SLT Meeting
Wednesday, February 7, 2018
3:00-4:00 PM
Principal’s Office

AGENDA

1. Review By-Laws
2. Go Over Role of SLT
The Cobble Hill School of American Studies

School Leadership Team By-Laws

Article I
PURPOSE

The School Leadership Team (herein also referred to as the SLT) will do everything in its power to provide the students of The Cobble Hill School of American Studies every opportunity to achieve at high levels. The SLT will endeavor to provide The Cobble Hill School with a proper educational direction by preparing its Comprehensive Educational Plan, including annual goals and objectives and developing a school–based budget aligned with that plan.

Article II
TEAM MEMBERSHIP

2.1 Team Members and Constituencies
The team shall be composed of the core team (Principal, UFT Chapter Leader, and Parent Association President) parents, appropriate number of staff as allowed by the Department of Education mandate and students.

2.2 Selection of Members
2.2.1 Staff, parents and students interested in serving on the SLT can nominate themselves or be nominated by others for the positions that need to be filled.
2.2.2 Election for staff members will be done on an annual basis during the spring term if more staff members are nominated than there are positions.
2.2.3 The staff shall vote members in by a majority vote (except for students). The number of votes allotted to each staff member will be determined by the number of available seats in September as determined by the number of parents expected to be on the team. The nominees with the highest number of votes will serve on the team. The outcome of the voting is ranked according to the number of votes received, so that in the event the number of parents changes, the number of selectees can be altered accordingly.

2.3 Term of Office
In the election for Fall 2017, the members of the team that are elected with the highest amount of votes shall serve for a period of one year.

2.4 Filling of Vacancies
2.4.1 In the event of a resignation or retirement of a staff member, the team will appoint a member from the list of nominees who had run for election. The next person(s) on the list with the most votes will fill the position(s).
2.4.2 The appointed person will serve the remaining portion of the term.
2.5 **Duties**
2.5.1 Regular attendance at meetings.
2.5.2 Participation in team professional development.
2.5.3 Provide input and review the Comprehensive Education Plan.
2.5.4 Provide input and review the school budget.

**Article III**

**ROLES AND RESPONSIBILITIES OF THE CHAIRPERSON**

3.1 **Role of the Chairperson (Dejaun Wright)**
3.1.1 Set up the agenda for each meeting allowing for input from team members.
3.1.2 Ensure that all agenda items are addressed and time limits respected.
3.1.3 Recommend the setting up of subcommittees as needed.

3.2 **Selection of the Chairperson**
3.2.1 Members of the team can volunteer to be Chairperson.
3.2.2 Selection of the Chairperson shall be in September and by consensus of the team.

3.3 **Length of Term of Chairperson**
3.3.1 Serve for a term of four years.
3.3.2 Serve at the discretion of the team.
3.3.3 Removal of the Chairperson before their term has expired requires a unanimous vote of the team at a public meeting.

**Article IV**

**MEETINGS**

4.1 **Schedule**
The team will meet once a month from September to June. Additional meetings may be scheduled as needed.

4.2 **Quorum**
A simple majority shall constitute a quorum.

4.3 **Format of Meetings**
4.3.1 Agenda items are presented by the chairperson based on the suggestions from the team at the previous meeting.
4.3.2 Additional items may be added to the agenda under new business.
4.3.3 Attendance at meetings is open to the school community.
4.3.4 Only team members may speak at meetings, however, constituents and interested parties may submit items for the agenda through team members.
Article V
DECISION-MAKING PROCESS

5.1 Consensus
All decisions will be made by consensus. All policy and By-law decisions will be conditionally accepted at the meeting when the issue is raised and will be officially adopted again at the following meeting.

5.1.1 Consensus shall be defined as a process for group decision-making in which the members of the team reach general agreement by communicating and collaborating, and then incorporating the ideas of all participants into the decisions.

5.1.2 The process should include the following four steps: Proposal, Discussion, Concerns and Objections.

5.1.3 After all concerns have been worked through, a multi-tiered final decision method should be used.

5.2 Modified Consensus
Modified consensus will be used only in an emergency, such as a budget deadline, where there is insufficient time to reach full consensus.

5.2.1 Modified consensus can be reached in three ways:
- If time permits, allowing the team to make a decision even though there are objections.
- Offering a motion to make a decision by majority.
- Having a small Executive Committee (the Principal, UFT Chapter Leader and Parent Association President) make the decision.

5.3 Conflicts and Impact Resolution
If no consensus can be reached, the team should proceed in one of the following manners:
- Bring in an impartial outside facilitator to refocus and guide the discussions.
- Table the discussion to the next meeting.
- Fact-find in order to seek more information.
- Seek guidance from the district office.

Article VI
COMMITTEES

6.1 Standing Committees
6.1.1 There will be the following standing committees:
- a) Attendance Meetings – Monitor students’ attendance and attendance improvement interventions; oversee and communicate with CBOs.
- b) Safety and Security – Review Safety Committee’s recommendations and follow-up; oversee Right-to-Know Regulations.
c) Articulation Meetings – To inform middle students about Cobble Hill High School for matriculation.
d) CEP – Create and review and update Comprehensive Education Plan.
e) Budget – Review and align budget in concert with CEP.
f) Professional Development – Review and oversee ongoing professional development of staff; review implementation of Standards across the content area.
g) Student Government Meetings

6.1.2 Each committee will have at least one team member to serve as liaison to the SLT.

6.1.3 Members of the SLT will serve as liaisons to standing committees and report findings at SLT monthly meetings.

6.1.4 The team may form committees or task forces at any time to investigate, analyze, and make recommendations on any issue deemed necessary by the team.

Article VII
COMMUNICATION

7.1 Team Responsibilities
7.1.1 The SLT minutes of each meeting will be included on the school’s website – www.cobblehillhighschool.org.

7.1.2 The Parent Newsletter should contain a summary of the SLT’s minutes in English and Spanish via the school’s website.

Article VIII
AMENDMENTS

8.1 Review
8.1.1 The SLT will review the By-laws during the first meeting of the school year for any modifications.

8.1.2 By-laws may be amended by consensus at regularly scheduled meetings.

8.1.3 Nothing in these By-laws may be in opposition to the laws of the State and City of New York or with the agreement entered in by the Department of Education and/or the Chancellor’s Regulations.

Amended February 2018
Mahatma Gandhi

Your values become your destiny,
Your habits become your values,
Your actions become your habits,
Your words become your actions,
Your thoughts become your words,
Your beliefs become your thoughts,
<table>
<thead>
<tr>
<th>Coaching Strategies</th>
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</thead>
<tbody>
<tr>
<td>CEP</td>
</tr>
<tr>
<td>Decision Making</td>
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<tr>
<td>Review</td>
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<tr>
<td>What is a School Leadership Team</td>
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<tr>
<td>Core Values</td>
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Session Agenda
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<tr>
<th>Acceptance</th>
<th>Accountability</th>
<th>Achievement</th>
<th>Encouragement</th>
<th>Empathy</th>
<th>Inclusiveness</th>
<th>Innovation</th>
<th>Optimistic</th>
<th>Service</th>
<th>Selflessness</th>
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<tbody>
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<td>Daring</td>
<td>Charity</td>
<td>Compassion</td>
<td>Community</td>
<td>Benevolence</td>
<td>Boldness</td>
<td>Achievement</td>
<td>Honesty</td>
<td>Mindfulness</td>
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<tr>
<td>Health</td>
<td>Grace</td>
<td>Generosity</td>
<td>Growth</td>
<td>Flexibility</td>
<td>Brilliance</td>
<td>Fairness</td>
<td>Excellence</td>
<td>Inclusiveness</td>
<td>Motivation</td>
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<td>Leadership</td>
<td>Love</td>
<td>Knowledge</td>
<td>Kindness</td>
<td>Joy</td>
<td>Intelligence</td>
<td>Innovation</td>
<td>Optimistic</td>
<td>Safety</td>
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<td>Reliability</td>
<td>Relationship</td>
<td>Recognition</td>
<td>Quality</td>
<td>Proactive</td>
<td>Performance</td>
<td>Passion</td>
<td>Originality</td>
<td>Service</td>
<td>Selflessness</td>
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<td>Zeal</td>
<td>Wisdom</td>
<td>Vision</td>
<td>Usefulness</td>
<td>Understanding</td>
<td>Trust</td>
<td>Thoughtfulness</td>
<td>Teamwork</td>
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</tbody>
</table>
School Leadership Team - Core Values

Help to determine if the organization is on the right path and fulfilling their set goals.

Help people to know what is right from wrong.

Create an unwavering and unchanging guide.

Guiding principles that dictate behavior and action.

Fundamental beliefs of a person or organization.
| Fact | In order to establish an SLT, a school must first establish a PA/PTA. |
| Fiction | The SLT mimics a true democratic process of governance sharing. |
| Fiction | Students and CBO members of the SLT may count, with permission of the local Superintendent and the DIT, if a team can not achieve an equal number of parents and staff. |
Day workings of the SLT.
- Required to establish bylaws that conform to C.R. A-655 and governs the day-to-
School Leadership Team Bylaws

District Leadership Teams (DLTS) in every Community school district as well as
public school
- Establishes guidelines to ensure the formation of SLTs in every New York City

Chancellor's Regulation A-655

and administrators.
- Establishes the requirement that all school districts create a plan for school

State Education Commissioner’s Regulation 100.11

Leadership Teams (SLTs) are in place in every New York City Public School.
- Requires the school’s Chancellor to take steps to ensure that school

New York State Education Law 2590-h
To achieve this goal, partnership among all constituencies high levels of learning and a spirit of shared goal for all children to achieve develop a culture in which there is a effective, the team will need to accomplish those strategies. To be the alignment of resources to be used to achieve that vision and priorities, the strategies that will overall educational vision, its goals direction — that is, the school's determine the school's educational school leadership team is to The fundamental purpose of the
School Leadership Team - Core Responsibilities

- Evaluate effect on student achievement
- Work in a collaborative manner to understand and
- Organize (Public View) with the school-based budget (Galaxy Table of
- Develop school-based educational policies aligned
- Shape path to a collaborative school culture
- Develop the Comprehensive Educational Plan (CEP)
<table>
<thead>
<tr>
<th>Remuneration</th>
<th>Meetings</th>
<th>Order of Business</th>
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<tbody>
<tr>
<td>Term Limits</td>
<td>By-laws</td>
<td>Term</td>
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<tr>
<td>Quorum</td>
<td>Officers</td>
<td>Composition Team</td>
</tr>
</tbody>
</table>

School Leadership Team - Governance
Effective Conflict Resolution Strategies

Solution Seeking

Collaborative Problem Solving

Primary means of making decisions, teams must develop methods for:

STL's must use a consensus-based decision-making process as their...
Greater Group cohesion and interpersonal connection

A cooperative, collaborative group atmosphere fosters relationship

Resulting decisions

Stage for Greater cooperation in implementing the agreements as much agreement as possible, sets the process that includes and respects all parties, and consensus

Better proposals can best address all potential decisions.

Include the input of all stakeholders the

The Goals of the Consensus Process Include
### Shared Decision Making

<table>
<thead>
<tr>
<th>Step</th>
<th>Task</th>
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<tbody>
<tr>
<td>1</td>
<td>Identify concerns</td>
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<tr>
<td>2</td>
<td>Identify any proposal</td>
</tr>
<tr>
<td>3</td>
<td>Identify unsatisfied concerns</td>
</tr>
<tr>
<td>4</td>
<td>Collaboratively generate proposal</td>
</tr>
<tr>
<td>5</td>
<td>Modify the proposal</td>
</tr>
<tr>
<td>6</td>
<td>Complete back to decision</td>
</tr>
</tbody>
</table>

The basic model involves collaboratively generating a proposal, identifying unsatisfied concerns, and then employing to reach consensus and finalize decisions. There are multiple models of how to make decisions by.

Possible.

Modifying the proposal to generate as much agreement as possible.

School Leadership Team – Shared Decision Making
proposals and can actively participate in discussions)

team. Information should be shared so all members understand the
information about the problems. All members have an equal voice on the
members may have different levels of expertise and different access to
members. There is a disparity of power and/or resources among the members. The

reminded that they are part of a team with a common mission
sight of the team’s common mission to serve the school. (Everyone has to be
several members have a vested personal interest in a proposal and have lost
understanding of the issues)

should be defined. It’s important that all members have a clear
The issues are not well-defined, or there is disagreement about how they
whether the team has fallen victim to one of the common challenges below:

If consensus-based decision-making is not working for your team, consider

Potential Pitfalls

School Leadership Team – Shared Decision Making
opportunities, and parent involvement activities for implementing instructional strategies, professional development, and student achievement. Once the CEP is approved, it serves as a focus on continuous improvement of education practices and higher levels of shared responsibility among partners who share a common goal: the CEPs prepared by schools will reflect a spirit of collaboration and consultation with parent and staff representatives. It is expected that School Leadership Teams serve as the vehicle for meaningful performance standards and student achievement and meet rigorous state and city content standards.

A framework for continuous school improvement that engages school leaders.
With the CEP:
- Alignment of a school-based budget and staffing plan
- Provide recommendations to the principal regarding the

Alien Resources
Establish Goals
Set Priorities
Identify Educational Issues

Objectives
Educational Plan (CEP), including the annual goals and
Develop and review the school's comprehensive

Developing school-based educational policies that
are aligned with the school-based budget
S.M.A.R.T. Goals

Specific
Achievable
Realistic/Results
Focused
Measurable, achievable, realistic, and time-bound.
S.M.A.R.T. Goals

Specific

You are going to do and clearly define what
Simplistically written
desired goal.

You are accomplishing the

Tangible evidence that

Measurable

S.M.A.R.T. Goals
Achievable

Goal:
Can achieve established well enough so that you challenging, but defined.

S.M.A.R.T Goals
not the activities.
Measure the outcomes.

Focused
Results
Realistic/SMART Goals
worthiness of the goal, which to judge the sense of urgency by an ending to create a linked to a beginning and
activity of the Team

5. Make professional development an ongoing
the school and team

4. Adopt ownership of a well defined vision for
members

3. Cultivate dynamic leadership among team
members can make informed decisions

2. Disseminate Information broadly so team

1. Disperse responsibilities throughout the

Keep In Mind...
FOR MORE INFORMATION

www.schools.nyc.gov
FACE@schools.nyc.gov
212-374-4118
Division of Family and Community Engagement
SLT Meeting
Wednesday, January 10, 2018
3:00-4:00 PM
Principal’s Office

AGENDA

1. Articulation, Events, Next Steps
2. School Food
3. Bi-Annual Review Survey
SLT Meeting
Wednesday, December 6, 2017
3:00-4:00 PM
Principal’s Office

AGENDA

1. PTA
2. Professional Development
3. Trips and Trip Protocol
SLT Meeting

Minutes

Wednesday, December 6, 2017
3:00-4:00 PM

Principal’s Office

Mr. Gentile facilitated this month’s SLT meeting.

Grace Haile’s mother – who is a teacher - is interested in being PTA President.

Ms. Cannistraci stated that we should invite teachers to see debate. Student Government could put together something. See the labs in biomedical experiments are great ideas. See things that are fun; should have food.

Rickey Strachan’s mom would be a good PTA member; she is a science teacher, as well as Joshua Pagan’s guardian – great job at Netflix; and Justin Sanchez’s guardian.

Professional Development:
- I like seeing and doing (Ms. Levin)
- Workshop model PD
- I don’t understand socratic seminar when you say it; I need to see it.

Topics:
- Philosophical Chairs (Ms. Cannistraci)
- Educational Technology (imovie) (Ms. Levin)
- Classroom Management (Ms. Levin)
Techniques

Jigsaw & Station Teaching
Ms. Cannistraci can model jigsaw.
Mr. Sanchez can model station teaching.

Trips and Trip Protocols

Class Trips              School-Wide
teacher’s decision      more stringent

(SLT agreed unanimously on policy.)

Rubin Museum     Math Mandelass     Ms. Cannistraci
Spy Museum       Cold War          Ms. Cannistraci
Home Depot       Ms. Levin         Volume

mfb – 12-7-17
SLT Meeting
Tuesday, November 21, 2017
Principal's Office – 3:00 PM

AGENDA

1. Results of the Quality Review

2. Articulation Efforts

3. Trip Policy
Quality Review Preliminary Ratings Form 2017-2018

This form presents the preliminary ratings of the 10 Quality Indicators at the end of the Quality Review. Ratings on this form are **provisional** pending the completion of the quality assurance process.

<table>
<thead>
<tr>
<th>Name and DBN of School:</th>
<th>Cobble Hill School of American Studies 15K519</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Principal:</td>
<td>Anna Maria Mulé</td>
</tr>
<tr>
<td>Reviewer Name(s):</td>
<td>Kevin Bradley</td>
</tr>
<tr>
<td>Dates of Review:</td>
<td>11/16/2017-11/17/2017</td>
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**School Quality Criteria**

### Instructional Core

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.1 Curriculum</td>
<td>Area of Celebration</td>
</tr>
<tr>
<td>1.2 Pedagogy</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>2.2 Assessment</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

### School Culture

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Positive Learning Environment</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 High Expectations</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Leveraging Resources</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Goals and Action Plans</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Teacher Support and Supervision</td>
<td>Area of Focus</td>
</tr>
<tr>
<td>4.2 Teacher Teams and Leadership Development</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>5.1 Monitoring and Revising Systems</td>
<td>Additional Finding</td>
</tr>
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SLT Meeting
Wednesday, October 11, 2017
3:00-4:30 PM
Principal’s Office

AGENDA

1. Data
2. College Access for All
3. AVID
4. ELLs
5. Special Education
<table>
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<tr>
<th>Category</th>
<th>H.S. Graduation</th>
<th>H.S. Credits</th>
<th>H.S. Regents</th>
<th>H.S. College / Career Readiness</th>
<th>H.S. Supportive Environment</th>
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<td>Graduation 4yr Rate</td>
<td>78.7%</td>
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<td>Graduation 4yr Rate - BHL3 (CtAG)</td>
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<td>Graduation 4yr Rate - Low City (CtAG)</td>
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<td>Credits Year 2</td>
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<tr>
<td>Credits Year 3</td>
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<tr>
<td>Lowest Third Credits Year 1</td>
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<td>Avg. Regents Score - US History</td>
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<tr>
<td>Postsec Enr Rate Lowest 3rd (CtAG)</td>
<td>39.7%</td>
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<td>Least Restrictive Environment</td>
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<td>Greater than 90% Attendance</td>
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Cobble Hill School for American Studies  
347 Baltic Street  
Brooklyn, NY 11201

10/06/2017

Dear Students and Families,

We are pleased to announce that Cobble Hill will participate in New York College Application Week, (10/16-10/20), joining high schools across the state and country who will host events to assist students with the college application process.

Our goal is to ensure that all members of our senior class apply to at least one, two-year or four-year college or university program this fall.

The overarching goal of New York College Application Week is to provide an opportunity for all New York seniors to complete and file college applications. To us, college means any education program beyond high school including certificate programs, two-year degree programs, and four-year degree programs.

To prepare for College Application Week, the student should complete the attached College Application Worksheet prior to the week, as it has all the important information needed to complete an online application. We expect students and families may need to work together to gather the required information.

Contact the school counseling office if you wish to assist your student at school during his or her appointed time. In addition, if you are interested in volunteering during the event, please let me know. Volunteers can greet and sign in students, assist students with the completion of online college applications, or distribute information about financial aid opportunities.

If you have any questions please contact Mr. Gentile, at rgentile@schools.nyc.gov or call (718-403-9544). You can also find more information about the initiative and the college application process online at http://www.gocollegeny.org/apply.

Thank you in advance for your support of this exciting initiative to encourage New York’s students to make college a part of their future.

Sincerely,

Rocco Gentile  
Assistant Principal
Freshman Applicants

Admission Application Worksheet

DO NOT MAIL THIS WORKSHEET!
You must complete and submit an Undergraduate Admission Application online at www.cuny.edu/apply to apply to CUNY. This worksheet is for the use of students who are currently attending high school or who have completed high school but have never attended any college, university, and/or proprietary school within or outside the United States since graduating from high school or secondary school. If you have previously attended any college, university, and/or proprietary school, please visit www.cuny.edu/prepare for the transfer applicant worksheet.

APPLICATION POSTMARK DEADLINES
The Application, including the application processing fee and all supporting documents must be postmarked by the date indicated. Applications and documents received after this date may be considered on a space-available basis.

General Freshman Admission
Fall: February 1
Spring: September 15

Macaulay Honors College Admission
Fall only: December 15

For more information on application deadlines and admission decision notification dates please visit www.cuny.edu/deadlines

Admission Application
You are considered a freshman applicant if you have NEVER attended a college, university, and/or proprietary school since graduating high school. As a freshman applicant, you apply to one of two programs below:
1. General Freshman: apply online to as many as six CUNY colleges with one application and one non-refundable application-processing fee.
2. Macaulay Honors College: apply online to as many as six of the participating colleges. For the list of colleges and more information, visit http://www.macaulay.cuny.edu.

Selective Programs: please note that programs such as the BA-MD at Brooklyn College, the Sophie Davis School of Biomedical Education, the Architecture program and the Engineering program at The City College require a supplemental application. For details and specific deadlines please visit www.cuny.edu/deadlines.

The Admission Review Process
At CUNY, we want to ensure each student's academic success. The admission review process provides us with an opportunity to review your entire academic record, which includes: academic units, grades/grade trends and standardized test scores (NY State Regents, SAT and/or ACT) as well as essays and letters of recommendation. Please review the Freshman Admission Profile to get an idea of the mean grade point average (GPA) and SAT scores for last year's admitted freshman class. Visit: www.cuny.edu/prepare.

How to Apply
This worksheet has been designed to provide a preview of the questions that you will be asked to complete the Admission Application online. Please review and complete this entire worksheet before you begin the Admission Application. Be sure to fill in all blanks and take notes to help you accurately complete your Admission Application online. Don't Mail this worksheet.

- Remember to use consistent identification information throughout the entire admission process, including your name, mailing address, email address and CUNY Portal account name and password.
- All admission updates will be sent exclusively through the email address you provide below.
- You must provide your Social Security number on your CUNY Portal account and Application Application if you intend to apply for financial aid.

Step 1: Register for Your CUNY Portal Account
To apply to CUNY, you must first set up your CUNY Portal Account.
1. Go to www.cuny.edu/apply
2. Select "Undergraduate Applicant," then select "Fill Out an Admission Application"
3. Click the blue button, "Register for Portal Account!"
4. Select "Applicant" on the "New User Registration" page and provide the following information:
   First Name: __________________________ Last Name: __________________________
   Username: __________________________ Password (at least 8 characters long): __________________________
   Address: __________________________ Home State: __________________________ Zip Code: __________________________
   City: __________________________ Home City: __________________________ Email Address: __________________________
   Home Phone: __________________________ IMPORTANT: This email address will be used to communicate throughout the online admission and enrollment process.
5. Click the "Save" button.
6. Portal Login: After you have completed the registration process, you must access the Admission Application by logging into the CUNY Portal with your newly created username and password.

Step 2: Complete the Welcome Screen
The first time you log into the CUNY Portal a welcome screen will appear. You must provide your Social Security number if you intend to apply for financial aid. Enter your date of birth and other names (you are known by). Click "Submit" to begin the application.

Social Security Number: __________________________ Date of Birth: __________________________
Other name you are known by:
First Name: __________________________ Middle Initial: ___________ Last Name: __________________________

CUNY | Academics | Access | Affordability

www.cuny.edu/undergraduate
Step 3: Complete each section of the Admission Application
To choose your undergraduate program, select "I am applying as a Freshman." Select one of two application options: General Freshman Admission or Macaulay Honors College.

Section 1: Biographical Information
Use consistent information throughout the admission process. You will be required to submit personal and general information such as:

- Expected entrance term: Fall Semester - August/September  □  Spring Semester - January □
- Gender: Male □  Female □
- Date of Birth: ______/____/____
- Have you taken or do you plan to take the SAT or ACT? Yes □  No □

Note: Required for admission to a CUNY four-year college. If you have been out of high school for over two years, SAT/ACT scores are recommended, and required for Hunter College.

- Home mailing address(es)
  - City ____________________________
  - Street ____________________________
  - State ____________________________  Zip Code __________
  - Length of time at above address: Years □  Months □
  - Act # ____________________________

Section 2: Student Information
1. Name and Address of high school or GED Test Center
   If you are attending or have attended a high school/secondary school located in NY State, use the NY State high school search tool to find your school's official name and address. If your school does not appear in the search or you attended high school/secondary school outside of NY State, please enter the full school name and contact information.
   - Official Name of High School/GED Center ____________________________
   - Street Address ____________________________
   - State ____________________________  Zip Code __________
   - City ____________________________

2. NYC DOE Students only: enter your student ID number ONLY if you are currently attending a NYC DOE high school.

3. Date of actual high school graduation or receipt of GED Diploma: ______/____/____

4. College Level courses taken while attending high school/secondary school, if applicable:
   - College Name ____________________________
   - Number of college credits completed while in High School ____________________________
   - Dates of Attendance ______/____/____ to ______/____/____

5. Financial Aid information. Have you ever received financial aid at a postsecondary institution? Yes □  No □

6. Veteran Status: Refer to the Veterans Worksheet available at www.cuny.edu/prepare
   - Have you ever served in any branch of the United States Armed Forces? Yes □  No □
   - Are you a dependent of someone who served in a branch of the United States Armed Forces? Yes □  No □

7. Citizenship Status. Are you a U.S. Citizen? Yes □  No □
   - If no, please indicate country of citizenship ____________________________
   - and country of birth ____________________________

8. Immigration Status: If you are a U.S. permanent resident, include your alien registration information:
   - Alien Registration (I-551) Card Number ____________________________
   - Date I-551 Card Obtained ______/____/____
   - If you are not a U.S. citizen or U.S. permanent resident, indicate the Visa Type that you possess or intend to obtain:
   - Date Visa Obtained ______/____/____
   - Expiration Date of Visa ______/____/____
   - Other, Explain ____________________________

Section 3: College Choice
You may select up to six college choices. Please list college choices in order of preference.

General Freshman Applicants
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________

Macaulay Honors College Applicants
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
Step 4: Submit the Admission Application
Review and Submit the Application
Before you submit your application, be sure to review each section for accuracy. This is the last section that will enable you to reset your application by using the Start Over feature.

Step 5: Pay Your Application-Processing Fee
All freshman applicants must pay a non-refundable $65.00 application-processing fee. The easiest and fastest way to pay the fee is online by credit card using a Visa or MasterCard. You may also mail your fee with a check or money order payable to CUNY/UA/P. Please write your name and Application Control Number on your check or money order and send with your Application Fee Return Receipt included in your Application Summary Package. Please allow at least four to six weeks for processing when sending payment by mail.

CUNY Fee Waiver for Current High School Students
We do not accept any other type of fee waiver including waivers distributed by the College Board or any other organization. A very limited quantity of CUNY fee waivers are provided to high school counselors/college advisors to be distributed to current students with the most financial need. To request a CUNY fee waiver, please see your counselor/college advisor at your high school as soon as possible. Once the supply of CUNY fee waivers is exhausted, no additional waivers will be provided to the high school.

Step 6: Print Your Application Summary Package
After you submit the Admission Application be sure to download and print your Application Summary Package, which includes your Application Control Number, a summary of your Admission Application, and important forms that must be used when sending paper transcripts, payment and/or other supporting documents by mail.

Record your Application Control Number here: 

W

After You Apply

Step 7: Send Your Required Supporting Documents to CUNY/UA/P
Do not have any documents listed below sent to the individual college(s) as it will cause a delay in the review of your application.

NYC Department of Education (DOE) High School Transcript
If you are currently attending a NYC DOE high school, do not* send a paper transcript. Instead, you must enter your nine-digit CSS number in Section 2 of the Admission Application. This will enable us to retrieve your transcript after your application has been submitted and the non-refundable application-processing fee has been received.

* Students currently attending one of the following NYC DOE schools and all high schools that offer a GED program must send paper copies of transcripts in addition to providing their CSS number in Section 2 of the Admission Application (please see all other high school requirements at: Achievement First High School, Believe Northside Charter High School, Bronx Preparatory Charter School, City-Academy, Democracy Preparatory Charter School, High School, Green Dot New York Charter School, Harlem Village Academy Charter School, KIPP NYC College Prep, New Dawn Charter High School, New Heights Academy Charter School, New Haven Charter Academy High School, Renaissance Charter School, Queens, Serbia High School, The Facing History High School, The Global Learning Collaborative, Manhattan, The UFT Charter School (Brooklyn), The Uncommon Charter School (Brooklyn), Urban Academy Laboratory School, Williamston Charter School, and all other high schools that offer a GED program.

If you completed a portion of your education outside the NYC DOE but within the U.S., please make certain that your NYC DOE transcript indicates coursework and grades completed at all previously attended high schools. If coursework and grades are not included on your NYC DOE transcript, a paper copy of your original transcript from each previously attended high school is required.

If your record includes education completed outside the U.S., a copy of your foreign transcript in its original language is required. If your transcript is in a language other than English, an English translation is also required.

Transcripts should be attached to the High School Transcript Request form included in your Application Summary Package and sent to CUNY/UA/P. 

Step 7 Continued on Next Page
Step 7: Send Your Required Supporting Documents to CUNY/UAPC (continued)

All Other U.S. High School Transcripts
If you are currently attending or have graduated from a U.S. high school or a United States-administered American, International or Department of Defense school, an official paper transcript must be sent directly to CUNY/UAPC from the high school in a sealed, school-issued envelope. If you have graduated from a Missionary or other American private school, you may be required to take the GED. See GED section below.

If you attended more than one U.S. high school, please make certain that your transcript indicates coursework and grades completed at all previously attended high schools. If coursework and grades are not included on your transcript, a copy of your original transcript from each previously attended high school is also required.

If you will have graduated from a high school/secondary school outside the U.S. not listed above, you are required to submit your complete academic record (all years), as well as any national or government certificates earned. If your record includes education completed outside the U.S., a copy of your transcript in its original language is required including a translation if your transcript is in a language other than English. Visit www.cuny.edu/seekus for English Translation Guidelines.

Transcripts should be attached to the High School Transcript Request form included in your Application Summary Package and sent to CUNY/UAPC.

Home-School Transcripts
If you are a New York State resident who receives home-schooling, a transcript outlining all completed coursework with grades earned is required. You must also submit a letter from the superintendent of your school district or comparable chief school administrator certifying that you have completed the equivalent of a New York State four-year high school program through home-schooling. If you cannot obtain the letter from the high school district or comparable chief school administrator, you must obtain a GED. See GED Section below.

If you are an out-of-state resident who receives home-schooling, a state-issued diploma is required. If you have not obtained a state-issued diploma, you must obtain your GED. See GED section below.

Transcripts should be attached to the High School Transcript Request form included in your Application Summary Package and sent to CUNY/UAPC.

SAT/ACT Score Report
SAT/ACT scores are required if you are applying to a four-year college. To request SAT/ACT scores, use the CUNY institutional code (2950). You do not need to use both the CUNY institutional code and a specific CUNY college code. We will also accept SAT/ACT scores sent by your high school counselor/college advisor.

Test scores should be attached to the Document Return Receipt form included in your Application Summary Package and sent to CUNY/UAPC.

GED Diploma and GED Test Scores
If you have received a General Educational Development (GED) diploma from New York State, a copy of your GED diploma and GED test scores are required. You may obtain a copy from the New York State Education Department High School Equivalency Testing Program, PO Box 7348, Albany, New York, 12224-0348.

If you have received a GED diploma outside of New York State, contact the appropriate State Education Department. Please note, CUNY does not accept other countries' version of the GED. If you reside outside the U.S. and need to take the GED test, please visit www.prometric.com/ged and select "International GED Bulletin" for information.

Documents should be attached to the Document Return Receipt form included in your Application Summary Package and sent to CUNY/UAPC.

Letters of Recommendation and Essays/Personal Statements
Macaulay Honors College applicants are required to submit two letters of recommendation and two essays responses via the Admission Application.

General Freshman - To allow for a more comprehensive review, we encourage all applicants to submit a personal statement in support of the Admission Application. If you would like to submit a personal statement and/or letters of recommendation, you may do so by sending the documents to CUNY/UAPC. Please note that some colleges require an essay/personal statement. Refer to the individual college websites for more information.

Documents should be attached to the Document Return Receipt form included in your Application Summary Package and sent to CUNY/UAPC.

Reminder for applicants educated outside the U.S.
Applicants educated outside the U.S. must submit the following items:

- Secondary school transcript/statement of marks
- English translations of foreign records
- TOEFL or IELTS scores

Please see Applicants Educated Outside the U.S. at www.cuny.edu/afteryouapply for more information.

WHERE TO SEND SUPPORTING DOCUMENTS

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<tr>
<th>Regular Mail</th>
<th>Overnight/Express Shipping (DHL, Fedex, etc.)</th>
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<tbody>
<tr>
<td>General Freshman Admission CUNY/UAPC P.O. Box 350136 Brooklyn, NY 11235-0001</td>
<td>CUNY/UAPC 2001 Oriental Boulevard, T-1 Brooklyn, NY 11235</td>
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<tr>
<td>Macaulay Honors College Admission CUNY/UAPC P.O. Box 359021 Brooklyn, NY 11235-0001</td>
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Step 8: Check Your Application Status
You are responsible for checking the status of your CUNY Admission Application. For instructions, please visit www.cuny.edu/status. Please allow at least eight to ten weeks after your items arrive at CUNY/UAPC for processing and for updates to be reflected on your Application Status. Items sent to CUNY/UAPC will not be returned.
Think First. Type Second. This worksheet allows you to read and complete questions before entering your information online. This is a good time for you to check with your school counselor or college advisor regarding any question or answer of which you may be unsure. The questions are listed in the same order that they appear in applySUNY, but after you are online you may be able to skip some questions based on your answers to earlier questions. You may also wish to print the complete instructions at www.suny.edu/appinstructions.

Create an Account

First Name: ____________________________
Middle Name: ____________________________
Last Name: ____________________________
Suffix (i.e. Jr., II): ____________________________
Email Address: ____________________________
(A unique email address is needed to access applySUNY)
Password: ____________________________ (8-16 characters, including one number, one lowercase character, one uppercase character and one symbol)

Start Tab: Education Plans Section

Will you be a freshman or transfer student?  
○ Freshman  ○ Transfer
Are you applying for full-time or part-time study?  
○ Full-time  ○ Part-time
Are you an Adult Learner?  
○ Yes  ○ No
Are you applying for the Educational Opportunity Program?  
○ Yes  ○ No

Profile Tab: Personal Information Section

Former Last Name: ____________________________
Former First Name: ____________________________
U.S. Social Security Number: ____________________________
Date of Birth: ____________________________
Gender:  
○ Male  ○ Female
If you would like the opportunity, we invite you to share more about your gender identity.

Profile Tab: Address Section

Permanent Home Mailing Address:

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<th>COUNTRY</th>
<th>ADDRESS LINE 1</th>
<th>ADDRESS LINE 2</th>
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Questions? Contact the Recruitment Response Center at 800.342.3811 or at askSUNY@suny.edu
**Profile Tab: Contact Details Section**

Temporary Mailing Address:

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<th>DATE AFTER WHICH MAIL SHOULD BE SENT TO YOUR PERMANENT ADDRESS</th>
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**Profile Tab: Citizenship Section**

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<th>MOBILE PHONE NUMBER</th>
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Would you like to receive important text messages?

- **Yes**
- **No**

**Profile Tab: Citizenship Section**

Are you a U.S. Citizen?

- **Yes**
- **No**

Country of Birth:

Country of Citizenship:

Are you a permanent resident of the U.S.?

- **Yes**
- **No**

If yes, please provide your alien registration number:

If you are not a permanent resident, have you applied for permanent resident status?

- **Yes**
- **No**

If you are not a permanent resident, indicate your visa type and expiration date:

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<th>EXPIRATION DATE (MM/YYYY)</th>
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How many years have you been in the U.S.?

Date latest Test of English as a Foreign Language (TOEFL) was or will be taken:

**Profile Tab: Residency Section**

Are you a New York State resident?

- **Yes**
- **No**

If yes, what is your New York State county of residence?

If yes, for less than one year, how many months?

**Profile Tab: Demographics Section**

Does one or more of the following apply to you? You are or were in foster care at any time after the age of thirteen, you are an orphan who was not adopted before the age of thirteen?

- **Yes**
- **No**

Military/Veteran Status:

- Active Duty Military
- Dependent of Veteran
- Veteran

- National Guard or Active Reserve

Are you Hispanic/Latino?

- **Yes**
- **No**

If Hispanic/Latino, is your background:

- Central American
- Cuban
- Dominican

- Puerto Rican
- South American

- Other

- American Indian or Alaskan Native

- Asian

- Black or African American

- Native Hawaiian or Other Pacific Islander

- White

All applicants, please indicate your race (select one or more):

- **Yes**
- **No**

Have you been dismissed, expelled and/or suspended from a college for disciplinary reasons? If yes, give the approximate date(s) of each incident, explain the circumstances and reflect on what you have learned from the experience. You may use up to 400 words.

- **Yes**
- **No**

Questions? Contact the Recruitment Response Center at 800.342.3811 or at askSUNY@suny.edu
Academic History Tab: Transfer History Section

Do you or will you hold an associate degree from a New York State public college prior to enrollment?  
Ο Yes  Ο No

If yes, indicate the New York State public college where the degree was or will be earned:

Ο AA  Ο AS  Ο AAS  Ο AOS

If yes, indicate the degree type:

Type of college you last attended:

Ο SUNY  Ο CJNY  Ο Outside United States
Ο NYS Private 4-yr  Ο Non-NYS Public 4-yr  Ο Non-NYS Private 4-yr
Ο NYS Private 2-yr  Ο Non-NYS Public 2-yr  Ο Non-NYS Private 2-yr

Indicate the total number of credits you expect to earn from all colleges before enrolling:

Are you or were you previously enrolled in EOP, College Discovery, HEOP or SEEK?

If you are transferring to complete a cooperative program, indicate the previous curriculum:

Do you or will you hold a bachelor's degree prior to enrollment?

Ο Yes  Ο No

Academic History Tab: Previous Colleges Section

Transfer College:  
(Repeat for additional colleges)

College Name:

College Address:

Date Entered/Enrolled (MM/YYYY)

Date Left (MM/YYYY)

Total Credits

Campus Selections Tab:

First Campus:  
(Repeat for additional colleges)

Ο Fall 20__  Ο Spring 20__  Ο Summer 20__

Semester you wish to enroll:

Campus Name:

Ο Yes  Ο No

Are you applying for EOP at this campus?

Major:

Ο Yes  Ο No

Are you applying for early action?

Ο Yes  Ο No

Are you applying for early decision?

Ο Yes  Ο No

Do you wish campus housing?

If applying to this campus again, when did you first apply?

Select Payment Type

Once you have completed all questions, you will be asked to pay your application processing fees. You will be charged an application fee for each campus you select. The quickest way to have your application processed is to submit payment via credit card or debit card online. You may also elect to mail-in your payment or to request a fee waiver. Your application will not be processed until full payment or authorized fee waiver request is received.

Questions? Contact the Recruitment Response Center at 800.342.3911 or at askSUNY@sny.edu
Today, I Will Apply!

1. Apply Online - Find the websites you need
   - Common Application – for participating colleges
   - CUNY application
   - SUNY application
   - Individual college websites
   - Check with your school counselor or volunteer if you are unsure

2. Complete my College Applications
   - Fill in all required information
   - Ask for help if you need it

3. Complete Information Correctly
   - Legal name, not nickname

Check off the Additional Items Needed to Submit or Confirm After Today
   - Essays
   - Transcripts
   - SAT or ACT scores
   - Recommendation letters
   - Application fee or fee waiver

4. Print Copy of Application Confirmation Pages
   - Create a college application folder and save all application confirmation pages

5. Register for FSA ID
   - FSA ID – needed to apply for financial aid through the Free Application for Federal Student Aid form – the FAFSA
     - Most grants, loans, and scholarships require the FAFSA, so it’s very important!
   - Get a FSA ID at: fsaid.ed.gov

6. Take Home the I Applied! What’s Next?/Complete Your FAFSA Flyer
   - Keep track of what happens next and prepare for the FAFSA

7. Follow-up!
   - Submit any additional items from #3 to your colleges

8. Submit your FAFSA soon – it is available now at fafsa.gov.

Congratulations! You are on your way to college!
### College Experiences BINGO

- Find a teacher, administrator or other adult in your school for whom one of the statements below are true
- Ask that person to sign the box that contains their true statement
- Up to 5 people may sign your sheet twice
- Five in a row wins – horizontal, vertical or diagonal

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<thead>
<tr>
<th>Event</th>
<th>Checkmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never thought he/she would go to college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in Student Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studied in another country while in college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transferred from one college to another</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Went to college more than 500 miles from home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lived at home while in college</td>
<td><strong>WENT TO A COMMUNITY COLLEGE</strong></td>
<td>Was in college for more than four years</td>
</tr>
<tr>
<td>Received a scholarship to help pay for college</td>
<td><strong>FREE</strong></td>
<td>Studied on a Saturday night while in college</td>
</tr>
<tr>
<td>Conducted scientific research</td>
<td></td>
<td>Change his/her college major at least one time</td>
</tr>
<tr>
<td>Had an internship</td>
<td></td>
<td>Attended a private college</td>
</tr>
<tr>
<td>Graduated with a Bachelor's degree in four years</td>
<td></td>
<td>Took out student loans to help pay for college</td>
</tr>
<tr>
<td>Was the first in his/her family to go to college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belonged to a fraternity or sorority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended a state college or university</td>
<td><strong>Had a job while in college</strong></td>
<td>Lived in a college residence hall</td>
</tr>
<tr>
<td>Played a sport while in college</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I'm __________

And I graduated from __________

Ask me about it!
Student-Driven Campaigns Increase College Enrollment
Our College Summit Metrics:

- PeerForward schools will increase FAFSA completion rates by 5%.
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### Citywide Results

<table>
<thead>
<tr>
<th>School Type</th>
<th>CUNY</th>
<th>NVS Public</th>
<th>NVS Private</th>
<th>Out of State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students (N = 341)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Notes:
- This does not include supplemental data provided by CUNY or a college in the National Student Cleanhouse.
- The percentage of students in the 4-year (H5) or 5-year (H6) cohort who graduated on time (HST, YRS) or cohort who graduated first time (HST, YRS, YRS) and enrolled at CUNY or a college in the National Student Cleanhouse.
- Results representing fewer than 5 students are suppressed.

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**College Enrollment Result for Cohort A 2012 to All Students**

Where are they now?

- This report provides information about your former high school students' outcomes in college. Use the drop-downs to select a 4-year graduation cohort, the comparison subgroup, and the metric.
percent 2.2% 2.2% 2.2% 6.5% 8.7% 10.2% 2.3% 34.8%

School Name

expected duration for completing the program in which they are enrolled.

CUNY rates include all first-time, full-time students who began their studies in 2005. The calculation includes associate, baccalaureate.

CUNY campus by students that enrolled in CUNY in the fall following on-time graduation.

numbers due to business rules.

Figures in this report may differ from reported data.