independence they seek. This being said, you remain central to your student’s success. Remaining present and engaged in a way that works for both you and your student is so important. This junior and senior years are distinct for many reasons, including the academic and emotional intensity students inevitably face. As such, we offer these core recommendations

1. Reflect upon—and share with your student—your thoughts on this question: ***What hopes do I hold for my student’s journey toward higher learning?***
2. Set a specific time to talk with your student about how you will together keep regular communication about academic progress at NACA as well as your student’s college and scholarship planning process. It is wise to agree upon such a check-in plan together. For example, you may agree that you are going to check in briefly once a week during which time you will discuss progress on homework and other projects, take a quick look at the student’s planner to ensure that it is being used to keep track of time, commitments etc. and get any updates on college applications.
3. Keep in regular contact with your student’s advisor--even quick emails to check in or raise a question or concern on behalf of your student can be very helpful.
4. Given the stress often experienced during the college planning process, your support and understanding--especially during stretches when your student might be feeling overwhelmed—makes all the difference. If you have significant concern about your student’s emotional health, advisors and counselors are more than willing to talk further with you.
5. Talk with your student about how he/she can visit the campuses of colleges/universities that may be of interest. This may be a local opportunity such as UNM’s annual Senior Day or opportunities out of state when colleges assist with the cost of flying a student to

visit a campus. Many of these programs have application deadlines in August or September. There may also be opportunities for your student to visit the campuses of the colleges to which he/she has been admitted later this Spring.

6. With your student, plan to attend the evening workshops we host each semester-including in the opening weeks of the school year. The workshops will include information on financial aid and scholarship planning. The College Engagement Director will inform parents of workshop details.
  
7. Set time to meet with NACA's College Engagement Director with your student.

*Please let us know how we can be helpful to you and thank you again for our partnership on behalf of your sons and daughters.*

## **IV. Junior Year: Central Priorities, Planning Timeline and Tools**

You have completed half of your high school journey. We are proud of you. Your junior year brings with it distinct challenges, intensity and opportunity—including your Junior Internship! With this, many college admissions representatives report that they pay particularly close attention to your junior year academic performance. We have every belief that you can meet such challenges and we are here to support you through it all. It is certainly time to make choices on your own behalf in the present that will serve your future goals. This goes for choices you make in your classes as well as beyond your classes.

### **Junior College Engagement Workshop**

At NACA, we see and honor the many paths we may walk toward higher learning. The journey we travel is hopeful, hard and life-changing. NACA's Junior Workshop exists to guide you through this journey. Specifically, the workshop provides individual and group support to ensure that you have the information, skills and tools you need to determine the higher learning path that is right for you upon your graduation from NACA. Our workshop includes:

1. An introduction to NACA's higher learning expectations and support;
2. Strategies for balancing your NACA academic responsibilities even as you begin to prepare for your future beyond NACA;
3. An overview of the Junior year higher learning planning timeline;
4. Preparation for your successful Dual Credit experiences at area colleges/universities;
5. Development of a resume;
6. Support with researching/pursuing summer opportunities.
7. An introduction to different 'types' of colleges (community college, liberal arts college, university etc);
8. Introduction to the central components of college applications including the 'Common Application' with particular emphasis on essay writing;
9. Introduction to college financial planning: scholarships and financial aid
10. College research in order to determine the colleges/universities that will best serve your future goals and needs;
11. Visits with college admissions representatives at NACA;
12. Preparation for the April or June ACT

## Junior Planning Timeline

*Your highest priority this year is success in your NACA and Dual Credit classes!*

With this, we highly recommend that you commit yourself to honoring the priorities outlined in this calendar. We will provide more information in Junior College Workshop including specific dates and deadlines.

### November

- \*Attend Junior Family College Engagement Workshop
- \* Apply/register for Spring Semester Dual Credit classes
- \*Research summer program opportunities

### December

- \*Attend sessions with College Horizons and Phillips Exeter Summer Programs
- \*Review your first semester successes and struggles and set clear goals for yourself 2<sup>nd</sup> semester.
- \*Continue to research summer programs
- \*If possible, visit one NM college campus over break

### January

- \*Attend weekly Junior College Workshop
- \*Complete brief NACA Higher Learning survey
- \*Meet with your teachers/advisors at beginning of semester re. any struggles/challenges from end of last semester
- \*Register for April or June ACT **with writing**
- \*Apply for summer programs, internships etc.

### February

- \*Attend weekly Junior College Workshop
- \*Begin ACT Prep
- \*Confirm with College Engagement summer programs for which you have applied

### March

- \*Attend weekly Junior College Workshop
- \*ACT Prep

\*Registration deadline for April ACT

\*Set 4<sup>th</sup> quarter goals for yourself including meetings with your teachers and advisors regarding any academic struggles.

\*Set 1:1 meeting with College Engagement staff to develop college research list

\*If possible, visit NM college campus over Spring Break

\*Confirm summer program plans

\*Apply for local Amy Biehl Youth Spirit Award scholarship—May deadline!

### April

\*Attend weekly Junior College Workshop

\*ACT prep

\*Registration deadline for May SAT

\*Take ACT

\*Meet with College Engagement staff re. potential summer Dual Credit opportunities

\*1:1 meetings with College Engagement staff re. college research lists

\*Attend evening college/career event

### May

\*Attend weekly Junior College Workshop: *submit college/scholarship essay draft*

\*Registration deadline for June SAT

\*Registration deadline for June ACT

\*Take SAT

\*Ask NACA teachers/mentors with whom you have had a strong, positive connection to write a letter of recommendation for you.

\*1:1 meetings with College Engagement staff re. college research lists

\*Complete year-end survey.

\*Update your families on your college planning/thinking thus far

\*Plan ahead to apply for local Martin Luther King, Jr. scholarship—*deadline at end of summer!*

## June

\*Take SAT

\*Take ACT

\*Attend NACA Graduation!

\*Confirm Dual Credit plans for Fall if planning to take classes at UNM, CNM, SFCC etc.

## July&August

\*Summer programs, jobs, internships etc.

\*College and Scholarship research

\*College and Scholarship essay drafts

# College Planning Tools

## **Time Management: Honoring Your Goals Through Your Schedule**

One key strategy for success at NACA and through your transition to college is the ability to manage your time effectively.

*Our schedules reflect priorities, values, and goals.*

In elementary, middle and high school, your time is generally organized for you. As you make your transition into college and your career, you will soon discover that you are responsible for organizing your own time! Learning how to do this is not always easy. Patterns and habits that ‘worked’ in high school may not necessarily be effective in college. While in college, it may seem that you have more time to get things done with ‘fewer’ classes, the reality is that most students devote 2-3 hours of study for every hour of a college lecture class. For example, if you take 12 credit hours (4 classes) during your first semester of college, this course-load may well require 24-36 study/project/review hours a week!!!

Therefore, we highly recommend that commit to the following time management steps at the beginning of each semester!

1. Complete NACA’s Wellness Wheel, thinking about what values and priorities you have for yourself this year—at NACA and in life beyond NACA
2. Complete the weekly schedule grid below using your Wellness Wheel as a ‘guide.’

3. Review—and try to commit to--the *Recommendations for How to Honor Your Goals and Values with Your Schedule*.

(Some resources borrowed from Dartmouth College *Academic Skills Center*)

### **Assessment of Current Weekly Schedule**

Step 1: On attached weekly calendar, record, in order:

1. School hours
2. Out of school homework/study/review hours
3. School sports/clubs/activities etc.
4. Jobs/volunteering
5. Additional regular commitments (family, tribal)
6. Meals
7. Exercise
8. Sleep
9. Time with friends
10. Open blocks where you have flexibility to do whatever you wish to do!

Step 2: Assess your weekly schedule:

1. Look at how you are planning to schedule your time.
2. Ask yourself: does my current schedule honor my Wellness Wheel?
3. If not: think about ways that you can adjust your schedule to more closely honor your goals and priorities
4. Commit to making these changes for the next month and then assess again.

## Weekly Schedule

MON

TUE

WED

THU

FRI

SAT

SUN

7-8am							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

## **Recommendations for How to Honor Your Goals and Values with Your Schedule**

1. Remember that the way you spend your time reflect the goals and values you hold.
2. Write down realistic goals (personal, academic, extracurricular, family), revisit them, share them with others, be honest with yourself about progress reaching them. *Remember your long-term goals when you are struggling to meet short-term goals.*
3. Share your goals with someone you trust and ask them to check in with you on your progress meeting them!
4. Commit to a system of recording all responsibilities, assignments, appointments: consistent use of Agenda or cell phone calendar etc.
5. Determine your most focused time of day (morning, right after school, later in the evening etc.) and plan to study your most challenging subjects during that time.
6. Set realistic study blocks—most research shows that marathon study sessions or all-nighters are not as effective as focused study for 45 minutes-1 hour, followed by 10-15 a minute break before returning for another 45 minute-1 hour block. *Reward yourself for meeting your goals!*
7. Remember that different kinds of classes/assignments demand different kinds of study: in a college lecture class, for example, it is wise to study your notes right after class; in a math or language class, you may find it most helpful to review material closer to when you go to class.
8. Be honest with yourself about the additional factors that allow you to be most productive while studying: if you are most productive when it is quiet, commit to heading to the library or lab where it is quiet. If you know you cannot focus unless your desk/study area is neat and organized, keep it neat and organized!
9. Your mind works best when you care for your body: commit to eating well, getting enough sleep, exercising regularly.
10. Make a ‘to-do’ list the night before each day and review it at the end of the next day to assess your progress.
11. Be honest with yourself about habits that do not work for you and change your behavior accordingly. If you need help on how to make changes, ask for help from an advisor, peer mentor, professor etc.

## **Resume Development**

A resume is a brief summary ‘snapshot’ of your educational, extracurricular and community commitment thus far. A resume provides an opportunity to acknowledge and honor your accomplishments, even as a high school student! With this, a resume is valuable tool for applying to summer programs, job and eventually, applying for college and scholarships. Most programs, colleges and scholarship organizations will ask for a summary of your academic, extracurricular and personal commitments and accomplishments during high school—either in the direct form of a resume or through questions that you can answer more thoroughly if you have an effective resume to draw from.

In preparation for creating or updating your resume, we recommend that you complete the information below.

***Be brief!** ( resume covers high school years and is, ideally, one page)*

***Be specific!** (include names of activities, programs and dates of involvement)*

***Be honest!** (record what you actually have done, are doing at present!)*

## **Personal Information**

Name

Address

Phone number

Email

## **Education**

High School: Native American Community Academy, Albuquerque, NM

Graduation Date: May 2014

GPA:

Academic Distinctions/Awards/Recognitions:

Summer Programs (specific location, program, dates)

Dual Credit (specific location, course, dates)

**Extracurricular Commitments** (Specific commitment and dates--will vary, depending on your particular interest and involvement, but may include community service, athletics, arts, publications such as newspaper/yearbook), leadership programs/opportunities including student government, serving on school committees, host for visiting students etc., school clubs)

**Community Commitments** (Specific commitments/activities with dates beyond NACA such as tribal community, church, other local, state, national programs/experiences.)

**Additional Experience/Skills** (Include any additional experience with dates that have had a significant impact on your life thus far including travel, language knowledge/study, additional skills etc.)

*Your College Engagement Director can also provide you sample resumes that serve as models for how to most effectively structure and organize your resume information.*

## **Summer Programs and Opportunities**

### **Why Summer Programs?**

As a NACA student, there are many wonderful summer opportunities available to you. We are committed to helping you find a program of interest. Summer opportunities allow you to explore academic, service and travel interests that further enrich your high school experiences. Summer opportunities provide a way that you can learn about college life or make a difference in your local—or even faraway—community. In addition, from a college admissions perspective, making productive use of your summer months will demonstrate your distinct interests, passions and commitments.

### **Types of Programs**

There are hundreds of summer opportunities available to high school students—locally, across the state, across the country and even in other countries! These opportunities include:

1. Academic programs on college campuses (many of which provide college credit to high school students!)
2. Service-learning/community service based programs
3. Travel programs
4. Programs with a particular focus such as art or science
5. Internships
6. Jobs—including those related to your potential career interests

### **Covering the costs of programs with a fee**

Program costs vary widely depending on factors including whether or not housing is provided, travel included etc. Many programs do offer financial aid and scholarship assistance. As you research programs, be sure to make note of specific costs and financial assistance.

### **Summer Planning Process**

1. Review the summer opportunity resource guide and ask your advisor any initial questions you may have about summer programs;
2. Based on your interests, dedicate some time to on-line program research and use the form provided to write notes on specific program details such as applications deadlines and costs;
3. Speak with your family about your summer hopes, interests and goals;
4. Set a follow-up meeting with your advisor and designated NACA staff to determine which programs best serve your interests and needs;
5. With the assistance of your advisor and designated NACA staff, complete your applications, letters of inquiry and/or resumes

### **Native American Community Academy Summer Opportunities**

*\*\*Note: We always recommend that you apply early!\*\**

### **Local Summer Opportunities**

1. **Summer classes at UNM and CNM**--Many course opportunities for rising 11<sup>th</sup> -12<sup>th</sup> graders. Note: Rising 10<sup>th</sup> graders eligible to take classes at CNM.  
<http://www.unm.edu/admissions/guidelines/dualcredit.html>  
<http://www.cnm.edu/dualcredit/requirements.php>
2. **S.I.P.I. Upward Bound Program**--9<sup>th</sup>-12 graders, academic support, goal setting and personal growth.  
<http://www.sipi.edu/outreach/UB/>
3. **UNM School of Medicine's Health Careers Academy**--6 week non-residential program for rising 9<sup>th</sup>-11<sup>th</sup> graders who are interested in medical fields.  
<http://hsc.unm.edu/programs/diversity/HCA.shtml>
4. **New Mexico Tech summer program**--College program for rising 11<sup>th</sup> grade students on NM Tech campus in Socorro--take classes taught by NM Tech professors with fellow high school students late June-late July. [www.summerscience.org](http://www.summerscience.org)

5. **Sandia National Labs internships**--Albuquerque computer, engineering opportunities for students age 16 and older.  
[www.sandia.gov/careers/stu-interns.html](http://www.sandia.gov/careers/stu-interns.html)
  
6. **IAIA Summer Enrichment Program**--3 week residential program in Santa Fe for academic and personal development for rising 10<sup>th</sup> and 11<sup>th</sup> graders.  
[www.iaia.edu/college](http://www.iaia.edu/college)
  
7. **Albuquerque Academy** summer programs. Several academic classes for 9<sup>th</sup>-12<sup>th</sup> graders including computer science, sciences, US History and Government and Math. Also--“Community Builders Program” leadership/business program that runs early June-early July. *This program is free for students who are accepted!*  
[www.aa.edu](http://www.aa.edu)
  
8. **Internships or service opportunities based on your particular areas of interest.** This may be in a law office, architectural firm, senator’s office, film studio, summer camp etc. (Note: Age requirements and applications deadlines vary.) For example:
 

Biopark (Zoo, Aquarium, Botanical garden)	<a href="http://www.cabq.gov/biopark">www.cabq.gov/biopark</a>
Senator Martin Heinrich’s Office (NM and DC)	<a href="http://www.heinrich.senate.gov">www.heinrich.senate.gov</a>
Indian Pueblo Cultural Center	<a href="http://www.indianpueblo.org">www.indianpueblo.org</a>
National Hispanic Cultural Center	<a href="http://www.nhccnm.org">www.nhccnm.org</a>
New Mexico Forum for Youth in Community	<a href="http://www.nmforumforyouth.org">www.nmforumforyouth.org</a>
  
9. **Explora Youth Intern Program**--Albuquerque science, technology and art museum program for rising 10<sup>th</sup>-12<sup>th</sup> graders. Deadline: Contact organization for application.  
[www.explora.us](http://www.explora.us)
  
10. **\*National Museum of Nuclear Science and History (formerly the Atomic Museum) Youth Volunteers and Interns**--Assist with Science Is Everywhere Summer Camp here in Albuquerque—must be age 14 or older. Deadline: Contact organization for application.  
[www.nuclearmuseum.org](http://www.nuclearmuseum.org)
  
11. **National Hispanic Cultural Center Voces Writing Institute for Youth and Manoa Playwriting Project**—4 week intensive writing program and playwriting program for high school students. See website for application deadlines and details.  
[www.nationalhispaniccenter.org](http://www.nationalhispaniccenter.org)

## **National Summer College Program Opportunities**

1. **College Horizons**--College transition support program for rising 10<sup>th</sup> and 11<sup>th</sup> graders that takes place on different college sites around the country.  
[www.collegehorizons.org](http://www.collegehorizons.org)
2. **Earlham College Explore a College Program** --2 week residential college program in Indiana runs late June/early July.  
[www.earlham.edu](http://www.earlham.edu)
3. **Bard College Young Writers Workshops**--Residential writing programs held throughout the country that take place in June and July.  
[www.bard.edu/iwt/workshops/students](http://www.bard.edu/iwt/workshops/students)
4. **Smith College Summer Science and Engineering Program for High School Girls** Massachusetts--summer residential science program in July.  
[www.smith.edu/ssep](http://www.smith.edu/ssep)
5. **University of Arizona Native Nations Institute**--Sponsors youth campus for Native youth focusing on leadership, government and business. June and July. Scholarships available.  
<http://nni.arizona.edu/nayec/index.php>
6. **Brown University Pre-College Summer Program**--Rhode Island residential academic program. Different sessions run between mid-June and early August.  
[www.brown.edu/ce/pre-college](http://www.brown.edu/ce/pre-college)
7. **Colorado College Pre-College Program** --Colorado residential academic program. Various sessions that run late May-early August.  
[www.coloradocollege.edu/summerprograms/summersession/precollege](http://www.coloradocollege.edu/summerprograms/summersession/precollege)
8. **Middlebury College-Monterey Language Institute**- Language immersion programs for rising 8<sup>th</sup>-12<sup>th</sup> graders offered around the country.  
<http://mmla.middlebury.edu/about>
9. **Stanford University High School Summer College** --California residential academic program from mid-June-mid-July.  
<http://summer.stanford.edu/highschool/overview.asp>

10. **Rhode Island School of Design Pre-college program**-- Rhode Island residential arts based program that runs late June-early July.  
[www.risd.edu/precollege](http://www.risd.edu/precollege)
11. **Columbia College Chicago Summer in the City**--Illinois residential arts based program that runs early July-early August.  
<http://www.colum.edu/admissions/hssi.php>
12. **Indiana University Summer High School Journalism Institute**--Indiana residential journalism program for three weeks in July.  
<http://journalism.indiana.edu/programs/hsji/>
13. **Carleton College Liberal Arts Experience**--Minnesota one week residential academic program that runs late July-early August. *All expenses paid.*  
<http://apps.carleton.edu/summer/clae>
14. **Carnegie Mellon Summer Programs for Diversity**--Pennsylvania-several residential academic programs that run late June-early August.  
[www.cmu.edu/enrollment/summerprogramsfordiversity](http://www.cmu.edu/enrollment/summerprogramsfordiversity)
15. **University of Dayton Women in Engineering Summer Camp**—Ohio summer program in July for female high school students that runs through July. Scholarships available based on financial need.  
<http://engineering2.udayton.edu/wie>
16. **Claremont McKenna College Step Up To Leadership Program.** --California one week residential program for rising juniors on college campus in June.  
<http://www.claremontmckenna.edu/kli/programs/stepup.php>
17. **CalTech Young Engineering and Science Scholars**—California program that runs for three weeks. Free except for travel expenses.  
<http://yess.caltech.edu>
18. **Northwestern University National High School Institute**—Illinois summer program that has many different class options including music, journalism and communications and runs for 5 weeks. Need based scholarships available.  
[www.northwestern.edu/nhsi](http://www.northwestern.edu/nhsi)
19. **Illinois Wesleyan University Summer Enrichment Program**—Illinois based 10 week summer academic program. All expenses paid.  
[www.iwu.edu](http://www.iwu.edu)

20. **Vanderbilt University PAVE Program**—Tennessee based program that runs for 6 weeks from mid-June-late July with focus on engineering, computer science, sciences, pre med studies.  
<https://pave.vanderbilt.edu/ayindex.php>
  
21. **California College of Art (CCA) Pre College Program** – Arts-based program that runs late June-late July.  
[www.cca.edu/academics/precollege](http://www.cca.edu/academics/precollege)
  
22. **Skidmore College Pre-College Program**—New York Liberal and Studio Arts program that runs early July-early August.  
<http://cms.skidmore.edu/odsp/programs/precollegiate/apply.cfm>
  
23. **University of Iowa Young Writers Studio**--Writing program runs mid June to early July.  
<http://www.uiowa.edu/~iyws/>

### **International Programs**

1. **Two Wheel View** --Two week international cultural immersion and leadership program for rising 9<sup>th</sup>-12<sup>th</sup> graders...on bikes!  
[www.twowheelview.org](http://www.twowheelview.org)
  
2. **American Field Service Intercultural Programs** --International exchange program for high school students in countries all over the world. Note: age requirements vary depending on program country you apply for.  
[www.afs.org](http://www.afs.org)
  
3. **Oxbridge Programs** --Summer studies at Oxford, Cambridge Universities, England and also Paris and Spain. Note: Age requirements vary depending on program.  
[www.oxbridgeprograms.com](http://www.oxbridgeprograms.com)
  
4. **Amigos de las Americas** --Service programs for youth in Latin America for rising 11<sup>th</sup> & 12<sup>th</sup> graders. Must be 16 years old.  
[www.amigoslink.org](http://www.amigoslink.org)

5. **American Friends Service Committee** --Social justice service opportunities all over the world. Age requirements vary.  
[www.afsc.org](http://www.afsc.org)

### **Additional Summer Opportunities**

1. **Native American Finance Officers Association**—Facilitates and funds several program opportunities for Native American students including business and leadership programs at Stanford and Dartmouth.  
[www.nafoa.org/education](http://www.nafoa.org/education)
2. **Phillips Exeter Academy Summer Program** --Summer academic program at college prep school in New Hampshire that runs early July-early August.  
[www.exeter.edu](http://www.exeter.edu)
3. **Concordia Language Villages**--Minnesota intensive language and cultural study in residential setting for high school students.  
[www.concordialanguagevillages.org](http://www.concordialanguagevillages.org)
4. **Crow Canyon Archeological Center**--Colorado residential archeology program for high school students in June and July.  
[www.crowcanyon.org](http://www.crowcanyon.org)
5. **Smithsonian Institution Internships**--Washington DC--various museum and research opportunities available including specific opportunities for minority students.  
[www.si.edu/ofg/intern](http://www.si.edu/ofg/intern)
6. **Oxbow School Summer Art Camp**--California residential arts program with sessions throughout the summer.  
[www.oxbowschool.org](http://www.oxbowschool.org)
7. **American Indian Science and Engineering Society Pre-College Programs** --several program offerings.  
[www.aises.org](http://www.aises.org)

**Native American Community Academy  
Summer Program Research and Planning**

Name:

Advisor:

Grade:

As I think about what I might want to do this summer, I am most interested in...

I have researched the following programs:

1. Program Name:

Application Deadline:

Program Basics (college prep, service, travel etc.):

Location:

Dates:

Cost:

Financial Aid/Scholarships available:

2. Program Name:

Application Deadline:

Program Basics (college prep, service, travel etc.):

Location:

Dates:

Cost:

Financial Aid/Scholarships available:

3. Program Name:

Application Deadline:

Program Basics (college prep, service, travel etc.):

Location:

Dates:

Cost:

Financial Aid/Scholarships available:

As I begin to make my summer plans, my questions/concerns include:

I have spoken with my family about my summer interests and hopes\_\_\_\_\_

I have met with my advisor about my summer interests and hopes\_\_\_\_\_

## V. Senior Year: Central Priorities and Planning Timeline

*Communicate. Organize. Balance. Breathe.*

If you commit yourself to communicating, staying organized, balancing your many responsibilities and remembering to breathe deeply amid this wonderful--and intense--year, the months ahead will unfold productively and positively for you, even in stretches that might feel stressful or uncertain. Here are the specific NACA support structures that will help you do this:

### Central Senior Year College Planning Support Structures

1. 1:1 meetings with College Engagement Director over the course of the year;
2. Weekly College Engagement Workshops required for all seniors;
3. Advisory: College Engagement Director provides weekly updates to NACA advisors to ensure that they too have the information they need to support you;
4. Evening Family College Workshops;
5. Visits from college admissions representatives here on the NACA campus;
6. This *College Engagement Handbook* as a central tool and map for your planning this year

### Central College Planning Priorities

With these support structures in place and building upon the lessons you have learned during your first three years of high school, central college transition priorities during this senior year include:

#### **Fall Semester:**

1. Dual Credit success;
2. Review of ‘types’ of colleges/universities to which you might apply (community college, liberal arts college, public and private universities etc.) as well as specific higher learning networks such as Tribal Colleges, ‘Colleges That Change Lives’ consortium, Western Undergraduate Exchange consortium;
3. Information on the central components of college application;

4. College research recommendations;
5. Visits with college admissions colleagues on campus and/or college trips;
6. ACT registration and test preparation;
7. Successful completion of college applications (we will support you with all aspects of college application process including college fairs, interview skills, college essay writing etc);
8. Information on Scholarship/Financial aid responsibilities;
9. Effective balancing of college planning responsibilities with ongoing NACA commitments.

**Spring Semester:**

1. Dual credit success;
2. Successful completion of any remaining college applications;
3. Successful completion of FAFSA workshops and application;
4. If possible, visits to the colleges/universities to which you have been admitted;
5. Participation in college transition workshops on issues such as time management, study skills, academic integrity, effective use of college/university resources and campus safety.
6. Leadership with junior classes to share your college planning journey.

## Senior Year College Planning Timeline

### Each month:

1. Commit to *working hard and challenging yourself* in all classes.
2. Commit to *engaging actively and meaningfully* in your communities—at NACA and beyond.
3. Commit to *communicating with teachers and advisors* as questions and challenges arise.
4. Commit to *taking initiative* for your own higher learning journey.

***\*\*Note: Deadlines for college and scholarship applications vary.  
It is your responsibility to keep on top of these deadlines!\*\****

### August

- \*Complete survey for College Engagement Director
- \*Schedule 1:1 meetings with College Engagement Director
- \*Attend weekly College Engagement Workshop: ***Review Handbook!***
- \*Purchase a binder for your college planning information, application information etc.
- \*Register for Dual Credit classes at CNM, UNM, SIPI for the Fall Semester
- \*Research colleges of interest including those with Fall Visit Programs
- \*Attend first Family College Workshop

### September

- \*Attend weekly College Engagement Workshop
- \*1:1 meetings with College Engagement Director, cont.
- \*Set clear academic and personal goals for the semester
- \*Register for October SAT with subject tests and get fee waiver from College Engagement Director if need be.
- \*Register for October ACT with writing and get waiver from College Engagement Director if need be.
- \*Continue to research colleges and scholarships
- \*Work on college/scholarship essays
- \*Confirm which teachers will write letters of recommendation for you.
- \*Attend specific college information events such as “Exploring College Options” and UNM Senior Day
- \*Attend annual Albuquerque Convention Center College Fair

## October

- \* Attend weekly College Engagement Workshop
- \*Attend college admissions visits on NACA campus
- \*Take ACT and if determined useful, SAT
- \*Confirm colleges/universities to which you will apply
- \*Apply for scholarships
- \*Apply to UNM!
- \*Continue college/scholarship essay work and complete any early applications
- \*Apply for scholarships *including certain UNM scholarships that are due December 1<sup>st</sup>*.
- \*If need be, register for December 8<sup>th</sup> ACT
- \*If need be, register for December 1 SAT
- \*For out-of-state colleges/universities: determine if they require the *College Board Profile* in addition to FAFSA. If so, go to [www.collegeboard.org](http://www.collegeboard.org) to complete this form!

## November

- \* Attend weekly College Engagement Workshop
- \*If need be, register for the December ACT
- \*Apply for scholarships
- \*Confirm final college essays and complete applications
- \*Work on applications for out-of state colleges (deadlines vary: *most are due between December 1 and Feb 1*)
- \*Apply for scholarships
- \*Meet with College Engagement Staff re. Spring Semester Dual Credit: apply to CNM, SIPI, UNM and register for classes
- \*Update your families on your college planning and hopes
- \*Attend evening Family College Workshop: Financial Aid and FAFSA

## December

- \*Take ACT and if determined useful, SAT
- \*Attend weekly College Engagement Workshop
- \*Complete your college applications as fully as possible before Winter Break
- \*Request official transcripts from Registrar
- \*Update your families on your college planning and hopes
- \*Over Winter Break: Review and reflect upon the progress you made on your Fall Semester goals and determine core goals for Spring Semester.

## January

- \*Attend weekly College Engagement Workshop
- \*Set 1:1 meeting with College Engagement Director with updates on status of your college applications
- \*Attend evening Family College Workshop: FAFSA

- \*Complete additional financial aid documents that might be required for specific colleges or universities
- \*Complete college applications including sending of NACA transcripts
- \*Send thank you letters to teachers/advisors/mentors who wrote your letters of recommendation
- \*Complete and submit UNM/NMSU housing applications if you wish to do so
- \*Update your family on your college planning and hopes

### February

- \*Attend weekly College Engagement Workshop
- \***FAFSA due!**
- \*Continue your scholarship planning and applications
- \*Review and reflect upon your progress with the goals you set for this semester.
- \*Update your family on your college planning and hopes

### March/April

- \* Attend weekly College Engagement Workshop
- \*Learn from the colleges to which you have applied if you have been accepted!
- \*If possible, visit and/or make contact with colleges to which you have been accepted
- \*Set a family meeting with College Engagement Director and your advisor to review financial aid award letters and discuss your college decision
- \*Attend evening Family College Workshop: Transitions

### May

- \*Attend weekly College Engagement Workshop
- \*Confirm which college you will attend (**by May 1 deadline**) and communicate this decision to College Engagement Director
- \*Communicate with colleges you do not plan to attend to let them know you will go elsewhere
- \*Complete all college transition documents-housing, orientation, registration, medical forms etc.
- \*Gather with your family and friends to celebrate your Graduation Day!

### June/July

- \*Confirm any new contact information (email, address, phone etc.) with NACA
- \*Communicate with College Engagement Director on any remaining questions/concerns with your higher learning transition!
- \*Post your college updates on NACA Alum Facebook

## VI. College Engagement: Dual Credit

### Overview

NACA's mission is centered on our commitment to supporting your growth as a student of promise, a community member of value, a human being of distinct strengths and gifts that are recognized and celebrated. At NACA, this commitment to your growth includes our guidance and support along your journey to and through college.

We believe in your capacity to succeed in college. Providing you the opportunity to take college classes while you are still in high school is one way we ensure your college success once you have graduated from NACA. Prior to Graduation, you must successfully complete two dual credit classes at CNM, UNM or SIPI. You may enroll in these college classes between the second semester of your sophomore year and the end of your senior year. We will together determine the best time for you to meet this challenge, based on your demonstrated growth in knowledge, habit and personal maturity.

The opportunity to take Dual Credit courses is an invitation and an expectation: by taking college courses, you will learn to engage our shared NACA core values in new and exciting ways:

- |                   |   |
|-------------------|---|
| Respect           | The dual credit experience allows you to study alongside a wide range of students within a diverse college community, to learn from them and work collaboratively and constructively with them.   |
| Responsibility    | The dual credit experience asks you to balance your commitments as a high school student with your commitments as a college student and to take responsibility for your own success by utilizing the support structures available to you.   |
| Community Service | The dual credit experience allows you to develop new knowledge and skills that will strengthen your community service projects. In addition, as a Dual Credit student, you are able to serve your NACA community by sharing your college lessons and insights with fellow NACA students as they begin their own college journeys. |
| Culture           | The dual credit experience allows you to honor your own culture and identity by bringing and contributing your distinct strengths, skills and spirit to your college courses and community. You have much to learn in college; you also have much to give.  |

Perseverance	The dual credit experience asks you to face college challenges with courage, honesty and persistence, utilizing the tools and support resources available to you both at NACA and at CNM, UNM and SIPI.
Reflection	The dual credit experience allows you to gain perspective on your high school experience while you are in college and perspective on your college experience while you are in high school. Reflecting on your lessons, successes and struggles, you will develop valuable insight and wisdom to carry with you as you continue along your educational journey.

### Dual Credit Expectations

I understand that taking college courses as a high school student is an opportunity and a responsibility. I understand that in order for NACA to approve me to take Dual Credit courses, I must:

1. Demonstrate solid academic standing in my NACA classes, with all grades the semester before and during my application a C or above;
2. Demonstrate strong behavioral standing as a member of the NACA community with no significant behavioral issues or a pattern of compromising NACA's community expectations;
3. Demonstrate my ability to successfully balance multiple commitments including academics, athletics, activities and family and tribal obligations;
4. Demonstrate maturity, self-advocacy and communication, vital habits for success in my college classes.

Once I have been approved as an applicant for dual credit classes, I agree to:

1. Participate in weekly college support workshop and complete and submit all workshop projects on time;
2. Attend individual meetings with the College Engagement Director to assess my progress and respond to any struggles I face before they become too great;
3. Communicate with the College Engagement Director if I have any change in my dual credit classes including grades falling below a 75, a desire to drop my course, a need to

miss my course due to family, tribal or health obligations or a potential conflict with NACA commitment etc.;

4. Provide the College Engagement Director specific updates on my dual credit course grades with evidence (syllabus, papers, tests, projects etc.);
5. Submit ongoing written reflections on my dual credit experiences.

### Application Procedures

1. **Review and sign off on NACA's Dual Credit Guidelines** to confirm that you understand and agree to these requirements.
2. **Schedule a meeting with College Engagement Director** to discuss your interest in taking a Dual Credit class. **Bring a one page statement on why you wish to take a Dual Credit class and your specific hopes and goals for your Dual Credit experience.** On the day of your meeting, the conversation will include:
  - A review of your written statement
  - Confirmation that you meet NACA's Dual Credit expectations
  - Exploration of the kinds of classes you might wish to take
  - Confirmation that you have spoken with your family and they support your Dual Credit plans
  - Discussion of how you will get to and from your college campus
  - Discussion of a plan for purchasing books
3. With the assistance of the College Engagement Director, **apply to CNM, UNM or SIPI.** While the application process for each school is somewhat different, the steps include:
  - Filling out an application (which includes your NACA transcript)
  - Completing an Orientation (on-line or in person)
  - Taking a placement test (Acuplacer at CNM or Compass at UNM for some classes)
4. With the assistance of the College Engagement Director, **register for your class and purchase books**
5. Attend the **required NACA dual credit orientation and college support workshop.**

### Dual Credit Success Strategies

Along with the support structures we have in place for you, we expect **you** to demonstrate initiative and take responsibility for your own success. Again, we really and truly believe in your ability to do well in you Dual Credit classes! Here are five pieces of advice to remember—and demonstrate-- as you begin and move through your Dual Credit Classes.

1. **GET ORGANIZED.** If you cannot find your CNM course syllabus let alone remember what assignments are on it, this will do you no good! At a base, plan to get notebooks and/or binders for each of your dual credit classes.
2. **USE YOUR PLANNER.** It is your responsibility to remember and honor course deadlines as well as other CNM/UNM/SIPI deadlines such as drop/add dates etc.
3. **LEARN YOUR CAMPUS.** As you will soon discover, college is about more than the classes you take. Take time (and a friend!) to explore CNM, SIPI and UNM's campuses, to get to know the resources there.
4. **SPECIFICALLY, READ YOUR CNM/UNM/SIPI POLICY GUIDELINES.** As a Dual Credit student, you are expected to know and follow all rules and regulations.
5. **COMMUNICATE** with your College Engagement Director, NACA Advisor as well as your UNM, CNM or SIPI professors. Ask questions about the syllabus, about project assignments, about whether or not group work is accepted. Do not make assumptions. Do not rely on what one of your friends has told you. Speak directly to or email your professor to clarify what is not clear. This is particularly important as soon as you are struggling or feel stressed out. Do not wait until it is too late to turn even the trickiest of situations around!

### A Few Words on Campus Safety

It is exciting to be part of a college campus. It is also important to be smart about the choices you make when you are on a college campus. Part of being successful is being safe. Here is some advice on how to do this.

1. A College/University campus (especially in urban Albuquerque) is a different and more complex environment than our NACA community—different opportunities, risks, norms, expectations: leaving your backpack 'around' for example is likely not wise!
2. Be aware of your physical surroundings and the people around you;
3. Trust your instinct: if someone/something leaves you uneasy, seek help;
4. Program UNM/CNM/SIPI emergency numbers into your cell phone: do not hesitate to contact campus security if need be and then NACA staff as follow-up;
5. Program key NACA contact numbers (College Engagement Director, Advisor etc.) in your cell phone;

6. Walking with a friend or classmates always makes good sense, especially if you have parked a significant distance from your classes and at night;
7. Take advantage of free campus safety ride especially if you have parked a significant distance from your classes and at night;
8. Be mindful of the personal information you share such as cell phone numbers: collaboration and connection with college classmates is great but again, trust your instinct before you freely exchange such information.
9. Communicate with your College Engagement Director if any safety concern comes up for you.

### Frequently Asked Dual Credit Questions

#### **1. How do I determine if it is best to attend UNM, CNM or SIPI?**

You are fortunate to attend school in a city that works collaboratively with three excellent institutions: UNM, CNM and SIPI. Each campus has distinct strengths and opportunities. The campus you attend will depend on your particular background, goals and needs. Your College Engagement Director will help you decide which campus is best for you. There are several possible Dual Credit scenarios:

\*\*Taking two dual credit classes in the Fall at either CNM, SIPI or UNM

\*\*Taking one course each semester at CNM, SIPI or UNM.

\*\*Taking one course on one campus and the other course on the other campus in the Fall.

\*\*Note: Waiting until 2<sup>nd</sup> semester to take both classes is not an option

#### **2. Do I have to pay for these classes and books?**

There is no cost for you for books for your two required dual credit classes. Your College Engagement Director will discuss the process for obtaining your books with you.

#### **3. What if I don't want to stay in the class I am in?**

Even with the time and attention devoted to finding the right Dual Credit classes for you, it is possible that your class might turn out to be very different from what you had hoped and expected. If this is the case, do NOT simply check out and stop going. DO communicate with your College Engagement Director immediately if you are feeling like

you may need to switch. Be aware that there are specific deadlines determined by each college for dropping and adding a class.

**4. What happens if I do not earn a C or above in my Dual Credit class?**

We are confident in your ability to succeed in your Dual Credit classes if you meet this responsibility with seriousness of purpose and dedication and take advantage of the support resources available to you at NACA and each college. We expect you to communicate with your NACA teachers and advisors and your college professor if you are struggling in your dual credit classes. If you do not earn a C or above in either/both of your dual credit classes, you must take that class again or enroll in another class to replace that class the following semester in order to graduate.

**5. Are my UNM, CNM and SIPI grades included in my transcript?**

Yes. Your two Dual Credit classes are a required component of your overall NACA program. For this reason, we include your college grades on your transcript.

**6. Can 10<sup>th</sup> grade students take dual credit classes?**

Yes, with permission by your College Engagement Director.

## VII. College Engagement: The Admissions Process

### Overview

Our commitment to your college access and success is central to our mission. We place high expectations on you as a NACA student so we can be sure that when you journey beyond NACA, you will do so with the academic tools, skills and personal self-knowledge you need to succeed. As is true with so many aspects of your NACA years, you will find that we support you in many ways through your college admissions journey. ***It is also true that your responsibility through this process is key. You must take initiative to be successful.***

As you consider your higher learning possibilities, how do you begin to think about which colleges or universities might be right for you? We have several strong state university options right here in New Mexico. You may also be curious about college options beyond New Mexico, if you think you might want to live and study in an area of the country that is new to you. This may include highly selective colleges or universities. It is essential to look beyond the ‘name brand’ of a particular college: ultimately, your goal is to find a college that is ***right for you***-this may be Stanford University or it may be NM State or Knox College in Iowa!

At NACA, our hope and expectation is that you will research a range of colleges and universities. This is important because we want to ensure that you have different options available to you and that you truly do make the best choice for yourself when the time comes. All important life decisions deserve thoughtful, consideration and reflection on the strengths and limitations of each path.

As you begin to explore college possibilities—either colleges recommended to you by the College Engagement Director or colleges that you have discovered on your own, questions you might begin to explore include:

- Does this college have the kinds of academic programs and majors that interest me?
- Does this college have the kinds of activities, programs, sports etc. that interest me?
- Based on what I can tell, what is the ‘atmosphere’ of this college? What kind of community exists here and can I see myself belonging in this community?
- What are the costs of attending this college? What kind of financial aid/scholarship assistance is available?

With such questions in mind, here is the admissions process we recommend to you, step by step:

### **Step I: Self-Assessment**

You are a distinct human being with your own set of interests, strengths, gifts, struggles, dreams. Your family members and NACA teachers will offer invaluable guidance on your college search. Ultimately, though, you need to examine closely your own priorities and goals, strengths and struggles. Take some time to think through your hopes for your life after high school. Many students find it helpful to write down these reflections. The kinds of questions we recommend you ask yourself as you begin this process include:

What are my greatest strengths as a student and a person?

What honest struggles do I live each day?

What am I most excited about studying when I imagine being a college student?

In what ways do I want to make a difference in the world?

What kind of college community do I want to be a part of—large or small, near or far, urban or rural etc.?

As you begin to answer these questions, we also recommend that you share your ideas with your families and NACA teachers. The closer we all are to understanding your hopes, fears and goals, the more effectively we can support you through your process.

### **Step II: Research**

So, knowing that there are thousands of two and four year colleges and universities across the country, it is essential that you make a thoughtful plan for research! Your research may find you looking through college guide books such as the Fiske Guide and Colleges That Change Lives guide, brochures and catalogs sent to us by colleges, college and university websites and direct conversations with college admissions staff, professors, current students and alums.

As you begin your exploration, it is helpful to have a basic understanding of the different kinds of colleges and universities that exist:

#### **Community Colleges**

A community college is a public college that provides preparation for Certifications in a particular trade/skill and/or two year Associates degrees. Traditionally, they serve a wide range of students from high school age to those who have worked for years and have decided to attend college again, or for the first time. Community colleges typically provide a wide range of course offerings including technical and vocational programs such as auto mechanics, culinary arts and

welding. As such, you will have classes with students with many and varied backgrounds. Central New Mexico Community college is our local community college.

### **Universities**

Universities are large public or private institutions with a strong commitment to research that provide both undergraduate and graduate degrees. Given their size, they provide seemingly limitless academic, extracurricular and social opportunities. Universities have a designated ‘undergraduate college’ which traditionally serves students in the 18-22 age range who work toward four year bachelors’ degrees in a wide range of areas from English to Chemistry to Fine Art. Graduate schools in universities provide students opportunity to earn Masters and Doctoral level degrees such as an MD, law degree or PhD in Spanish Literature. Universities provide some housing for students who wish to live in residence. Public universities such as The University of New Mexico tend to be affordable overall, particularly for in-state students. There are also private universities throughout the country--Tulane University or Georgetown University, for example.

### **Liberal Arts Colleges**

Liberal Arts Colleges are small, private colleges with a focus on undergraduate students. At a Liberal Arts college, you work toward a four year Bachelors degree. Liberal Arts colleges are not arts colleges! While you can certainly study the arts in a liberal arts college, you can also study a wide range of subjects ranging from mathematics to political science to psychology to women’s studies. The philosophy of a liberal arts college is for students to study a wide range of subjects—a well-rounded education as a context for your particular major. Liberal arts colleges also tend to put a high priority on the residential college experience—that is, what is learned from students living with one another in a residential community is part of the value of going to college. Liberal Arts colleges often have programs for students to pursue graduate degrees as well—a 3-2 program, for example, where you work toward a Bachelors degree in three years and then move to a university for two years, the end of which time you earn a Bachelors and a Masters degree. Knox, Occidental and Earlham are examples of Liberal Arts colleges.

### **Colleges with a particular focus: Tribal, Polytechnic or Arts Institutes**

Finally, as you begin your research, you may come across colleges that have a specific focus in the sciences or arts, for example. At such colleges, the majority of your studies will be in these specific fields. Such colleges are intended for students who have a strong sense of what they wish to study and a desire to focus chiefly on that one area, rather than taking classes that might not directly connect to their academic and professional goals. SIPI, NM Tech and Cal Arts are examples.

**Finally, a word on “for-profit” colleges:**

You have likely come across for-profit institutions such as The University of Phoenix, Pima Medical Institute and Carrington College (formerly Apollo College.) These colleges are very expensive, do not allow students to use NM Lottery funding and thus demand that students take out significant student loans. In addition, such institutions often advertise a ‘rushed’ path toward a degree.

## College Research

As you begin to explore specific colleges or universities, we recommend that you learn as much as you can about each, including information on the following:

- 1.**Mission/Philosophy** of the college/university: What is distinct about it? What sets it apart from other colleges and universities?
- 2.**Location**: Where is it? What is the city/town/rural community like?
- 3.**Student population**: Where do the students come from? Breakdown across states, cultural, religious, first generation college etc. International student population
- 4.**Academic programs offered**: What degrees are offered? What are the core requirements to earn the degree of interest to you? Can you create or combine majors? When do you have to decide your major? Are there graduate programs offered? What specific academic programs are of interest to you?
- 5.**Residential community**: Do students live in dorms? What are they like? Are students mixed together or separated according to interest dorms, year in college (such as all freshmen together) etc.
- 6.**Extracurricular activities**: What kinds of organizations, clubs and sports exist here? Which of these would be of specific interest to you? Is it a political campus? Is community service central? Do they have the champion polka team in the region?
- 7.**Admissions requirements**: Review the application. Are there essays required and if so, what are the questions? What kinds of teacher recommendations are required? What are the core expectations for grades and ACT/SAT scores? Is an interview required? Are there fly-out programs that allow me to visit the campus for little or no cost?
- 8.**Costs and financial aid**: What is the tuition? What financial aid and scholarship possibilities are available?

9. **From your perspective:** what are the advantages and disadvantages of this particular college or university? Will you apply to this particular school? Why or why not?

### **Step III: Communication**

We have mentioned this previously but it is worth repeating: *it is essential that you communicate your needs, goals, struggles, questions, fears with your family and NACA staff along the way.* Again, this process is exciting, but also complex. It can be wonderful, and stressful, both. You are not alone in this process. Chances are, one of us will be able to answer your question or ease your stress...or will know the best resource to turn to on your behalf.

Your families, in particular, deserve your honest voice in this process. This can be challenging, since they have their own hopes, goals and needs as they imagine your future. But the first time they hear your plans to attend college in California should not be a week before you head to California! Commit to including them in your college planning process from the beginning.

### **Step IV: Organization**

So, you have committed to self-reflection, effective research and regular communication. You have started to discover colleges and universities of interest to you. Organizing all of this information is critical to your successful college admissions process...as well as your peace of mind. *Different colleges and universities have different admissions requirements, deadlines and expectations.* Therefore, we highly recommend that you:

1. Create an **overall college planning folder or binder** that includes such information as:
  - \*The list of colleges/universities you will apply to with their application deadlines
  - \*Copies of your ACT and or SAT test scores with a list of which colleges/universities you have sent them to.
  - \*A list of the Common Application materials (in particular, the Secondary School Report) that you have submitted to the College Engagement Director
  - \*A copy of the letters you have sent to teachers, professors, mentors requesting letters of recommendation
  - \*A copy of your resume
  - \*A list of any interviews you have set with college admissions representatives
  - \*Copies of the application essays you have sent
2. Create a folder for each college or university of interest to you to include all materials related to that particular school including application materials, correspondence etc. Include a check-list with each folder so you can keep on top of all requirements and deadlines. (See checklist below.)

**College Application Check-list**

College/University:

Application Deadline:

Application Requirements:

College/University Application \_\_\_\_\_

‘Common Application’ \_\_\_\_\_

Supplement to ‘Common Application’ \_\_\_\_\_

NACA Transcript (fill out request for \_\_\_\_\_)

CNM/UNM/SIPI transcript (request from Registrars’ Offices) \_\_\_\_\_

Official ACT/SAT Test Scores \_\_\_\_\_

Letters of Recommendation (*requested 1 month advance*)

    Math/Science teacher \_\_\_\_\_

    Language Arts/History Teacher \_\_\_\_\_

    CNM/UNM/SIPI Instructor \_\_\_\_\_

    Other \_\_\_\_\_

Essay(s) written and reviewed by College Engagement Director \_\_\_\_\_

Application fee or waiver request submitted \_\_\_\_\_

Application completed \_\_\_\_\_

Interview scheduled \_\_\_\_\_

Thank you note to interviewer \_\_\_\_\_

In addition to FAFSA, other required financial info  
(such as College Board *Profile*) \_\_\_\_\_

Scholarships offered by this school for which I have applied \_\_\_\_\_

#### **Step IV: Apply!**

First, we recommend that you keep this information below handy as you will be asked for it many times for your applications, testing and some scholarship/financial aid applications as well.

Counselor Name: Bronson Elliott  
Phone Number: 505 266-0992  
FAX Number: 505 266-2905  
Email address: collegeguidance@nacaschool.org  
NACA CEEB: 320116

In general, most seniors wind up applying to several colleges, usually somewhere between 3-7 colleges that vary in application requirements and competitiveness. There is no ‘magic number.’ One is too few. Twenty is too many. Apply only to colleges that you really can imagine attending. Apply to a couple of colleges you are confident will admit you, a couple of colleges where you have a good chance of being admitted and one or two colleges that may be more of a stretch, but are still worth trying for. Your College Engagement Director will work with you to develop a strong list of colleges to which you will apply.

As you plan for the application process itself, remember that this will take significant time! *We recommend that you set aside specific blocks of time each week for this purpose, thinking of these responsibilities as you might think about an additional required class at NACA.*

It is important to be clear on what kind of information you will be asked to provide as part of your college application. Again, requirements for applications vary according to the particular college or university. In general, the following components are required:

1. The **application**—includes basic questions—name, address, school, courses you are taking etc. *The application may also include direct questions regarding any disciplinary challenges you have had.*
2. Your **official transcript**. This is something you will request, in writing, from your College Engagement Director of Registrar. When you do so, it is important to clarify if your Dual Credit courses and/or other summer academic courses you have taken are included on your NACA transcript. Some schools also include ACT/SAT scores on the official transcripts—again, it is your responsibility to determine if this is the case here at NACA.
3. **High School Profile**. This is a brief snapshot of your high school community and its distinct programs that your College Engagement Director will provide. (See NACA School Profile at end of this packet.)

4. **High School Course Description and Grading Scale.** This is also provided by NACA's Registrar to ensure that college admissions representatives understand the specific details of the classes you have taken here and how you have been graded.
5. **Financial Aid information including the FAFSA form.** ([www.fafsa.ed.gov](http://www.fafsa.ed.gov))
6. **Application fee waiver form** based on your family income--you may not have to pay the application fees. This is something you do through your College Engagement Director.

**In addition, competitive college admissions committees will devote significant attention to the following additional application requirements:**

1. **Essays or personal statements:** these can be among the most important parts of your application! See guidelines for writing effective essays in the pages that follow.
2. **Letters of recommendation** from teachers/advisors/mentors with whom you have worked closely and who can speak to your strengths not only as a student, but as an engaged community member who has contributed in positive ways to your school community. In general, colleges want one letter from a Language Arts/English/Humanities teacher and one from a Math/Science teacher.
3. **Graded essays** from NACA, college dual credit classes and/or summer programs.
4. **Official college transcripts** from any courses you have taken in addition to your NACA school transcript.
5. **An interview** on the college campus or locally here in New Mexico when college admissions representatives/alums are visiting.
6. **Additional Financial Aid forms** including the CSS Profile (required by most private colleges)

**A few specific recommendations for your applications—including the Common Application which is used by hundreds of colleges around the country:**

1. **When completing the course section, note all of your senior year courses including Advisory, electives and Dual Credit courses.**

2. **When completing the section that asks about extracurricular activities**, do not sell yourself short! It is true that we are a small school. This being said, what you have done across your NACA high school years is very impressive! Refer to your resume, but be sure to include:
- \*Community Service commitments throughout your four years
  - \*Any NACA clubs, activities or sports in which you have been involved and/or played a leadership role from martial arts to hosting prospective students to serving on the organizing committees for school events such as Pow Wow or Prom.
  - \*Other leadership activities such as serving on a hiring committee, going with Ms. Bobroff to the Roundhouse, serving as a student speaker on a panel etc.
  - \*Any commitments you have pursued outside of school including volunteer work through your tribal community, church, music lessons etc.

**And finally, a word on The Common Application!—**

The ‘Common App’ (as it is often called) is used by hundreds of colleges and universities around the country. This is an on-line application that you complete once and then submit electronically to a number of colleges. Many colleges and universities that accept the Common Application also require Supplemental Materials (such as an additional essay) that are specific to that college.

**Step V: Wait (and apply for scholarships!)**

Having completed your applications and sent them off, you now face the part of the process that some students find more challenging than actually filling out the applications: the wait. Will I wind up in Las Cruces or Los Angeles? What if I don’t get in anywhere? What if I get in everywhere?

This is another good time to take a deep breath. And, while you wait, commit to the following:

1. Check your email frequently to ensure that you are in regular communication with the admissions offices. Again, in the event that an admissions office has not yet received some of your materials, you will most likely be notified by email.
2. Continue to research scholarships that are available to you by using the kinds of resources included in the Scholarships/Financial Aid section of this Handbook. In most cases, you can apply for scholarships—and indeed, should apply for scholarships—even before you know which college/university you will attend.
3. Continue to check in with the College Engagement Director with any questions or concerns you have.
4. Continue to update your families on your college application process.
5. Remember that you will be well and have many wonderful experiences wherever you wind up!

In the meantime, college admissions representatives will be meeting in committees to review your application...along with the applications of thousands of other high school seniors around the state and country. Here are some of the common admissions processes available to you:

**Early Decision:** If you apply early decision, you are clear that you will attend this college if admitted. If admitted, the college or university will require you to enroll there and withdraw your other applications.

**Early Action:** If you apply early action, this means that you are positive enough about this college that it is very likely you will attend, if admitted. Once admitted, however, you still have until May 1 to decide.

**Regular Decision:** This is the most common timeline within which to apply. In general, applications are due in December or January. You will learn if you have been admitted in April and be required to confirm your decision by May 1.

**Rolling Admission:** If you apply to a college or university with rolling admission, this means that you can apply anytime throughout the year and you will generally be notified within several weeks of applying. You then still have until May 1<sup>st</sup> to decide

**Unusual Admissions Processes:** There are colleges and universities that offer alternative and quite distinct admissions timelines and processes. Bard College in New York, for example, offers a process called the Immediate Decision Plan—the I.D.P. Students who pursue this admissions process participate in a Socratic seminar with other applicants that is facilitated by a Bard professor, meet with an admissions representative with their application materials and learn at the end of that same day if they have been admitted!

### **Step VI: Decide**

So, the envelopes arrive. You may hear that the thick ones mean ‘yes’ and the thin ones mean ‘no.’ This is sometimes, though not always, the case! Regardless the thickness, before you open any envelope, remind yourself that *you are more than the message of its contents*. That is worth repeating. *You are more than the message of its contents*. You are a son, daughter, sister, brother, friend. You are a hardworking student. You are an invaluable contributor to your tribal, NACA, Albuquerque community. You are a poet, runner, painter, activist. Regardless the contents of a single envelope from a single college, this is true.

That said, it is exciting to receive acceptance letters, painful to receive denial letters, confusing to receive a waitlist letter. A few words on each-

**Accept**

This one is clear. It means you have been accepted and this college or university hopes you decide to attend. Recognizing that this is a decision you must make, you have time to decide (usually, about a month) unless you have completed an early decision application.

**Deny**

This one is also quite clear. It means that you have not been admitted. Given the number of high school students who compete for the same spots, not all students are admitted. Simple as that. What is not so simple is the emotion that comes from this—especially when the letter is a polite but brief form letter, giving no indication of why you were denied. Some students recommend assuming from the start that you will *not* be admitted to all of the colleges to which you apply, so that when a denial letter comes, it will not be so painful. Another high school recently reported inviting students to bring in their denial letters to post on a massive wall—a reminder to students that they are not alone in this moment. And some students decide to hedge their bets and send a letter asking for reconsideration. While very rare, there are indeed cases in which a college is willing to reconsider. This is something to discuss with the College Engagement Director.

**Waitlist**

This means that you have not yet been admitted, but are still in the running. Each year, colleges and universities accept more students than wind up actually entering their first year class, taking into account that students might select another college. With this response, remain hopeful, but also realistic—and thus, continue to weigh your other college options. If you are placed on the waitlist, in conjuncture with the College Engagement Director, it may be appropriate to write your admissions representative to reinforce your strong interest and to submit any supplemental materials that might be helpful. Similarly, if you have decided you wish to attend another college, plan to inform the college to which you have been waitlisted to let them know so your waitlist spot can be freed up for someone else.

**A note on sensitivity to peers:**

In a school as small as NACA, it is certainly possible that you and your classmates may apply to some of the same colleges. It is also likely that you will not all be admitted to them. You have every right to be excited and to share this news. Just remember that your excitement about getting into a certain college might be a classmate's sadness about not getting into that same college...

**Once you hear back from your schools, it is important that you:**

1. Share the news with your family.
2. Update the College Engagement Director.
3. If accepted, write to your admissions representative to thank him/her.
4. Share your news with teachers, mentors etc. who have written letters of recommendation for you.

**How to decide?**

It may be that your choice is clear: you have been admitted to the college you believe best for you given your personal and academic hopes and goals. And it may be that your choice is not so clear, as you recognize the advantages and limitations of more than one college option. Perhaps you don't yet know what you want to 'be' when you grow up, so aren't sure what to study and thus, what college to attend! That's okay. Your future life plan need not be entirely clear in order to make a good choice about a college that will serve your future, no matter what you become.

We recommend that you write down and then share with your families and College Engagement Director an honest '**pro and con**' list which includes such factors as the academic program, community resources, family considerations and of course, available financial aid and scholarships.

In addition, if you have opportunity, visiting the colleges and/or talking with professors and students at the colleges truly helps! You can work to arrange a school visit through the admissions office. In some cases, a college may be able to assist with the cost of such a visit (such as hosting you in a dorm for a night)—this is also something to ask your college representative.

## **College Trips**

If at all possible, we highly recommend that you visit the campuses of colleges that may be of interest to you, whether through a NACA sponsored trip or on your own. In order to make the most of such trips, be prepared! We recommend that you reflect on and write down the following:

### **Before the college visit:**

1. Based on what I have read about this college before visiting, I am most interested in/excited about....
2. Based on what I have read about this college before visiting, three specific questions I plan to ask/find answers to at some point during our visit are....
3. Is there a professor I want to meet or a certain class I want to attend?
4. Is there a particular department or facility I hope to see?
5. Do I know anyone on campus? A NACA alum or friend of a teacher? Plan to email this person in advance to try to meet.
6. Have I contacted my admissions representative at this college to let him/her know I am coming and if appropriate, to set up an interview?

### **During/After the college visit:**

1. My impressions of the college campus (dorms, dining area, facilities etc.) and atmosphere include...
2. My impressions of the people I met at this college include...
3. Now that I have seen this college, I am particularly interested in the following programs/activities/opportunities that this college offers...
4. Now that I have seen this college, my new questions include:
5. Based on this visit, I may decide to apply to this college as a senior—why or why not?

## **Additional Direct Contact with Colleges may include--**

### College Fairs

A college fair is a free, public event in which many college admissions representatives gather in a particular location to meet with prospective students. College representatives have a table or booth with information and you can meet them briefly. Your parents or other family members are welcome to attend. In order to make your college fair a productive experience, we recommend the following preparation:

1. Understand the **purpose** of the fair:
  - \*To learn more about colleges/universities that are now or may be of interest to you
  - \*To meet admissions representatives from those colleges/universities
  - \*To sign up to be placed on the mailing list of those colleges/universities
  
2. Remember that **first impressions matter**:
  - \*Introduce yourself as a student at NACA!
  - \*Ask a question or two!
  - \*If you are meeting a representative who will be at NACA, let him/her know that you look forward to talking more during that visit
  - \*If you are clear that you wish to apply to this college/university, ask about how to set up an interview.
  
3. Make a plan for how to **use your time effectively** during the fair:
  - \*Review the site map so you know where each college/university has been placed
  - \*Visit the colleges/universities you know are of interest first:
  - \*Then take time to walk through other booths to learn about colleges/universities that may be of interest!

### NACA College Admissions Visits

Each fall, college representatives from around the country visit NACA to meet with students. These information sessions, generally scheduled for an hour, are an important way for you to learn more about a college or university, particularly if you are not able to visit in person. They also provide an invaluable opportunity for college admissions representatives to learn more about NACA and about you. In many cases, the representatives who visit NACA are the ones who will play a direct role in the processing of and decision regarding your application! Plan to plan to prepare for these sessions. Specifically,

1. Bring in written questions
2. Be on time
3. Introduce yourself
4. Thank the representative.
5. Remember that first impressions matter—both positive and not so positive.

The College Engagement Director schedules these visits and will communicate the dates to you.

### Interviews

Many colleges require an interview as part of the application process, either with an admissions representative or an alum who may live in this area. Interviews can be a very positive way of demonstrating the person you are, the mind you have, some important aspects of your personality and identity that might not be as clearly conveyed through your written application materials. Even if an interview is optional, we recommend that you set one up! Plan to communicate this with the College Engagement Director as well. We will help you prepare for your interview if helpful! For now, here is some advice as you think about your interview:

1. Prepare for the interview. While it is not a test, it is an opportunity for you to learn more about the college and the college to learn more about you. At a minimum, you should be familiar with basic information about the college.
2. Take in written questions, whether small or large. It may be interesting to consider picking one essential question for each interview such as what kinds of support services are available for freshman students?
3. Be on time.
4. Dress appropriately—such as you dress for a NACA Demonstration.
5. Be yourself.
6. Thank the interviewer at the end.
7. Follow-up with a written thank you.
8. Let the College Engagement Director know how it goes and share any advice and insights with your classmates!

## Additional Key Components of Your College Application

### **The Application Essay**

For many colleges, the essay is the most important element of the application, second to the transcript. For this reason, it is essential that you develop and submit strong essays. Some colleges require them and some do not. Many scholarship applications also require a personal essay of some kind. We include below several guidelines that should be helpful as you begin to think about your essays.

1. Remember that the central goal is to communicate ***your voice*** so college admissions staff can learn who you, distinctly are.
2. Read the question carefully and answer the question. If the college asks for a one page essay, write a one page essay.
3. Assume that you will need to do drafts. At a minimum, have the College Engagement Director and one other teacher give you feedback.
4. Be specific rather than general. Some of the most powerful essays share a single story that reflects a larger quality/character trait/hope/goal about the student. Demonstrate this trait rather than just telling it.
5. Sometimes the simplest story has the most power.
6. The essay need not be a list of excuses for aspects of your application that you are worried about. There are other places in the application for that purpose.

As a place to begin, here are the essay topics included in *The Common Application*.

1. *Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.*
2. *Discuss some issue of personal, local, national, or international concern and its importance to you.*
3. *Indicate a person who has had a significant influence on you, and describe that influence.*
4. *Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.*
5. *A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.*

## Letters of Recommendation

Many colleges and universities require two letters of recommendation, each being an opportunity for a professor or mentor who knows you well to write on your behalf. The College Engagement Director will give you a timeline and deadlines for this process. In the meantime, here is an overview of the steps involved. We will expect you to:

1. Think carefully about who you wish to ask and inform the College Engagement Director. In general, colleges are interested in one letter from a Language Arts/Humanities teacher and one from a Math/Science teacher. If your dual credit professor knows you well, this is also a good choice. Similarly, if you believe your Junior Internship Mentor can speak to your strengths, habits and skills, this is another good choice.
2. Formally request in writing each letter of recommendation well in advance—ideally, within the opening weeks of school. It is not appropriate to ask a teacher to write for you as she is running across the field to class. It is really not appropriate to ask a teacher to write for you two days before the letter is due.
3. Once a teacher has agreed, supply them with a packet that includes:
  - Your resume
  - Any form that needs to be completed with the letter
  - Stamped envelope addressed to the appropriate college
  - Clear deadline for when it needs to be sent.
4. Send a friendly reminder to the teacher two weeks before it is due.
5. Thank them for writing for you.
6. Update them once you have heard back from your colleges.

## Frequently Asked Admissions Process Questions--

- 1. There is a college I want to apply to, but I do not have the money for the application fee. What do I do?**

Let the College Engagement Director know this as soon as possible, rather than simply deciding not to apply. Most colleges and universities do offer some kind of application fee waiver or reduction option for students with demonstrated financial need. A decision not to apply for this reason is not a sound decision!

- 2. I have heard that once I apply to college, my grades 2<sup>nd</sup> semester are not as important because the colleges will not see them. True?**

Not true! We expect you to remain fully engaged with your NACA classes and commitments all through your senior year. Most colleges require us to send them your final year-end grades. There are certainly cases where a student's admission to a college has been put in jeopardy when a college sees a drop in performance.

**3. I had a serious disciplinary case during my 10<sup>th</sup> grade year. Is this something that will impact my college choices?**

It may. Many colleges ask for information on both your academic and behavioral history. Some applications include a direct question regarding your disciplinary history. Our sincere hope is that you make wise academic and personal choices all through high school. If you have had a serious disciplinary case, this is something we will discuss further with you when it comes time to apply to college.

**4. I am dyslexic and have an IEP. Are there colleges that will accept me and will I get support here?**

Absolutely. By law--and because it is the right thing to do--colleges and universities provide support services for students with learning differences. As you research college options, this is something to discuss further with NACA's Special Education Director and College Engagement Director.

**5. Is it possible to defer for a year?**

It depends on the college or university and it depends on your reason for wishing to postpone college for a year. Some students do indeed decide to write a formal request to a college to wait a year before attending for personal or financial reasons. In many cases, college and universities allow this. *There is a significant exception here in New Mexico, however: in order to get the Bridge and Lottery Scholarships, you must enroll in college after graduating from high school or you will lose this scholarship funding.*

**6. How do I request a transcript?**

Once you decide which colleges and universities to which you will apply, you can complete a transcript request form with college names and addresses and dates to be given to NACA's Registrar. These forms are available in the Registrar's Office. You must submit these forms a minimum of two weeks before you need the transcripts sent, however, in order to give the Registrar time to process the request.

**7. I just received a housing form. I have heard that living in dorms can be terrible. Does it really make a difference if I live in a dorm or at home?**

Research shows that it does—and that it can make a very positive difference! Students who live on campus—at a minimum, during their first year of college—tend to do better academically and in their overall adjustment to college. In addition, living in a dorm is another valuable aspect of your college experience—what you give and learn is about more than your classes. For this reason, many colleges and universities require students to live on campus for part/all of their college years.

## VIII. ACT and SAT Tests

We recognize that college entrance exams are one component of the admissions process. We also know that this component of your college planning can be very stressful, depending on your experiences with tests of this kind. So, whether you are someone who tends to do well on such tests or to struggle with such tests, we begin here:

*You are more than your score on the ACT or SAT.*

We see this. We believe this. We want you to remember this as you prepare to take these tests.

That said, while the ACT and SAT are by no means the only gauge by which colleges and universities assess your application, they are indeed important and a required element of many admissions applications. As such, we take them seriously and expect you to do the same. Here is some information to know about testing:

### Useful ACT/SAT Information

1. In preparation for the ACT and SAT, you will take the ACT Plan in 10<sup>th</sup> grade and the PSAT in 11<sup>th</sup> grade. These are required tests and are given at school, with no cost to you. Your test results give you—and us—a sense of where your strengths are as a tester and what support you may need to prepare for the ACT and SAT. In addition, students who test well on the PSAT may be eligible for certain recognitions and scholarships through the National Merit Scholarship program.
2. We expect you to take the ACT or SAT in April or June before your senior year.
3. We highly recommend that you take one or both of these tests again early in the fall of your senior year in order to have the scores returned in time for admissions and scholarship applications. (Waiting until December, for example, will be too late if you plan to apply for certain very generous UNM scholarships.)
4. We provide test prep for you. Believing that all students benefit from and deserve access to test prep strategies, there is no cost to you for this support. However, if you and your family wish additional testing support, we can recommend test prep books and further test prep resources you may pursue on your own.
5. Different colleges expect different tests. These days, the vast majority of colleges and universities across the country accept either the ACT or the SAT. Some schools require the writing component of the ACT. Some schools require the SAT II and reasoning tests. It is your responsibility to determine the testing requirements of the particular schools to which you are applying.

6. There are a number of schools around the country that no longer require tests. You can access this list in the resource section of this Handbook.

### Basic Differences Between the ACT and SAT

Given that the colleges and universities to which you apply most likely accept either test, how do you know which one to take? In general, New Mexico students have taken and performed better on the ACT, though this is certainly not the case with all students. Many students opt to take each test to determine which they do well on. Your performance on the ACT Plan and the PSAT may also give you an indication of which test to take.

There are some basic differences between the two tests, in both structure and content. The grid below is taken from the Kaplan Test Prep website at [www.kaptest.com](http://www.kaptest.com).

## What's the Difference Between the ACT and SAT?

### Test Structure and Format

	ACT	SAT
Length	3 hours, 25 min (with Writing Test)	3 hours, 45 minutes
Structure	4 Sections (English, Math, Reading, Science) plus an optional Writing Test	10 Sections (3 Critical Reading, 3 Math, 3 Writing, and 1 Experimental, which is unscored)

### Scoring

	ACT	SAT
Score	Composite of 1-36 based on average scores from the 4 test sections  4 scores of 1-36 for each test  Optional Writing Test score of 0- 12 (not included in the overall score)	Total score range of 600-2400 based on adding scores from 3 subjects  3 scores of 200-800 for each subject  Score of 0-12 for the Essay
Wrong Answer Penalty	No penalty for wrong answers	¼ point subtracted from your raw score for each wrong answer (except for Math Grid- Ins)
Sending Score History	You decide which score is sent	You decide which score is sent  *Some colleges require you to send all scores, check with the college to be sure

Finally, while there is no cost to you to take the ACT Plan and the PSAT, there is a cost for taking the ACT and SAT. Please speak with the College Engagement Director regarding fee waivers if need be.

In addition, if you are a student with an IEP, plan to meet with the College Engagement Director to apply for specific accommodations (such as extended time) when you take the ACT or SAT.

### The night before your test...

1. Organize the materials you will need to take with you the night before. This includes: your I.D (as specified on the ACT or SAT website—be sure to check what identification is required!) and admission ticket with reporting time and location
2. Be sure you know exactly where to report before the morning of the test! If on doubt, try to visit the site a day or so before the test.
3. Get good sleep!
4. Eat a healthy, though not huge, breakfast.
5. Dress comfortably and bring a layer in case the test site air conditioning is a blasting.
6. Arrive early—we recommend a minimum 20 minutes before the required arrival time.
7. Do your best.
8. Remember what we said a few pages ago: you are more than your test score.

## **IX. Paying for College: Scholarships and Financial Aid**

College is expensive. Whether you wind up studying in Albuquerque or San Francisco, focus on music or mechanical engineering, live in campus dorms or with family, the financial commitment that you and your families are making is significant.

Just as we believe that you are capable of success in college, we believe you can find ways to pay for it. This takes considerable time and dedication on your part. And as is true with everything else, we are here to support you through this process, even as we *expect you to advocate for yourself and demonstrate initiative when it comes to paying for college.*

Some students decide never to apply to a particular college because of the cost. This is understandable, with some colleges costing tens of thousands of dollars each year. It is also understandable because as a NM high school graduate, you have the extraordinary opportunity for the Lottery Scholarship that will cover most of your college expenses. Our approach, however, is to have you research and apply to the colleges and universities that seem the best fit for you, while at the same time working hard to determine what financial assistance is available. *Do not assume that it is impossible to attend a particular college due to cost before you have fully examined the options and possibilities for making it possible!*

We will talk further about scholarship/financial aid planning in your College Engagement Workshop and also host evening workshops for you and your families on these issues. You have many resources available to you and it is critical that you talk early and regularly with your families about this planning.

### **What is Financial Aid?**

Financial aid is money given to you by a college or university in order to help you pay for college. In most cases, the money is given to you each of the years you are enrolled as a full-time student. Most financial aid is based on need, though there are some merit-based (as in grades) financial aid opportunities as well.

### **How is Financial Aid determined?**

Colleges determine this through the **FAFSA** form. FAFSA stands for *Free Application for Federal Student Aid*. This is the form used by colleges and universities all around the country. Once you and your families have completed this form, the college is able to more clearly determine what you will be able to contribute and what you will still need in order to attend that college. Here is the basic process:

1. *At the beginning of your senior year, you and your families register for a FAFSA pin on the website.*
2. *Your parents and you attend workshop facilitated by NACA in the fall.*

3. *Your parents file their taxes a.s.a.p. in January of your senior year.*
4. *You and your families complete the on-line FAFSA Form in February of your Senior Year---→*
5. *The colleges/universities to which you have applied review this form to determine your financial need---→*
6. *The colleges/universities then determine a 'financial aid package' for you that may include: loans, work study, scholarships/grants from that particular school---→*
7. *A certain amount still remains that is your responsibility to cover, HENCE, THE IMPORTANCE OF APPLYING FOR SCHOLASHIPS!*

### **FAFSA Advice**

1. **Read through the form** so you are familiar with it and clear on the kinds of info you and your families will be asked to submit once you complete the form;
2. **Share it with your families** so they too know what will be expected of them;
3. **Mark key FAFSA deadlines in your Planner.** For example, ideally, you and your family will complete your FAFSA form in early February once your parents have completed their taxes. Also, many colleges (including UNM/CNM) have 'priority deadlines' for submission of your FAFSA. If you complete and submit your FAFSA forms by this date, you have greater likelihood of access to a greater pool of money to fund your college education

***\*A reminder that some private colleges and universities also require the CSS Profile on the College Board website.\*\****

### **What is a Scholarship?**

A scholarship is money you apply for to help you cover your college expenses. Individual colleges and universities have specific scholarships for which you can apply. In addition, your tribal community may provide scholarship assistance in addition to other local and national organizations that provide scholarships for students.

### **NM Bridge to Success Scholarship**

This is a scholarship intended to help students pay for the first semester of a New Mexico public university such as UNM, CNM or NM State. It does not require an application. In order to receive this scholarship assistance, as stated on the UNM website:

*Recipients must meet the following requirements:*

- *Be New Mexico resident and U.S. Citizen or permanent resident*
- *Graduate from a NM public (or accredited private) high school or be a NM GED recipient*
- *Achieve minimum high school GPA (2.5) or GED score (530)*
- *Enroll full-time in a public New Mexico college or university's degree-seeking program the first regular semester after high school graduation*

*There is no deadline and students need not apply to this program. If a student is qualified, their admissions application is all that is needed. The Scholarship Office will automatically award the scholarship. If you believe you qualify and the scholarship is not on your student account, please notify the Scholarship Office and it will be determined if you are qualified*

### **NM Lottery Scholarship**

As a high school student in New Mexico, you are fortunate to have access to NM Lottery Scholarship funds. This scholarship helps thousands of students cover a significant amount of their college expenses each year. Here are the basic details on this scholarship, as included on UNM's scholarship website:

#### ***Program Description:***

*A renewable full-tuition award, which may be received for up to eight consecutive semesters, beginning the student's second semester in college. The qualifying semester for this scholarship is the student's first semester in college. No application is required.*

*Recipients must meet the following requirements:*

- *Be a NM resident*
- *Graduate from a NM public (or accredited NM private) high school or receive a NM GED*
- *Enroll full-time in a Baccalaureate degree program during the first regular semester following high school graduation or receipt of the New Mexico GED*
- *Earn at least 12 credit hours with a minimum 2.5 grade point average during the first semester in college*

*There is no deadline and students need not apply to this program. It is automatic if a student completes the necessary criteria.*

### **What is Work Study?**

Depending on your financial profile, you may be eligible for a work study job. This is a job on campus that allows you to earn money to put toward your college expenses. This may range from working in a lab, department or office, campus facilities office or admissions office tour guide to the cafeteria to grounds crew.

**What is a Student Loan?**

In order to pay for college, you and your family may determine it necessary to take out a student loan for one or more years. There are several federal loan programs available, the details of which you can find through a college or university's financial aid office. In most cases, you must begin to repay the loan once you have graduated from college.

We have provided many financial aid and scholarship resources in the Resource section of this Handbook. Take time to explore these helpful websites!

## **X. Additional College Engagement Information and Resources**

### **College/University Visit Programs**

If at all possible, work with your families and NACA staff to arrange visits to the campuses of colleges that interest you. If accepted to such programs, there is often little or no cost to you. We include below several sample programs that may be of interest. In addition:

1. Check the admissions websites for additional colleges/universities of interest to you to learn if they also have some kind of fly-out/visit program. Such programs are often called something along the lines of ‘Multicultural Visit/Fly-out Program’. If need be, call the Admissions Office to ask.
2. In most cases, the deadlines are SOON (late August and into September.) Plan accordingly!
3. In some cases, these programs require that you are nominated by NACA—either the Principal or College Engagement Director. This is a simple, straightforward process. Check programs of interest to learn if this is required.
4. Share your application essays with your College Engagement Director. Edit your application. These programs are competitive!
5. A reminder that there will also be fly-out opportunities in the spring once you have learned if you are accepted at a particular college/university.
6. Update your College Engagement Director on your progress with these applications!

## Sample Fall Visit Programs

- 1. Bates College, Maine** **‘Prologue to Bates’**  
[www.bates.edu](http://www.bates.edu)
- 2. Occidental College, California** **‘Multicultural Visit Program’**  
[www.oxy.edu](http://www.oxy.edu)
- 3. Oberlin College, Ohio** **Multicultural Visit Program**  
[www.oberlin.edu](http://www.oberlin.edu)
- 4. Colorado College, Colorado** **Multicultural Open House**  
[www.coloradocollege.edu](http://www.coloradocollege.edu)
- 5. Cornell Univ. School of Engineering, New York**  
**‘ Diversity Hosting Program’(co-ed)**  
**& ‘Women in Engineering Program’**  
[www.cornell.edu](http://www.cornell.edu)
- 6. Grinnell College, Iowa** **‘Diversity Preview Program’**  
[www.grinnell.edu](http://www.grinnell.edu)
- 7. Kalamazoo College, Michigan** **‘Crash the Campus**  
[www.kzoo.edu](http://www.kzoo.edu)
- 8. Whitman College, Washington** **‘Visit Scholarship Program’**  
[www.whitman.edu](http://www.whitman.edu)

## **Sample College Admissions Philosophies**

### Colleges That Change Lives([www.ctcl.org](http://www.ctcl.org))

*Though admission requirements vary across the CTCL colleges, most admission officers are looking for evidence of “fit” with the school. That’s not to say that they are looking for people who are all the same—rather, CTCL schools strive to enroll diverse populations of students from all over the country and around the world who will likely succeed on their campus. They hope to see students who are ready for college-level learning, leadership, and responsibility.*

*There’s no set formula for admission at a CTCL school. Admission officers hope to see hard work in challenging courses, grades that represent the student’s best continued efforts, solid standardized test scores, and involvement or leadership in sports, clubs, activities, after-school work, or volunteer service. Admission officers take recommendations seriously, so it’s important to choose teachers and others who know the student well and can write about what makes that student a good fit for that CTCL school. The student’s essay should answer application questions clearly, illustrate a particular talent or characteristic, and reflect the student’s unique personality.*

*Students should spend some time thinking about who they are, what makes them special, and what they hope to accomplish in college before sending in an application. What talents or insights can they contribute to the campus community? Which life experiences help to make them an uncommon individual? What areas of interest do they hope to develop? Why is this school the right choice for the student’s future? The application is an opportunity to shine. The students who can best demonstrate that they are motivated, eager learners will make the biggest impact on admission committees.*

### From Brown University, RI ([www.brown.edu](http://www.brown.edu))

*We devote as much attention to evaluating your application as you have given to preparing it.*

*We fully understand that it would be simpler for everyone concerned for us to base our admission process on a set of quantifiable criteria. Easier maybe, but not better. Our mission demands that we discover how individual applicants would contribute to—and benefit from—the lively academic, social, and extracurricular activity at Brown. It doesn’t end there. We simultaneously tackle a task that is much like assembling a giant puzzle with thousands of pieces. The majority of our applicants are qualified for admission to Brown, but we have the humbling luxury of choosing candidates who stand out for special abilities, accomplishments, energy for learning, thoughtfulness, perspective, and many other qualities. But it is the mixture of individuals with different strengths and backgrounds that makes for the most dynamic and productive undergraduate community. That is why mere quantitative credentials don’t adequately explain admission decisions. That said, we can provide at least a broad sense of perspective by noting a few familiar measures of academic promise with respect to Brown’s applicant pool. Please do use the chart as a very rough signpost, though, and not as a way to decipher a formula. Although we are able to offer admission to many fewer applicants than we*

would like, we want you to know that we look at all aspects of applications, in search of reasons to include students, not to exclude them.

From Colorado College, CO ([www.coloradocollege.edu](http://www.coloradocollege.edu))

***What We're Looking For:***

*Every year, Colorado College enrolls an academically accomplished student body that encompasses a wide variety of interests, talents, and backgrounds. Our holistic evaluation process considers your academic work, writing, letters of recommendation, test scores, extracurricular activities, and your unique talents and personal qualities.*

***Academics*** We look at your transcript for information about your ability to excel in the classroom and thrive as a scholar on our campus. Your high school course grades, along with the rigor of your chosen academic program, give us insight into your academic preparedness for Colorado College.

A successful applicant almost always has excelled in a rigorous college preparatory program including honors, AP, or IB courses, if offered. Most students will have completed at least 16 (but usually 20) solid academic courses by the time they graduate high school.

***Extracurricular interests*** While there is no ideal extracurricular profile for a Colorado College applicant, we appreciate students who have cultivated non-academic pursuits that complement their classroom achievements. Generally speaking, we are looking for sustained commitment to a few interests (possibly achieving leadership positions within those activities) rather than sporadic participation in various pursuits each year. We also take into consideration exceptional accomplishment.

***Writing*** Because strong writing skills are so essential to academic success at CC, we read essays very carefully. You'll write one major essay and a few complementary essays as part of your application process. We believe essays are an important indicator of an applicant's ability to think critically and write clearly and fluidly. The essays are also our chance to get to know you, the applicant, on a more personal level. It is our one chance to hear directly from you. Please take the time to think carefully about what you want us to know about you, and then write your essays in a way that reflects this information. There is nothing inherently better about a funny essay or a serious essay. Please stay true to yourself, write in your own voice, and write about topics that are relevant to you.

***Standardized Testing*** Colorado College adopted a flexible testing policy beginning with the class of 2015 (fall first-year class entering August 2011) and transfer students entering in January 2011. We require that applicants submit either the [SAT Reasoning Test](#) or [ACT](#) test, or elect a third option including three exams of the applicant's choice chosen from a [list of acceptable exams](#). Please see the comprehensive outline of our new [policy](#) and our [FAQs](#).

We do not use an arbitrary cutoff point, and scores are never the ultimate deciding factor in our process. They do, however, continue to be valued as the only standardized measure among our evaluation criteria.

**Recommendations** We ask that you submit a recommendation from your high school counselor (or other school official) and from two teachers in solid subject areas. Solid subject areas include English, math, science, language, or social studies. Non-academic recommendations such as journalism, math team, or coaches do not count toward this total. If you feel that the three recommendations above will not give us a full picture of who you are, feel free to send in an additional recommendation from someone who knows you well (clergy, coach, extracurricular advisor, etc).

**Interviews** Colorado College offers interviews as part of the evaluation process. These interviews are not required, but can help us get a feel for each applicant on a more personal level. Rarely will an interview be a deciding factor in an admission decision, but it may give us some context in which to view the application. Interviews are conducted by alumni volunteers, student fellows and admission staff. Students may interview on or off campus and do not need more than one interview.

From Bard College, NY ([www.bard.edu](http://www.bard.edu))

Each year the Admission Office at Bard receives 10 times the number of applicants it can accept. So yes, competition is tough. Bard expects applicants to be proven, motivated students with an average GPA of 3.5 or above, who have taken Honors or AP courses where appropriate in a curriculum that includes four years of English, social studies, mathematics, 3 (preferably 4) years of laboratory science, and 3-4 years of a foreign language.

While evidence of high achievement and motivation is essential, admission to Bard is not just about numbers. The College welcomes independent thinkers and looks closely at each applicant, carefully weighing all facets of the high school experience. Bard presents extraordinary opportunities for its students to thrive and achieve, and seeks students who will take full advantage of these opportunities.

Choosing the right college is a major commitment and should be based on informed consideration, not on media rankings, [myths](#), or vague impressions picked up from friends. Look closely at all that Bard has to offer and make a decision based on our strengths, and on yours.

NACA's 'School Profile'. This is sent by our Registrar to the colleges to which you apply along with your transcript and other materials. We update this Profile each year.



1100 Cardenas SE Albuquerque, New Mexico 87108

Phone: 505 266-0992 Fax: 505 266-2905

www.nacaschool.org School Code: 320116

Ms. Kara Bobroff, Principal [kbobroff@nacaschool.org](mailto:kbobroff@nacaschool.org)

College Engagement Office [collegguidance@nacaschool.org](mailto:collegguidance@nacaschool.org)

**Mission** To engage students, educators, families, and community in creating a school that will prepare our students to grow from adolescence to adulthood and begin strengthening communities by developing strong leaders who are academically prepared, secure in their identity and healthy.

**Core Values** Respect. Responsibility. Community, Service. Culture. Perseverance . Reflection. These are the core values that define us and link us.

**Context** The Albuquerque Public School system serves approximately 5,500 Native American students among the total 80,000 total student population. The Native American student population continues to grow, mirroring nationwide estimates that 66% of all Native American families live in urban areas. Additionally, recent University of New Mexico data indicates that 5% of its university degrees are earned by Native American students.

Within this context, NACA opened its doors in the Fall of 2006, the dream of many educators, parents and tribal and community leaders who individually and together asked themselves, "*How can we begin to impact public education to embrace the future while sustaining our identities, culture and traditions?*"

Today, NACA continues to give to and grow through community. Together, we guide our students in Albuquerque's distinct urban context through adolescence into adulthood including the successful transition to higher education. Honoring this journey, students, families, staff and community members gather on a regular basis for student-facilitated Family Meetings and Demonstrations as well as annual NACA community celebrations.

**Our Community** NACA serves 420 students in grades 6-12. We celebrated our first graduating class in Spring, 2012. 80% of NACA students are first generation college bound. 70% participate in our Free/Reduced Lunch program.

94% of our students are Native American. Our students and their families represent the following tribes: Acoma, Apache, Blackfeet, Cherokee, Cheyenne, Choctaw, Cochiti, Crow, Dine, Hopi, Inupiaq, Isleta, Jemez, Kewa, Kiowa, Laguna, Lakota, Lumbee, Mandan, Mescalero, Mojave, Navajo, Paiute, Sac&Fox, San Felipe, San Juan, Santa Ana, Sandia, Sioux, Seminole, Southern Ute, Swinomish, Taos, Tohono O'Odham, Wampanoag, Zuni

70% of NACA teachers and staff are Native American. In addition, 25% of NACA teachers and staff hold advanced degrees.

### **Program Highlights**

- \*Integrated Curriculum
- \*College Preparation
- \*Dual Credit
- \*Wellness Philosophy
- \*Cultural Relevancy
- \*Community Connections
- \*Language Revitalization- NACA offers Navajo, Lakota, Tewa, Spanish languages
- \*Enrichment
- \*Internships

### **Community Partnerships**

- \*Dual Credit with area colleges and universities
- \*University of New Mexico Tribal Service Corps after-school program
- \*First Nations Run to the Sun Collaboration
- \*New Mexico Forum for Youth and Community
- \*Central New Mexico Community College Center for Working Families
- \*Southwest Youth Services, Inc.
- \*University of New Mexico School Based Health Program
- \*Colorado College Service-Learning Collaboration
- \*Tribal Departments of Education: Navajo Nation, Laguna Pueblo, Sandia Pueblo, Isleta Pueblo

### **Middle School Courses**

Math, Science, Language Arts, Literacy/Reading, Native American Studies or Navajo Language, Physical Education/Wellness, Arts, Social Studies

## High School Courses and Graduation Requirements

English	4 years
Mathematics (IMP)	4 years
Science	3 years (including 2 years lab science)
Social Studies	3.5 years
Personal Wellness	1 year
Languages	2 years
College Dual Credit	2 full courses (senior year)
College Prep Workshops	Junior and Senior Year
Junior Seminar(Economics)	1 year
Senior Seminar (Communications)	1 year
Service Learning	4 years
Advisory	4 years
Enrichment electives	annually

## Awards and Distinctions

\*NACA students accepted into following programs: Phillips Exeter Summer Program ( 2008-present)

\* Awarded Coalition of Essential Schools Gate Foundation Award (2007)

\*Awarded New Mexico Community Foundation ELEVE8 funded by Atlantic Philanthropies (2007-2010)

\*Awarded Kellogg Foundation Grant to begin NACA School Growth and Fellowship Program ( 2010-2012)

\*Invited Guest of President Obama's White House of Social Innovation "Top 100 Social Innovation Programs"(2009)

\*Three time New Mexico Indian Education Exemplary Grant Recipient (2006, 2008, 2009)

\*Awarded Jewish Community Youth Program (2008)

\* Student work from National History Day programs (2007, 2008, 2009, 2010) Regional Finalist

\*National Youth Poetry Slam Team Representative for New Mexico (2009, 2010)

## **College Acceptances**

Members of Class of 2012 were admitted to colleges and universities including Brown University, Central NM Community College, Cornell College, Lawrence University, New Mexico State University, Pomona College, Princeton University, Stephens College, University of New Mexico, Yale University

## **College Admissions Resources**

### **Western Undergraduate Exchange (WUE)**

**<http://wue.wiche.edu>**

The Western Interstate Commission for High Education is the clearinghouse for information on the Western Undergraduate Exchange, (W.U.E.) a program in which New Mexico students can receive a reduced rate of tuition at colleges in 13 western states. Click on Student Exchanges and Western Undergraduate Exchange for information about which schools participate. Criteria and application deadlines vary though many institutions require an early application.

### **The Common Application**

**[www.commonapp.org](http://www.commonapp.org)**

This is a single form that can be filed at more than 400 colleges nationwide. Private institutions comprise the majority. Students can either print the forms or file online (recommended!)

### **Colleges That Change Lives**

**[www.collegesthatchangelives.org](http://www.collegesthatchangelives.org)**

A website that lists information on a consortium of unique, small liberal arts colleges across the country with missions and programs that may be of particular interest to NACA students.

### **The College Board**

**[www.collegeboard.com](http://www.collegeboard.com)**

This is where you register can register for the SAT I & II as well as finding useful information about these particular tests. Information about the PSAT is also available here.

### **A.C.T.**

**[www.actstudent.org](http://www.actstudent.org)**

This is where you register for the ACT. This website includes useful information about both the ACT and the ACT Plan tests.

### **Free on-line ACT/SAT Test Prep**

**[www.number2.com](http://www.number2.com)**

**[www.proprofs.com](http://www.proprofs.com)**

### **Test-Optional Colleges**

**[www.fairtest.org](http://www.fairtest.org)**

This website includes the list of colleges and universities around the country that do not require you to submit ACT or SAT scores.

## **College and Career Search**

**[www.careersandcolleges.com](http://www.careersandcolleges.com)**

This is a helpful resource for college, scholarship, career exploration

## **UNM Website**

**[www.unm.edu](http://www.unm.edu)**

*Note: If planning to attend UNM after graduating from NACA, you must submit an application for first year students since you will no longer be a high school Dual Credit student.*

## **CNM Website**

**[www.cnm.edu](http://www.cnm.edu)**

*When preparing for CNM after NACA, you must reapply since you will no longer be a Dual Credit high school student upon graduation!*

## **American Indian Higher Education Consortium**

**[www.aihec.org](http://www.aihec.org)**

## **Basic UNM Admissions Requirements:**

Since many NACA students take Dual Credit classes at UNM and wind up wanting to attend UNM after graduating from NACA, we include below this admissions information from UNM's Admissions website:

*Freshmen and transfer applicants with fewer than 26 transferrable college credit hours must be graduates of a high school accredited by a regional accrediting association, or by the state department of education or state university of the state in which the high school is located.*

*The Office of Admissions considers an applicant's total high school record including grades, test scores and curriculum. Applicants are strongly encouraged to complete a college preparatory curriculum in high school to include the following units:*

***English-*** 4 units with at least 1 unit earned in the 11th and 12th grade in composition

***Mathematics*** - 3 units from the following: Algebra I, Algebra II, Geometry, Trigonometry, or higher mathematics

***Social Science*** - 3 units: one (1) of which must be US History

***Natural Science*** - 3 units: two (2) of which must be laboratory science in Biology, Chemistry or Physics; and

*Foreign Language – 2 units of a single language other than English*

### ***Admissions Checklist***

*Submit the following to the Admissions Office:*

- *Completed application form. The application can be completed and submitted either by hard copy or online.*
- *Official High School transcript(s) with Class Rank; or official GED scores.*
- *Official transcripts from all accredited colleges and university attended (if applicable).*
- *Official ACT or SAT-I scores.*
- *A non-refundable \$20 application fee.*

## **Financial Aid and Scholarship Resources**

### **\*Free Application for Federal Student Aid (FAFSA)**

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

This is the homepage of the Free Application for Federal Student Aid (FAFSA). Families seeking need-based aid must file the form *as soon as possible after January 1 for students who plan to enroll in college the following fall.*

### **\*CSS Profile**

**<http://student.collegeboard.org/css-financial-aid-profile>**

This is the financial aid form used by many private colleges and universities in addition to the FAFSA.

### **\*[www.finaid.org](http://www.finaid.org)**

This site offers a comprehensive financial aid resource. Features include a financial and eligibility estimator, links to scholarship sites, and information on every facet of financial aid.

**\*FastWeb**

**[www.fastweb.com](http://www.fastweb.com) (free...do not pay!)**

The Web's best free scholarship search site.

**\*Scholarship Search (free...do not pay!)**

[www.scholarships.com](http://www.scholarships.com)

**There are many, many scholarship out there!** *Your commitment to researching and applying for scholarship will make all the difference when it comes to paying for college. The following list includes some of the resources that are available to you as you begin your search--*

**\*DANIELS SCHOLARSHIP**

[www.danielsfund.org](http://www.danielsfund.org)

**\*GATES MILLENNIUM SCHOLARSHIP**

[www.gmsp.org](http://www.gmsp.org)

**\*ALBUQUERQUE COMMUNITY FOUNDATION SCHOLARSHIPS**

[www.albuquerquefoundation.org](http://www.albuquerquefoundation.org)

**\*SCHOLASTIC,INC ART AND WRITING AWARDS**

[www.artandwriting.org](http://www.artandwriting.org)

**\*AMERICAN INDIAN COLLEGE FUND**

[www.collegefund.org](http://www.collegefund.org)

**\*AMY BIEHL YOUTH SPIRIT AWARD**

[www.nmvoices.org](http://www.nmvoices.org)

**\*AXA ACHIEVEMENT SCHOLARSHIP**

[www.axaonline.com](http://www.axaonline.com)

**\*MARTIN LUTHER KING COUNCIL**

[www.mlkmc.com](http://www.mlkmc.com)

**\*NEW MEXICO ENGINEERING FOUNDATION**

Contact [nmef@swcp.com](mailto:nmef@swcp.com) for more information

**Finally, explore scholarship opportunities through:**

\*Local tribal communities, churches and organizations such as Kiwanis Club, Rotary Club etc.

\*Individual Colleges and Universities: look at link for Financial Aid/Scholarship opportunities

## **Notes.....**