## PAYING FOR HIGHER EDUCATION

**Advanced Level**

www.takechargetoday.arizona.edu

### Recommended Grade Levels

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Average Time to Complete</th>
<th>Each Lesson Plan is Designed and Continually Evaluated “by Educators, for Educators.” Thank you to the Following Educators for Developing Components of this Lesson Plan.</th>
</tr>
</thead>
</table>
| 10-12        | Anticipatory Set & Facilitation: 115-145 minutes | Conclusion/Assessment Options: 30-60 minutes  
**Time does not include optional items.** |

### National Standards

- National Standards for Financial Literacy
- American Association of Family and Consumer Sciences
- Council for Economic Education
- National Business Education
- National Jump$tart Coalition
- Common Core English Language Arts

### Lesson Plan Objectives

Upon completion of this lesson, participants will be able to:

- Calculate the approximate cost of higher education necessary for a specific career
- Compare funding sources (federal, state, college and private) available to pay for higher education
- Evaluate eligibility requirements for the FAFSA
- Identify resources available to assist you and your family during the FAFSA application process
- Recognize loan repayment requirements

### Materials

#### Materials Provided in this Lesson Plan

- Paying for Higher Education Scavenger Hunt 2.3.5.A1
- You Can Afford College Video 2.3.5.A2
- Imani’s Potential Scholarships 2.3.5.A3
- Imani’s FAFSA Forecaster 2.3.5.A4
- FAFSA: Agree or Disagree 2.3.5.A5
- Paying for Higher Education Reinforcement Sheet 2.3.5.A6
- Online FAFSA Resources: Group Sharing 2.3.5.A7
- My Scholarship Search 2.3.5.A8
- Paying for Higher Education Self Reflection 2.3.5.A9
- Spread the Word PSA Planning Guide 2.3.6.A10
- Spread the Word PSA 2.3.5.B1
- FAFSA Recipe for Success Rubric 2.3.5.B2

#### Materials Specific to This Lesson Plan but Available as a Separate Download

- Paying for Higher Education PowerPoint presentation 2.3.5.G1
- Paying for Higher Education Answer Key 2.3.5.C1
- The FAFSA Dissected 2.3.5.F2

#### Materials to Acquire Separately Depending on Options Taught

- Highlighters
- Internet access

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Funded by a grant from Take Charge America, Inc. to the Norton School of Family and Consumer Sciences Take Charge America Institute at The University of Arizona
- Paying for Higher Education
  Vocabulary List 2.3.5.E1
- Scholarship Website Search Group Cards 2.3.5.H1
- Paying for Higher Education Note Taking Guide 2.3.5.L1

## Resources

### External Resources

External resources referenced in this lesson plan:

- Consumer Financial Protection Bureau: [www.consumerfinance.gov](http://www.consumerfinance.gov)
- Free Application for Federal Student Aid (FAFSA): [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov)
- Federal Student Aid Resources: [http://studentaid.ed.gov/resources](http://studentaid.ed.gov/resources)
  - FAFSA on the Web: [http://studentaid.ed.gov/resources](http://studentaid.ed.gov/resources)
  - Federal Student Aid PIN Web Site: [www.PIN.ed.gov](http://www.PIN.ed.gov)
  - Sample FAFSA Form: [http://studentaid.ed.gov/resources](http://studentaid.ed.gov/resources)
- Sample Public Service Announcements:
  - Chart Squad’s 4+ minute rap video, “FAFSA Hooray,” on YouTube [www.youtube.com/watch?v=e2d7lfGxTs](http://www.youtube.com/watch?v=e2d7lfGxTs)
  - KnowHow2Go: [www.knowhow2go.org/main_psa.php](http://www.knowhow2go.org/main_psa.php)
- General resources:
  - MDgo4it, “Pay for College: Applying for Financial Aid”: [www.mdgo4it.org](http://www.mdgo4it.org)
  - KnowHow2Go: [www.knowhow2go.org](http://www.knowhow2go.org)
  - College Goal Sunday: [www.collegegoalsundayusa.org](http://www.collegegoalsundayusa.org)
  - The College Board, “Big Future”: [https://bigfuture.collegeboard.org](https://bigfuture.collegeboard.org)
  - TuitionCoach, offer free webinars on the FAFSA starting in January: [www.tuitioncoach.com/collegecost/freewebinar.jsf](http://www.tuitioncoach.com/collegecost/freewebinar.jsf)
- Comparing Institutions:
  - College Navigator: [http://nces.ed.gov/colleagenavigator](http://nces.ed.gov/colleagenavigator)
- Videos:
  - “You Can Afford College” video: [www.mpt.org/yacac](http://www.mpt.org/yacac)
  - YouTube “Five-Minute FAFSA” video: [www.youtube.com/watch?v=p9mMO9s6cGc](http://www.youtube.com/watch?v=p9mMO9s6cGc)
  - Take Charge Today video library: [http://takechargetoday.arizona.edu/pro-dev/video-library](http://takechargetoday.arizona.edu/pro-dev/video-library)
- Scholarships:
  - College Scholarships.org, consolidating student loans: www.collegescholarships.org/consolidation/student-loan-consolidation.htm
- Student loan repayment:
  - Mapping YourFuture, consolidating student loans: http://mappingyourfuture.org/paying/consolidation/repayment.htm
- Public Agenda: www.publicagenda.org/theirwholelivesaheadofthem/reality1

**TAKING CHARGE TODAY RESOURCES**

<table>
<thead>
<tr>
<th>Similar lesson plan at a different level:</th>
<th>Optional lesson plan resources:</th>
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<tbody>
<tr>
<td>None available</td>
<td>Guest Speaker Active Learning Tool 3.0.22</td>
</tr>
<tr>
<td></td>
<td>Technology Integration Options Active Learning Tool 3.0.50</td>
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</tbody>
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**CONTENT**

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<th>EDUCATOR MATERIALS</th>
<th>PARTICIPANT READING</th>
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<tbody>
<tr>
<td>Materials to support educators when preparing to teach this lesson plan are available on the Take Charge Today website.</td>
<td>Paying for Higher Education Information Sheet 2.3.5.F1</td>
</tr>
<tr>
<td></td>
<td>The FAFSA Dissected 2.3.5.F2</td>
</tr>
</tbody>
</table>

**OPTIONAL ADVANCE INSTRUCTION**

This lesson is designed to be taught as a stand-alone lesson. However, background content knowledge from the following lesson plans is directly related to this lesson and may be helpful for participants.

- Preparing for Higher Education 2.3.3
- Planning for Higher Education 2.3.4

**LESSON FACILITATION**

<table>
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<th>INSTRUCT</th>
<th>CUSTOMIZE</th>
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<tr>
<td>Visual indicators to help prepare the lesson</td>
<td>Instructions to conduct the lesson facilitation</td>
<td>Potential modifications to lesson facilitation</td>
</tr>
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**VOCABULARY ACTIVITY:**

Vocabulary Scavenger Hunt

Approximate time: 15 minutes

Materials to prepare:

- Optional: 1 highlighter per participant
- 1 Paying for Higher Education Scavenger Hunt 2.3.5.A1 per participant
- 1 Paying for Higher Education Information Sheet 2.3.5.F1 per participant

1. Share a Paying for Higher Education Scavenger Hunt 2.3.5.A1, Paying for Higher Education Information Sheet 2.3.5.F1, and a highlighter to each participant.
2. Complete step 1:
   a. Instruct participants to read the Paying for Higher Education Information Sheet 2.3.5.F1 and highlight each of the vocabulary words or words they are unfamiliar with.

Rather than the Paying for Higher Education Information Sheet 2.3.5.F1 use the FAFSA on the Web worksheet available from the Federal Student Aid website to familiarize participants with the FAFSA application process.
b. Once all vocabulary words have been highlighted, instruct participants to choose eight of the highlighted words that they are not familiar with and record them in the first column of the table on the Paying for Higher Education Scavenger Hunt 2.3.5.A1.

3. Complete step 2:
   a. Instruct participants to find and record the definition of eight vocabulary words they are less familiar with in the second column. For each word, have participants articulate why they think the word is important to understand.

### ANTICIPATORY SET

**You Can Afford College**

**Approximate time:** 25 minutes  
**Materials to prepare:**
- 1 You Can Afford College 2.3.5.A2 per participant  
- You Can Afford College Video (link in the resources section)

1. Pass out a You Can Afford College 2.3.5.A2 to each participant.  
2. Show the 20-minute You Can Afford College video.  
3. Have participants answer the questions as they watch the video. Consider pausing the video at different points to allow participants time to complete their worksheet.  
4. In small groups, have participants summarize what they feel are the three most important things they learned from the video.  
5. If time allows, have each group share their summaries and ask any questions they may have.

### RECOMMENDED FACILITATION

There are two recommended facilitation options for this lesson plan.  
1. PowerPoint Presentation with Imani Scenario  
2. Note-taking Guide with JigSaw Facilitation

#### Option 1: PowerPoint Presentation with Imani Scenario

**Approximate time:** 120 minutes  
**Materials to prepare:**
- Paying for Higher Education PowerPoint presentation 2.3.5.G1  
- 1 Imani’s Potential Scholarships 2.3.5.A3 per group of 2-3  
- 1 Scholarship Website Search Group Cards 2.3.5.H1 per group of 2-3  
- Internet access per group of 2-3  
- Imani’s FAFSA Forecaster 2.3.5.A4 per group of 2-3  
- 1 FAFSA: Agree or Disagree 2.3.5.A5 per participant

Present the Paying for Higher Education PowerPoint Presentation 2.3.5.G1.

**Part 1: The Cost of Higher Education**

1. Slide 1: Introduction  
2. Slide 2: Receiving a Higher Education  
   a. Have participants brainstorm the pros and cons of higher education.  
   b. Stress that while there are numerous benefits to higher education including access to higher paying jobs and lower unemployment rates,
the cost of higher education can be significant. Therefore, it is extremely important that people plan ahead.

3. Slide 3: Reduce Costs by Planning Ahead
   a. Have participants brainstorm ways they could reduce the total cost of higher education.
   b. Several of the strategies listed may be implemented long before they are eligible to apply for higher education.

4. Slide 4: Academic Advisors
   a. Introduce participants to Imani.
      i. If this lesson has been taught in a sequence using the *Preventing for Higher Education* 2.3.3 and *Planning for Higher Education* 2.3.4 lessons indicate that participants are continuing to advise Imani. Their mission is to help her explore ways to reduce her expected $301,118 cost for higher education and ways to pay for her education.
      ii. The $301,118 assumes Imani earns a bachelor’s degree and professional degree from private or out-of-state institutions.

5. Slide 5: Imani’s Plan
   a. Indicate that by creating a career pathway, Imani has identified several ways to reduce her anticipated total costs.
   b. Imani learned that she can earn an associate’s degree that will transfer to a bachelor’s degree. The associate degree has a lower annual cost and only two years to earn a bachelor’s degree may be required. This saves Imani almost $60,000 compared to a private school.
   c. Imani learned that by attending an in-state public institution and living at home while earning her associate degree she could reduce her expenses by an additional $63,000.
   d. Finally, Imani has learned that there is a high quality, in-state professional degree program available for law school further reducing her cost $83,000.
   e. Imani’s costs are examples using calculations from The College Board website. Actual costs may vary greatly between types of schools, their location, degree programs, etc.

6. Slide 6: Imani’s Total Anticipated Costs
   a. Imani has reduced her higher education costs significantly by long-term planning. Also, her debt-to-income ratio is within the ideal 10-15% range which means she should be in a good position to pay back her student loans.
   b. Have participants brainstorm additional things Imani can do to further reduce her education costs.
      i. Take a college placement test, such as the Accuplacer.
         Sometimes grades can also provide an indication: Imani has struggled to keep up in math. To make sure she is ready, she is investing ~$400 in a college remediation class at her local community college. This will ensure she succeeds in her more challenging college courses and that she will be more likely to graduate on time, without incurring additional college costs. This short-term investment will save her time and money in the long run!
ii. Work part-time during higher education and/or in between each degree program.
iii. Apply for scholarships and grants.
iv. Apply for financial aid early and carefully evaluate financial aid packages.

**Part 2: Types of Higher Education Financial Aid**

7. **Slide 7:** Three Types of Higher Education Financial Aid
   a. Discuss that many individuals, like Imani, need financial support to pay for higher education.
   b. There are three primary types of aid including money you do not have to repay, low-cost federal loans and higher cost private loans. Individuals may use one or more types of aid to pay for their education.

8. **Slide 8:** Money You Do Not Have to Repay
   a. Individuals should first seek scholarships, grants and work-study as these are forms of financial aid that do not have to be paid back as long as the requirements are met. Therefore, they further reduce the cost of higher education.

9. **Slides 9-10:** Scholarships
   a. Scholarships must be applied for and typically have requirements before, during or after the scholarship is awarded. Individuals may be eligible for scholarships for a variety of reasons and should be thoughtful of any special circumstances and extra-curricular activities that may increase their scholarship eligibility.
   b. That there are many scholarship scams. A person should never have to pay for a scholarship. The Federal Trade Commission website has information about scholarship scams.
   c. Ask participants to identify scholarships available in their local community.

10. **Slide 11:** Imani’s Potential Scholarships
    a. Divide participants into groups of 2-3.
    b. Provide each group with an *Imani’s Potential Scholarships* worksheet 2.3.5.A3 and one *Scholarships Website Search Group Cards* 2.3.5.H1.
    c. Review Imani’s special circumstances and extra-curricular activities.
    d. Give participants 15-30 minutes to go to the website indicated by their card and find three potential scholarships for Imani.
    e. As a class, have each group share a few of the scholarships they found and how they would advise Imani to be eligible for as many scholarships as possible.

11. **Slides 12-13:** Grants
    a. A variety of federal grants are available to students with financial need. Grants do not have to be paid back as long as all requirements are met.
    b. In order to be eligible for federal student grants, individuals must complete the FAFSA. The FAFSA application makes individuals eligible for the greatest amount of financial aid. Stress that this application qualifies individuals for a variety of grants and other type of financial aid.

12. **Slide 14:** Work Study

**Invite a guest speaker such as a guidance counselor, financial aid representative. Reference the Guest Speaker Active Learning Tool 3.0.22 for support tools.**

If time is limited, conduct the Imani scholarship activity as a conclusion activity. Or, instead of conducting a scholarship search for Imani, have them conduct one for themselves using the *My Scholarship Search 2.3.5.A8.*
a. The FAFSA application will also determine an individual’s eligibility for work-study programs.

   a. To be eligible individuals must complete the FAFSA form.
   b. There are variety of different Federal Loans with different eligibility requirements and interest rates.
   c. When accepting financial aid, individuals should first take out loans with the lowest interest rates.
   d. Loans not based on financial need have higher interest rates.

14. Slide 17: High-Cost Consumer Loans
   a. Sometimes an individual may need additional financial aid. In that case, private loans are available. Private loans should typically only be used if all options for money you do not have to repay and lower cost federal loans have been exhausted. Private loans are often higher cost than federal loans and should be researched carefully.

15. Slide 18: FAFSA Forecaster
   a. The FAFSA Forecaster is a free tool that helps individual’s plan for college by learning about their eligibility for different student aid.
   b. Divide participants into groups of 2-3 and provide each group with an Imani’s FAFSA Forecaster worksheet 2.3.5.A4.
   c. Give the groups 15-30 minutes to complete the worksheet.
   d. As a class, discuss the answers. Stress that this tool only provides an estimate to help individuals plan. To be eligible for financial aid, they must complete the FAFSA.
      i. 1 - $3,400; no she does not have to pay this money back
      ii. 2 - $1,465
      iii. 3 – Stafford Student Loan - $5,500
      iv. 4 - $10,365
      v. 5 - $2,118
      vi. 6 – $7,492 if her family contributes, $9,610 if they do not
      vii. 7 – College Navigator

Part 3: Free Application for Federal Student Aid

16. Slide 19: Free Application for Federal Student Aid
   a. Optional: Distribute a FAFSA: Agree or Disagree Worksheet 2.3.5.A5 to each participant.
   b. Instruct participants to complete the “before” section by indicating if they agree or disagree with the statement and comment on why.
   c. Participants will then set the worksheet aside to complete the “after” section later in instruction.

17. Slide 20: Why Everyone Should Complete the FAFSA
   a. Everyone should complete the FAFSA. By completing one application, individuals are eligible for multiple types of financial aid.
   b. The FAFSA Form is used by a variety of types of post-secondary institutions including community colleges and four-year colleges.
   c. In addition to determining how much an individual’s family may be able to contribute to college and the types of federal aid an individual may qualify for, it is used by schools to determine local aid.

18. Slide 21: To Receive Federal Student Aid, You Must...
a. There are several requirements to be eligible for financial aid initially and on an ongoing basis. Age, race and field of study do not impact eligibility.

19. Slide 22: When Do I Fill Out the FAFSA?
   a. Some financial aid is awarded on a first come, first served basis. Therefore, it is important to apply as early as possible. The federal application process begins on January 1. State and post-secondary institutions may have their own deadlines and it is important to be aware of those.
   b. Individuals must apply for financial aid each academic year.

20. Slide 23: Who Decides How Much Aid I will Receive?
   a. The amount of aid for those who qualify is determined by the post-secondary institution. Multiple factors are considered when calculating aid.
   b. The amount of aid awarded will vary between institutions.

21. Slide 24: Need-based Aid
   a. Financial Need is determined by subtracting the Expected Family Contribution from the Cost of Attendance.
   b. The Expected Family Contribution is a federal formula and the EFC rate does not change between schools.
   c. The Cost of Attendance includes tuition and fees as well as miscellaneous expenses such as room and board. The COA is available on each institutions website or may be compared using the College Navigator website.
   d. Examples of need based aid include grants, Direct Subsidized Loan, Federal work-study and Federal Perkins Loan.

22. Slide 25: Non-need Based Aid
   a. This aid is determined by subtracting the financial aid awarded from the Cost of Attendance.

Part 4: FAFSA Application Process

   a. Dependency status is important because it will determine whose information is required when completing the FAFSA. Dependency status is determined by completing a series of questions on the FAFSA application.
   b. Questions are available on the FAFSA on the Web worksheet available on the FAFSA website.
   c. Even if an individual receives no or little support from their parents/guardians they may still be considered a dependent.

24. Slide 27: FAFSA Application Process: Create a PIN
   a. Individuals and parents (if the individual is a dependent) apply for a PIN number online.
   b. This number is used in combination with other information when completing the FAFSA. It is considered a legally binding form of a signature when completing the FAFSA.
   c. Individuals should keep their PIN number in a safe location to limit the chance of fraud.

25. Slide 28: FAFSA Application Process: Gather Required Documents

An info graphic is available describing basic FAFSA eligibility criteria on the Federal Student Aid website.

Familiarize participants with the FAFSA Form from the Student Aid website by distributing it with The FAFSA Dissected 2.3.5.F2 handout. Discuss each step.
a. A variety of documents are required for completing the FAFSA. A detailed list is available on the FAFSA website.
b. Documents should not be submitted with the FAFSA. Instead, they should be organized in a safe place to be referenced throughout the application process.

26. Slide 29: FAFSA Application Process: Complete the FAFSA
   a. To save time and enhance accuracy, a FAFSA on the Web worksheet is available.
b. A paper version of the FAFSA application is available for those who don’t have access to the internet.
c. When completing the FAFSA, be sure to answer all questions completely and accurately. To save individuals time and enhance accuracy, an IRS Data Retrieval Tool that automatically transfers tax information to the FAFSA Form may be an option for individuals.
d. When entering schools, one in-state school must be listed and the schools selected should be those the individual is interested in possibly attending. School codes may be found on the institutions website.
e. For individuals who want to apply early but have not filed their taxes, they may complete the FAFSA using estimates and then update later.

27. Slide 30: FAFSA Application Process: Sign and Submit
   a. Be sure that a confirmation is received (appears on the computer screen and emailed if an email address is provided) to know the FAFSA has been successfully submitted.

   a. This form will outline information submitted on the FAFSA Form as well as the Expected Family Contribution. It is extremely important to check this form for accuracy and correct any errors immediately.

29. Slide 32: FAFSA Application Process: Determine Your Aid Eligibility
   a. If an individual is eligible for aid and been offered admission by that school, each post-secondary institution identified when the FAFSA Form was completed will send an award letter outlining the aid package.
b. Schools may ask for additional information.

30. Slide 33: FAFSA Application Process: Compare Aid Packages
   a. When evaluating financial aid packages, individuals should determine the net price. The net price reflects the amount of money that will be borrowed.
b. Then, individual’s should evaluate the types of and amounts student loans they qualified for.
c. Before accepting any loans, individuals should make sure they understand what they are responsible for repaying and when and only accept what is really needed.
d. The College Scorecard from the U.S. Department of Education’s Affordability and Transparency Center provides information to help individual’s compare the net price of schools as well as other factors when comparing institutions.

31. Slide 34: FAFSA Application Process: Support is Available!
   a. Stress that the FAFSA process can be overwhelming and confusing but there are multiple resources available to provide support.
Part 5: Optional: FAFSA: Agree or Disagree
32. If the FAFSA: Agree or Disagree worksheet 2.3.5.A5 was used to introduce this section, have participants now complete the “after” section indicating if they agree or disagree with the statement and why.
   a. Note that all statements are common myths associated with the FAFSA. Participants should disagree with each statement.
   b. The Paying for Higher Education Answer Key 2.3.5.C1 is available for the FAFSA: Agree or Disagree worksheet with talking points for each statement.

Part 6: When It’s Not Free Money
33. Slide 35: When It’s Not Free Money
   a. Student loans must be repaid and there are serious implications to defaulting on a loan.
34. Slide 36: If You Default on Your Student Loan...
   a. If an individual defaults on a loan, there are several potential implications.
35. Slide 37: If You Find Yourself in Trouble
   a. It is important to be proactive when selecting loans and when loans are due to create a repayment plan that works for the individual.
36. Slide 38: Your Goals
   a. Review key points from the lesson.

Option 2: Note Taking Guide with JigSaw Facilitation
Approximate time: 90 minutes
Materials to prepare:
- 1 Paying for Higher Education Note Taking Guide 2.3.5.L1 per participant
- 1 Paying for Higher Education Information Sheet 2.3.5.F1 per participant
- 1 FAFSA: Agree or Disagree 2.3.5.A5 per participant

1. Provide each participant with a Paying for Higher Education Note Taking Guide 2.3.5.L1 and Paying for Higher Education Information Sheet 2.3.5.F1.
2. Tell participants “Eight times as many students drop out of degree and certificate programs due to finances and debt versus grades!” Source: Public Agenda, With Their Whole Lives Ahead of Them, 2009.
   a. Ask participants to brainstorm why this might be.
   b. Have participants brainstorm ways they could reduce the cost of higher education. Have them reference the first section of their Paying for Higher Education Information Sheet 2.3.5.F1 for additional ideas.
3. Distribute a FAFSA: Agree or Disagree worksheet 2.3.5.A5 to each participant.
   a. Instruct participants to complete the “before” section by indicating if they agree or disagree with the statement and comment on why.
   b. Participants will then set the worksheet aside to complete the “after” section later in instruction.
4. Divide participants into five groups. Assign each group to one of the following categories of their information sheet:
   a. Different Ways to Fund Higher Education: Money You Do Not Have to Repay

Rather than using the FAFSA: Agree or Disagree worksheet 2.3.5.A5, read each statement and have participants move to one side of the room or the other if they agree or disagree and discuss.
b. Different Ways to Fund Higher Education: Low-Cost and High-Cost Financial Aid

c. All About FAFSA

d. The FAFSA Application Process

e. When it's not “free money”

5. Let groups know that they will become “experts” for their section in preparation to educate others. As a group, they should read the assigned section of their information sheet and complete that section of their note taking guide.

6. As a group, prepare how they would educate others in 3-5 minutes by discussing:

   a. What are the three to five most important pieces of information they would share with others would be and why.
   b. Resource(s) they would go to for additional information.

      i. If internet access is available per participant, encourage participants to show online resources during their presentation.

7. Split participants into new groups with a representative from each section. Allow five minutes for them to share the most important information about their section.

   a. Participants may be encouraged to complete the remaining sections of their *Paying for Higher Education Note Taking Guide* during the presentations. Or, have them complete the note taking guide at the end of facilitation.

8. Have participants go back to their original groups. If time allows, let them compare the answers they got from other groups.

9. Ask if there are any questions that resulted from the group sharing.

10. Discuss the *FAFSA: Agree or Disagree* 2.3.5.A5. Have participants now complete the “after” section indicating if they agree or disagree with the statement and why.

   a. Note that all statements are common myths associated with the FAFSA. Participants should disagree with each statement.
   b. The *Paying for Higher Education Answer Key* 2.3.5.C1 is available for the *FAFSA: Agree or Disagree* worksheet with talking points for each statement.

### CONCLUSION OPTIONS:
There are three conclusion options for this lesson plan.

1. Option 1: Reinforcement Worksheet
2. Option 2: Online FAFSA Resources: Group Sharing
3. Option 3: My Scholarship Search

### Option 1: Reinforcement Worksheet

**Approximate time:** 20 minutes

**Materials to prepare:**

- 1 *Paying for Higher Education* 2.3.5.A6 per participant

1. Complete the *Paying for Higher Education* 2.3.5.A6 reinforcement worksheet.
### Option 2: Online FAFSA Resources: Group Sharing

**Approximate time:** 30-45 minutes  
**Materials to prepare:**
- 1 *Online FAFSA Resources: Group Sharing* 2.3.5.A7 per participant  
- Internet access

1. Divide participants into groups of 2.  
2. Assign each group to research and identify the most interesting and helpful features of one of the websites listed on the *Online FAFSA Resources: Group Sharing* 2.3.5.A7.  
3. Provide participants with approximately 15 minutes to conduct their research and write three things learned that would convince their peers to also use the website.  
4. Give each group 2-4 minute to share their website with the class.  
5. During each presentation, participants should write down at least two of the reasons cited to us each website.  
6. After the presentations, have participants individually answer the reflection questions.

### Option 3: My Scholarship Search

**Approximate time:** 30 minutes  
**Materials to prepare:**
- 1 *My Scholarship Search* 2.3.5.A8 per participant  
- Internet access

1. Provide each participant with a *My Scholarship Search* 2.3.5.A8 worksheet. Instruct them to use what they learned about the scholarship application process to identify at least five scholarships that they would be eligible to apply for.  
2. Encourage participants to find scholarships from a variety of sources.  
   a. Websites to help them identify national scholarships are available on the *Scholarship Website Group Search Cards* 2.3.5.H1.  
   b. Post-secondary institutions may have information available on the degree programs web page as well as the financial aid office.  
   c. Locally, employers, guidance counselors, clubs and organizations are all great sources for scholarships.

### Assessment Options:

There are three assessment options for this lesson:  
1. Option 1: Paying for Higher Education Self-Reflection  
2. Option 2: Spread the Word PSA  
3. Option 3: FAFSA Recipe for Success

### Option 1: Paying for Higher Education Self-Reflection

**Approximate time:** 45 minutes outside of class  
**Materials to prepare:**
- 1 *Paying for Higher Education Information Sheet* 2.3.5.F1 per participant  
- 1 *Paying for Higher Education Self-Reflection* 2.3.5.A9 per participant  
- Internet access
1. Have each participant work with their parent/guardian to complete the *Paying for Higher Education Self-Reflection* 2.3.5.A9 to reflect on career pathway planning and options for paying for higher education.
   a. This worksheet is most effective when participants have learned about career pathway planning in the *Planning for Higher Education Lesson Plan* 2.3.4.
   b. Because of the sensitive nature of some of the financial information, the facilitator may choose to award completion points rather than asking participants to submit the worksheet.

### Option 2: Spread the Word PSA

**Approximate time:** 30 – 60 minute to prepare materials and 10 - 30 minutes for presentations

**Materials to prepare:**
- 1 *Spread the Word PSA Planning Guide* 2.3.5.A10 per participant
- 1 *Spread the Word PSA Rubric* 2.3.5.B1 per participant
- Sample PSA’s (URL’s in resources section):
  - KnowHow2Go website (TV, Radio and Print PSA’s)
  - FAFSA Hooray Video
- Optional: *Technology Integration Options Active Learning Tool* 3.0.50

1. Have participants work in groups of 2-3 or individually.
2. Provide each participant with a *Spread the Word PSA Planning Guide* 2.3.5.A10 and a *Spread the Word PSA Rubric* 2.3.5.B1.
3. Let participants know that they will be creating a Public Service Announcement that can be read or said in under 60 seconds.
4. Review the *Spread the Word PSA Planning Guide* 2.3.5.A10.
   a. Instructor may choose to assign participants to topics and target audiences to ensure variety of topics are discussed or allow participants to select their own.
   b. The topics are broad and participants should identify what they feel would be the most important message to convey to their target audience for that topic. For example, a group may focus only on scholarships for the Money You Do Not Have to Repay topic.
5. Indicate that PSA’s will be graded using the *Spread the Word PSA Rubric* 2.3.5.B1.
6. If needed, show participants a couple of sample PSA’s from the samples provided in the materials section. Discuss characteristics of each type of PSA that make it effective.
   a. If participants are creating an electronic PSA, the *Technology Integration Options Active Learning Tool* 3.0.50 features Web 2.0 tools to create posters, animated videos, etc.
7. If time allows, have each participant/group present their PSA to the class.
   a. Consider having participants vote on the most effective PSA for each topic.

### Option 3: FAFSA Recipe for Success

**Approximate time:** 60 minutes

**Materials to prepare:**

Create a community awareness campaign about Paying for Higher Education using:
- PSA’s created
- College Goal Sunday website resources
- Federal Student Aid website resources
- 1 FAFSA Recipe for Success Rubric 2.3.5.B2 per participant
- Provide the URL or printed handout of the FAFSA on the Web Worksheet per participant (URL in the resources section)
- Provide the URL or printed handout of the FAFSA Application per participant (URL in the resources section)

1. Provide each participant with a FAFSA Recipe for Success Rubric 2.3.5.B2 as well as instruct them to go online or provide printed handouts of the FAFSA on the Web Worksheet and FAFSA Application.
2. Their mission is to create a “recipe” that parents and/or peers can follow to ensure success when completing the FAFSA form.
3. Following the format of a recipe, start with the ingredients (all required materials in the order you will need), estimated time to “cook” or complete the FAFSA and then step-by-step directions.
4. Successful recipes will also include tips and illustrations or visual aids.
   a. An option to incorporate illustrations is to format the recipe like an info graphic. Show samples of info graphics available on the Student Aid website listed in the supplemental resources section.
# Paying for Higher Education Vocabulary List

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Consolidate</td>
<td>(financial) To combine (a number of financial accounts or funds) into a single overall account or set of accounts</td>
</tr>
<tr>
<td>2 Cost of Attendance (COA)</td>
<td>Total amount it will cost you to go to school (includes tuition and fees as well as personal expenses).</td>
</tr>
<tr>
<td>3 Deferment period</td>
<td>Postponement of payment on a loan allowed under certain conditions and during which interest does not accrue</td>
</tr>
<tr>
<td>4 Expected Family Contribution (EFC)</td>
<td>An estimate of the parents' and/or student's ability to contribute to post-secondary expenses. In general, the lower the EFC, the higher the financial aid award from the college may be.</td>
</tr>
<tr>
<td>5 FAFSA</td>
<td>The common name for the Free Application for Federal Student Aid form prepared annually to determine eligibility for post-secondary financial aid</td>
</tr>
<tr>
<td>6 Financial need</td>
<td>The difference between the cost of attending a particular school and the expected family contribution.</td>
</tr>
<tr>
<td>7 Forbearance</td>
<td>Ability to stop or reduce loan payments for up to 12 months while interest is accruing</td>
</tr>
<tr>
<td>8 Grant</td>
<td>A tax-exempt financial aid that may be given for many purposes, not necessarily just for education</td>
</tr>
<tr>
<td>9 Grace Period</td>
<td>Period of time after a borrower graduates, leaves school or drops below half-time enrollment where they are not required to make certain federal loan payments</td>
</tr>
<tr>
<td>10 Loan default</td>
<td>Failure to pay a loan according to the agreed upon terms</td>
</tr>
<tr>
<td>11 Loan servicer</td>
<td>Company that collects payment on a loan</td>
</tr>
<tr>
<td>12 Net price</td>
<td>The cost of attendance minus grants and scholarships.</td>
</tr>
<tr>
<td>13 Personal Identification Number (PIN)</td>
<td>A four digit number used as an electronic signature</td>
</tr>
<tr>
<td>14 Scholarship</td>
<td>Money awarded to students that does not have to be repaid and is based on academic or other achievement to help pay for education expenses</td>
</tr>
<tr>
<td>15 Student Aid Report (SAR)</td>
<td>A report that summarizes responses made when completing the FAFSA form</td>
</tr>
<tr>
<td>16 Subsidized loan</td>
<td>A need-based loan from the federal government, the interest of which is paid for by the U.S. Department of Education while the borrower is in school and during grace and deferment periods.</td>
</tr>
<tr>
<td>17 Unsubsidized loan</td>
<td>A non-need-based loan from the federal government the interest of which is paid for by the borrower</td>
</tr>
<tr>
<td>18 Work-study</td>
<td>A federal program that provides part time employment opportunities for students with financial need, allowing them to earn money to help pay educational expenses.</td>
</tr>
</tbody>
</table>
# Paying for Higher Education Scavenger Hunt

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name __________________________</th>
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</thead>
<tbody>
<tr>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>Date __________________________</td>
</tr>
<tr>
<td>Percentage</td>
<td>Class __________________________</td>
</tr>
</tbody>
</table>

**Step 1**: Find and highlight each of the vocabulary words in the table below.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>Consolidate</th>
<th>Cost of Attendance</th>
<th>Deferment</th>
<th>Expected Family Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA</td>
<td>Work-Study</td>
<td>Forbearance</td>
<td>Grant</td>
<td></td>
</tr>
<tr>
<td>Grace Period</td>
<td>Loan Default</td>
<td>Loan Servicer</td>
<td>PIN</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>Student Aid Report</td>
<td>Subsidized Loan</td>
<td>Unsubsidized Loan</td>
<td></td>
</tr>
</tbody>
</table>

**Step 2**: Review the highlighted words on the Paying for Higher Education information sheet. Which words are you not familiar with? Write eight words that you are not familiar with in the first column of the table below. Using your information sheet, write the definition of each word in your own words and why the word is important to understand.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Why The Word is Important to Understand</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
You Can Afford College Video

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name ____________________</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Date ______________________</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>Class ____________________</td>
</tr>
</tbody>
</table>

Directions: As you watch the online video, You Can Afford College, answer the following questions.

- How can you access financial aid advice?
- What are the four primary sources of financial aid?
- How do you start the application process?
- What do you need to know to complete the form?
- When is the form available and when should you complete it by?
- Whose income information do you need to complete the form?
- How can you correct errors on the form?
- What does this form tell you and how is it calculated?
- What are the two most important things you can do when choosing higher education?

Summarize the **three** most important things you learned from watching this video:
Paying for Higher Education Note Taking Guide

<table>
<thead>
<tr>
<th>Total Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Total Points Possible</td>
<td>Date ____________________________</td>
</tr>
<tr>
<td>Percentage</td>
<td>Class ____________________________</td>
</tr>
</tbody>
</table>

Three ways to reduce the cost of higher education include:

Money You Do Not Have to Repay

Characteristics of scholarships

Scholarships are based on...

Three scholarship sources:

What are grants?

Who are they typically awarded to?

How do you apply?

Two examples are:

Describe the Federal Work-Study program.
Low-Cost Financial Aid

Characteristics of Federal Student Loans

How do you apply for a Federal Student Loan?

Identify the types of Federal Loans and a characteristic of each.

Highest interest rates

Lowest interest rates

High-Cost Consumer Loans

Who offers private loans and why should they typically be the last financial aid option considered?
Why should everyone complete the FAFSA?

Four eligibility requirement are...

When should the FAFSA be completed?

How do I learn the Federal, State and Post-secondary deadlines?

How often does the FAFSA need to be completed?
What is need-based aid?

Cost of Attendance: + Expected Family Contribution: = Financial Need

How is non-need based aid calculated?  Why do non-need based aid sources have higher interest rates?

The FAFSA Application Process

Why is dependency status important?  How do you learn your dependency status?  How is the PIN used?  How do you get a PIN?

Describe the types of documents required to complete the FAFSA.
What are three things to remember when completing the online FAFSA Form?

What do you need to do when submitting the FAFSA?

How do you know if it has been successfully submitted?

Why is it important to review the Student Aid Report?

What are you responsible for doing if your post-secondary institution sends you an award letter?

What should you consider when comparing aid packages?

When It’s Not Free Money

What are the implications of defaulting on a student loan?

What should you do if you are having trouble paying back your student loans?
Imani’s Potential Scholarships

Directions: Review Imani’s special circumstances and her extra-curricular activities. Using the website assigned to your group, find at least 3 different scholarships for which Imani is eligible.

Imani’s Special Circumstances:
- I am a member of an ethnic minority that traditionally has a lower than national average rate of college education.
- I am the first generation to attend college.
- I want the education or training required for a specific occupation that would be supported by association or other scholarships.
- I was born to a teen mom.
- My family has an income that would show a greater than normal need for financial aid in order to pay for higher education.
- My mom works at a company that offers scholarships to children of employees.

Imani’s Extra-Curricular Activities
- JV Basketball
- Class Vice President
- Volunteer at Boys and Girls Club
- Peer Tutor
- Cashier job at local fast food joint
- Babysit two younger brothers

Scholarship website: ____________________________________________________________

<table>
<thead>
<tr>
<th>Possible Scholarships</th>
<th>Who Sponsors It</th>
<th>Eligibility</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: Division II girls basketball scholarship</td>
<td>NCAA (through Division II school)</td>
<td>Attend Division II school, demonstrate academic &amp; sports excellence</td>
<td>$1000/year</td>
</tr>
</tbody>
</table>

What are three things Imani can do today to be eligible for as many scholarships as possible?
# Scholarship Website Search Group Cards

| Your Website: College Board Fund Finder  
[https://bigfuture.collegeboard.org/scholarship-search](https://bigfuture.collegeboard.org/scholarship-search) | Your Website: Fast Web  
[www.fastweb.com](http://www.fastweb.com) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Notes:</strong> Use the “Quick Search” feature for this activity.</td>
<td><strong>Special Notes:</strong> This site will keep insisting you need to sign up, but you don’t. You can still search by using the “Scholarship” tabs along the top or by scrolling to the bottom of the page where it says “Scholarship Directory” and picking one of the subcategories. If you do decide to sign up, remember to opt out of all of the third-party services and communications.</td>
</tr>
</tbody>
</table>
| Your Website: Scholarship America  
[http://scholarshipamerica.org/](http://scholarshipamerica.org/) | Your Website: College Data  
[www.collegedata.com](http://www.collegedata.com) |
| **Special Notes:** Good site for overall information and possible scholarship sources. | **Special Notes:** Good site for overall information and possible scholarship sources. |
| Your Website: College Scholarships  
[www.collegescholarships.org](http://www.collegescholarships.org) | Your Website: Institution search for scholarships |
| **Special Notes:** None—this site does not share your personal information with third-party sites. | **Special Notes:** When looking for scholarships, always perform an Internet search for the higher education institution that most interests you and “scholarships” or “grants.” You never know what you might find!
Imani’s FAFSA Forecaster

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>Date __________________________</td>
</tr>
<tr>
<td>(1 point each)</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>Class __________________________</td>
</tr>
</tbody>
</table>

Directions: Use the following information to estimate Imani’s potential financial aid and expected family contribution using the FAFSA Forecaster website https://FAFSA4caster.ed.gov.

Imani’s information:
- US citizen, 18 years old, born March 3rd
- Single, never married, no children
- Mom is 34 years old and divorced
- 4 currently live in her Mom’s household; Imani will be the only one in college
- Neither she nor her Mom have filed taxes recently
- Both are residents of the state of Maryland
- Mom earned $42,000 last year; Imani earned $7,239
- Mom’s assets equal $4,392 (the combined amount in her savings and checking accounts); Imani has $3,075 in savings only
- Cost of college each year is $19,975

1. What is the potential award amount for the Pell Grant and does Imani have to pay this back?

2. If Imani decides to participate in her college’s work-study program, how much could she earn?

3. Imani qualifies for a low-interest government loan. What is it called and how much does she qualify for?

4. What is the total amount of estimated financial aid Imani could get based on this information?

5. What is Imani’s Estimated Family Contribution?

6. How much of Imani’s estimated college costs does she still need to pay for?

7. What resource is noted if you don’t know the cost of a college?
## FAFSA: Agree or Disagree?

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>14</td>
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</tr>
<tr>
<td>Total Points Possible</td>
<td>Date</td>
</tr>
<tr>
<td>(2 points each)</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>Class</td>
</tr>
</tbody>
</table>

**Directions:** Complete the “Before” section by determining whether you agree or disagree with each statement and explain your decision in the “comment” section. Complete the “After” section when prompted by your instructor.

**Filing the FAFSA is a waste of time. Besides, I don’t have to fill one out to get aid in my state.**

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>🌟</td>
<td>🌟</td>
</tr>
</tbody>
</table>

**Comment:**

**If I think my parents make too much money then we should not complete the FAFSA.**

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>🌟</td>
<td>🌟</td>
</tr>
</tbody>
</table>

**Comment:**

**If I file my FAFSA online, someone can steal my identity.**

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>🌟</td>
<td>🌟</td>
</tr>
</tbody>
</table>

**Comment:**

**If someone’s parents can’t read English and they don’t have a Social Security Number they can’t file a FAFSA.**
The FAFSA is only for universities. If I am considering a trade school or community college then I don’t need to file a FAFSA.

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Comment:</td>
<td>Comment:</td>
</tr>
</tbody>
</table>

The application process is too hard and there are not good resources to help a person complete a FAFSA.

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Comment:</td>
<td>Comment:</td>
</tr>
</tbody>
</table>

The FAFSA is not due until June 30. There is no rush to fill it out.

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Comment:</td>
<td>Comment:</td>
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</tbody>
</table>
## Paying for Higher Education Reinforcement Sheet

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>Date ____________________________</td>
</tr>
<tr>
<td>Percentage</td>
<td>Class ____________________________</td>
</tr>
</tbody>
</table>

**Directions:** Match the following terms with the correct statement. Not all terms will be used. (1 point each)

1. _______ The difference between the cost of attending a particular school and the expected family contribution, minus any other financial aid a student.
2. _______ Postponement of payment on a loan allowed under certain conditions when interest does not accrue.
3. _______ Money awarded to students that does not have to be repaid and is based on academic or other achievements.
4. _______ Failure to pay a loan according to the agreed upon terms.
5. _______ Stop or reduce loan payments for a short period of time while interest still accruing.
6. _______ A need-based loan from the federal government, the interest of which is paid for by the U.S. Department of Education while the borrower is in school and during grace and deferment periods.
7. _______ A tax-exempt financial aid that may be given for many purposes, not necessarily just for education.

**Directions:** Answer the following questions using complete sentences.

8. Identify **three** ways individuals may reduce their total cost of higher education. (3 points)

9. What does the acronym “FAFSA” stand for? (1 point)
10. Describe the difference between a subsidized and an unsubsidized loan. (2 points)

11. List at least three documents that you may need to refer to when completing the FAFSA form. (3 points)

12. Why should you review the Student Aid Report closely? (1 point)

13. Describe one option you have if you find you are unable to repay your student loans. (1 point)

14. Order the following types of loans from lowest to highest interest rates: PLUS Loan, Private Loan, Direct Subsidized Stafford Loan, Federal Perkins Loan, Direct Unsubsidized Stafford Loan. (5 points)

   Highest interest rate
   1. 
   2. 
   3. 
   4. 
   5. 

   Lowest interest rate
   6. 
   7. 
   8. 
   9. 
   10. 

Directions: Determine if each statement is true or false and indicate T for true and F for false. (1 point each)

15. _____ You should never have to pay for a scholarship.
16. _____ During a grace period, interest does not accrue.
17. _____ You only have to complete the FAFSA application once for the entire time you are in school.
18. _____ All federal student loans have the same interest rates
19. _____ Private loans often have lower interest rates than federal loans
20. _____ The Expected Family Contribution varies per school.
21. _____ If you are a dependent, then you only have to submit information about yourself during the FAFSA process.
### Online FAFSA Resources: Group Sharing

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name ____________________________</th>
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</thead>
<tbody>
<tr>
<td>25 Total Points Possible</td>
<td>Date ____________________________</td>
</tr>
<tr>
<td>Percentage</td>
<td>Class ____________________________</td>
</tr>
</tbody>
</table>

**Directions:** List your website, visit the site and list the best or most helpful things about your site. Then, prepare to share the website assigned to your class with the goal of getting them to visit your site.

**Your website:**

What are the three most important things you learned about this website that you think will convince your peers to use it? (3 points each)

1. 

2. 

3. 

**Directions:** Your group has one minute to share the best features of your site and to convince your classmates to use it. When your classmates present, write two things you like about each site. (3 points each)

<table>
<thead>
<tr>
<th>Website</th>
<th>Two reasons to use this site:</th>
</tr>
</thead>
</table>
| Free Application for Federal Student Aid (FAFSA)  
www.FAFSA.ed.gov | |
| Presenters: | 1. |
| | 2. |

<table>
<thead>
<tr>
<th>Website</th>
<th>Two reasons to use this site:</th>
</tr>
</thead>
</table>
| FAFSA4caster  
https://FAFSA4caster.ed.gov | |
| Presenters: | 1. |
| | 2. |
| Website | Mapping Your Future  
https://MappingYourFuture.org | Two reasons to use this site: |
<table>
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</thead>
<tbody>
<tr>
<td>Presenters:</td>
<td>1.</td>
<td>2.</td>
</tr>
</tbody>
</table>

| Website | The College Board “Big Future”**  
*https://bigfuture.collegeboard.org/* | Two reasons to use this site: |
<table>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenters:</td>
<td>1.</td>
<td>2.</td>
</tr>
</tbody>
</table>

* https://bigfuture.collegeboard.org/

| Website | KnowHow2Go  
www.knowhow2go.org | Two reasons to use this site: |
<table>
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<th></th>
<th></th>
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<tbody>
<tr>
<td>Presenters:</td>
<td>1.</td>
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| Website | MDgo4it***  
www.mdgo4it.org | Two reasons to use this site: |
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<td>Presenters:</td>
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</table>

*** Section “Pay for College: Applying for Financial Aid”

**Directions:** Complete after the group sharing.

4. Which website shared by your peers would you be interested in learning more about? Why? (2 points)

5. Which website shared by your peers is not a good fit for you? Why? (2 points)
My Scholarship Search

<table>
<thead>
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Directions: Complete this worksheet to identify potential scholarships you could apply for to fund your higher education.

1. Identify at least 5 characteristics about you or your family, extra-curricular activities and higher education plans that may be eligibility factors when you research scholarships. (5 points)

2. Identify at least 5 scholarships that you are eligible to apply for using the table on page 2. Use the variety of in-person and online resources available to you to identify: (5 points)
   - 1-3 scholarships from national databases
   - 1-3 scholarships offered by post-secondary institutions you are interested in attending
   - 1-3 local scholarships

3. After completing the table, what are three things you can do today to be eligible for as many scholarships as possible? (3 points)
<table>
<thead>
<tr>
<th>Possible Scholarships</th>
<th>Who Sponsors It</th>
<th>Website or Contact Information</th>
<th>Eligibility</th>
<th>Amount</th>
<th>Application Deadline</th>
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## Paying for Higher Education Self-Reflection

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<td>Date ___________________________</td>
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<td>Percentage</td>
<td>Class __________________________</td>
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</table>

**Directions:** Work with your parent/guardian to begin creating a plan to pay for your higher education. Reference the *Paying for Higher Education Information Sheet* for additional resources.

1. What is your career goal? (1 point)

2. What is your career pathway to accomplish that goal? Identify a possible post-secondary institution and the annual cost of attendance for each level of education/training required. The Cost of Attendance can be found on the institution’s website or the College Navigator website [http://nces.ed.gov/collegenavigator/](http://nces.ed.gov/collegenavigator/) (10 points for completion)

<table>
<thead>
<tr>
<th>Level of education or training (associate, bachelors, etc.)</th>
<th>Type of certificate or degree program</th>
<th>An occupation for this level of training</th>
<th>Approximate time to accomplish this training</th>
<th>Post-secondary Institution</th>
<th>Annual Cost of Attendance (COA)</th>
<th>Potential Total Cost (approximate time x annual COA)</th>
</tr>
</thead>
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Total potential cost to achieve my career goal: 

---
3. Do I believe the post-secondary education and training is worthwhile for my chosen career? Explain. (2 points)


5. What are three ways I could potentially reduce my education costs? (3 points)

6. List at least three potential sources for scholarships of grants that would help fund your post-secondary education and training: (3 points)

7. Work with a parent or guardian to estimate your potential federal student aid and expected family contribution for your first year of higher education. Use the FAFSA Forecaster website to do this: https://FAFSA4caster.ed.gov. (5 points)
   a. My potential grants and scholarships:
   b. My potential work-study:
   c. My potential student loan amount(s) and the type of loan(s):
   d. My estimated family contribution:
   e. Difference (note that this only indicates federal aid – additional funding may be awarded by the post-secondary institution during the FAFSA process:}
8. What deadlines do I need to be aware of when completing the FAFSA application? Information is available on the FAFSA on the Web worksheet [http://studentaid.ed.gov/resources#fafsa](http://studentaid.ed.gov/resources#fafsa) and the post-secondary institutions website. (4 points)
   f. Post-secondary:
   g. State:
   h. Federal:
   i. My FAFSA submission deadline goal:

9. When completing the FAFSA, would I likely be considered a dependent or independent? See section 2 of the FAFSA on the Web worksheet [http://www.fafsa.ed.gov/help/ffdef44.htm](http://www.fafsa.ed.gov/help/ffdef44.htm) (1 point)

10. What are two steps I (and my parents/guardians if I am a dependent) will begin taking today to gather the required documents for the FAFSA application? (2 points)

11. Two resources my family and I can utilize for free support during the financial aid process include: (2 points)

---

**Parent/Guardian Signature:**

---

**Parent/Guardian Printed Name:**
Spread the Word PSA Planning Guide

**Directions:** Create a public service announcement (PSA) that can be read or said in 60-seconds.

### Topic (choose one):
- Types of financial aid
- Money you do not have to repay
- Types of low-cost financial aid
- Importance of the FAFSA
- How to complete the FAFSA
- Paying back student loans

### Key message for viewers/readers to remember (in one sentence):

### Three talking points that create awareness, show importance or promote change:

### What should the reader/viewer do as a result of the PSA and where can they go to learn more?

### PSA Format (choose one):
- Video commercial (television or online)
- Radio advertisement
- Magazine or newspaper advertisement
- Billboard
- Jingle

### Two ways the PSA could be distributed to your target audience:
## Spread the Word PSA

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name ______________________</th>
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<tr>
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<td>Date _______________________</td>
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<td>Percentage</td>
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</table>

### Directions:
Create a public service announcement (PSA) that can be read or said in 60-seconds.

### Message:
- PSA identifies the topic clearly.
- Gives 3 facts that create awareness or shows importance or promotes change effectively through a simple, clear message.
- PSA is persuasive and will influence intended target audience to act.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
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<td>9-7</td>
<td>6-4</td>
<td>3-1</td>
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### Delivery:
- PSA delivery is well rehearsed and/or well-formatted.
- PSA content is appropriate for intended target audience.
- PSA is free from visual or verbal clutter that distracts from the message.
- PSA is appealing.

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<thead>
<tr>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
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<tr>
<td>9-7</td>
<td>6-4</td>
<td>3-1</td>
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</tbody>
</table>

### Format:
- PSA can be read or said in under 60 seconds.
- Any form jargon or vocabulary used in the PSA is clearly defined and/or explained.
- PSA could be easily communicated through social media venues.
- All PSA wording reflects appropriate spelling, grammar and/or punctuation.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
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<tr>
<td>9-7</td>
<td>6-4</td>
<td>3-1</td>
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</table>

Total Points Earned: 27
Total Points Available: 27
Percentage: 100%

Comments:
**FAFSA Recipe for Success Rubric**

<table>
<thead>
<tr>
<th>Total Points Earned</th>
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<td>27</td>
<td>Date ___________________</td>
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<tr>
<td>Total Points Possible</td>
<td>Class ___________________</td>
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**Directions:** Create a “recipe” parents and/or peers can follow to ensure success when completing the FAFSA form. Be sure to follow the format of a recipe, including ingredients, estimated completion time to and step-by-step directions. Successful recipes will also include tips and illustrations.

<table>
<thead>
<tr>
<th>Message:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
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</table>
| - Identifies all documents and materials required to complete the FAFSA.  
- Specifies any preparation that needs to be completed before filling out the FAFSA.  
- Includes an estimated completion time.  
- Provides step-by-step instructions in easy to read and accurate terms.  
- Includes resources and additional tips. | 12-9 | 8-5 | 4-1 | 0 | |

<table>
<thead>
<tr>
<th>Delivery:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
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</table>
| - Includes illustrations or visual aids that add clarity.  
- Easy to read.  
- Visually appealing. | 9-7 | 6-4 | 3-1 | 0 | |

<table>
<thead>
<tr>
<th>Format:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
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</table>
| - Recipe has a title and identifies the “chef” who wrote the recipe.  
- Wording reflects appropriate spelling, grammar and/or punctuation. | 6-5 | 4-3 | 2-1 | 0 | |

**Comments:**

<table>
<thead>
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<th>Total Points Earned</th>
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Paying for Higher Education

Advanced Level

Countless statistics demonstrate that continuing your education after high school has major benefits, such as access to higher paying jobs and a lower chance of unemployment. However, it can also come with a big price tag. As a matter of fact, **eight times as many students drop out of degree and certificate programs due to finances and debt issues than grades.**¹ This makes it even more important to plan ahead so that you have the money you need to cover continuing education costs and living expenses.

Planning ahead will provide you with flexibility to consider alternatives that reduce the total cost of higher education and training. Examples include:

- Start saving early!
- While in high school, take advanced courses or pass college-level exams to earn college credits for free or at a greatly reduced rate.
- While in high school, take college placement exams early and if a remediation course is needed, take it.
- Begin career pathway planning early and work with an advisor while earning your post-secondary education to minimize the chance of changing degree programs.
- Attend a local school and live at home.
- Work part-time to pay for part of your expenses.
- Attend a community or junior college for a few semesters before transferring to a more expensive four-year institution.
- Carefully evaluate the cost of attendance for schools you are interested in to find a school that is both high-quality and low-cost.

For many, receiving financial aid is necessary to pay for higher education. Understanding the types of aid available and application process is essential to reducing your total expenses.

### Different Ways to Fund Higher Education

There are three primary types of higher education financial aid: money you do not have to repay, low-cost federal loans, and high-cost consumer loans.

1. **Money you do not have to repay**

   There are three different types of “free money” you can use to pay for higher education: scholarships, grants and work-study. These financial aid options do not require you to pay anything back as long as you meet the requirements.

---

¹ More than half of those who dropped out cited needing to work, another 31% said they couldn’t afford tuition. Only 10% dropped out because they found the classes too difficult. Public Agenda, *With Their Whole Lives Ahead of Them*, 2009, [www.publicagenda.org/theirwholelivesaheadofthem/reality1](http://www.publicagenda.org/theirwholelivesaheadofthem/reality1)

Find great information on types and sources of financial aid, how to apply for financial aid, college savings plans and more at MDgo4it: [http://www.mdgo4it.org/](http://www.mdgo4it.org/)
Scholarships:

A scholarship is money awarded to students that does not have to be repaid and is based on academic or other achievements to help pay for education expenses. Scholarships usually must be applied for and have requirements for the student before, during and after the scholarship is awarded. Typical requirements include high school academic achievement, evidence of excellence in a high school activity (sport, club leadership, extra-curricular activity), ongoing community service, maintaining a specific GPA while in high school or taking a specific number of credits.

Possible Scholarship Sources:
- **High School Guidance Counselors**: Look here for local and school-based scholarships.
- **Financial Aid Office**: The post-secondary institution you want to attend will have many scholarships—the earlier you check and apply the better!
- **Employer**: If you have a job, paid or unpaid, your employer may provide scholarships to help fund higher education.
- **Clubs and Organizations**: Such as National Honors Society, Girl Scouts, Habitat for Humanity, and Spanish Club can all lead to potential funding for higher education.
- **Affiliations**: There are many scholarships that target students with specific backgrounds, such as race, ethnicity, military background, religion and gender.
- **Interests/Potential Major or Career**: Did you know you can get scholarships for computer programming, environmental protection, colonial printing press techniques—even yarnbombing!2

Grants:

A grant is tax-exempt financial aid that may be given for many purposes, not necessarily just for education. Grants tend to have less rigid requirements than scholarships and are given by non-profit organizations, corporations, or foundations. Grants are generally given for specific projects, and the recipient will be expected to report information about the project to the donor.

Federal student grants:
Almost all federal grants are awarded to students with financial need. The federal grant application process begins when you submit your Free Application for Federal Student Aid (FAFSA). You then work with your post-secondary institution to find out how much you can get and when you can get it. Federal grants include:
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Teacher Education Assistance for College and Higher Education (TEACH) Grant
- Iraq and Afghanistan Service Grant
- Academic Competitiveness Grant
- National Science and Mathematics Access to Retain Talent (SMART) Grant

Work-Study Earnings:

The federal work-study program provides part-time employment opportunities for students with financial need, allowing them to earn money to help pay educational expenses. Money is awarded by the school and eligibility is determined by the FAFSA.

What personal activities, skills or achievements do you think might lead to free financial aid for you?

1To find these, perform an Internet search for scholarships for computer programming; environment or green scholarships; scholarships for graphic arts or art history; and knitting scholarships.
2. Low-Cost Financial Aid

The federal government offers loans that have lower and fixed interest rates, generous repayment plans, no prepayment penalties and no credit checks (except for PLUS Loans). The amount you can borrow is determined by information provided on the FAFSA.

The following list of federal student loans (listed in order from lowest interest rate loan to highest interest rate).

- **Federal Perkins Loan**: A loan issued through your educational institution for undergraduate and graduate students who demonstrate financial need.
- **Direct Subsidized Stafford Loan**: A need-based loan from the federal government. The U.S. Department of Education pays the interest while the borrower is in school and during grace period (period of time after a borrower graduates, leaves school or drops below half-time enrollment where they are not required to make certain federal loan payments) and deferment period (postponement of payment on a loan allowed under certain conditions and during which interest does not accrue).
- **Direct Unsubsidized Stafford Loan**: Non-need-based loan from the federal government. The borrower is responsible for all interest costs.
- **PLUS Loan**: A low-cost loan offered to graduate students and parents of undergraduate students currently enrolled in post-secondary education. The loan is unsubsidized (you are responsible for paying all interest).

3. High-Cost Consumer Loans

No and low-cost financial aid options may not cover all of your education, training, or related costs–such as housing, transportation, textbooks and educational materials. Therefore, private loans offered by lenders such as a bank, credit union, state agency, or higher educational institutions are available. You apply directly with the lender and pay 100% of the interest, which is often at a higher rate than a federal loan. Typically, these loans should only be considered after all no and low-cost scholarship, grant and federal loan options are considered.

Confused? Who wouldn’t be? For more information and tips regarding financial aid, check out the “You Can Afford College” video program, available online at [http://www.mpt.org/ycac](http://www.mpt.org/ycac). Through this online program you meet financial aid counselors who explain how to navigate the labyrinth of government aid and paperwork, from public and private grants and scholarships to tax forms and loan applications.

Another excellent resource is the set of online Paying For College tools created by the federal Consumer Financial Protection Bureau at [http://www.consumerfinance.gov/payingforcollege](http://www.consumerfinance.gov/payingforcollege). Paying for College helps consumers with each stage in deciding how to pay for college, from college choices and weighing student loan options, through graduation and repayment of loans.
The Free Application for Federal Student Aid (FAFSA) gives you access to the largest source of financial aid. The FAFSA determines how much your family can afford to contribute to your post-secondary education, whether it is for a four-year college, community college or a technical or trade program. It determines what types of financial aid you qualify for including loans, grants and work-study. Not only is the FAFSA used federally, but many states and post-secondary institutions also use it to determine aid. Everyone interested in financial aid should complete the FAFSA!

When do I fill out the FAFSA?

It is important that you are aware of all federal, state and post-secondary institution deadlines. You should complete the FAFSA as soon as it's available because there are some first-come, first-served aid programs. The federal student aid application process occurs January 1 – June 30 of each year. State and post-secondary aid is awarded using the FAFSA form but the deadlines will vary by state and institution. Learn about state deadlines from www.fafsa.ed.gov and institution deadlines by contacting the financial aid office.

The FAFSA form must be completed every academic year you are in school to stay eligible for financial aid.

Who decides how much aid I will receive?

The amount awarded is determined by your post-secondary institution and depends on a variety of factors including:

- Your Expected Family Contribution
- Your year in school
- Your enrollment status
- The Cost of Attendance at your post-secondary institution

Need-based aid is financial aid that you receive if you have the financial need and have met other eligibility criteria. Examples of need-based aid include Federal Pell Grant, Direct Subsidized Loan, Federal Perkins Loan and Federal work-study. Non-need-based aid is available to cover your cost of attendance minus other financial aid awarded. Examples of non-need-based aid programs are Direct Unsubsidized Loans and the Federal Plus Loan.

To receive federal student aid, you must...

- Be a U.S. citizen or documented legal resident
- Be a high school graduate (or have a GED, or pass an ability-to-benefit test)
- Be registered with the Selective Service if you are a male between the ages of 18 and 25. (If you are male but you're not registered, you can do this while completing the FAFSA)
- Be enrolled or accepted for enrollment in an eligible post-secondary program
- Sign certifying statements on the FAFSA confirming that you are not in default (failure to pay a loan according to the agreed upon terms) on a federal student loan and will use the loan only for educational purposes
- Have no drug convictions while receiving student aid
- Maintain satisfactory academic progress

Your age, race, and field of student do not affect your eligibility.
The FAFSA Application Process:

- **Determine your dependency status** – It is important to know whose information must be reported. If you are a dependent you will report you and your parent(s)/guardian(s) information. This gives a consistent and full picture of your family’s financial strength but does not mean that your family is required to contribute to your education. If you are independent, you will report your own information and your spouses if you are married. The FAFSA website has a checklist to help you determine if you should be filing as a dependent or independent student.

- **Create a personal identification number (PIN)** – The PIN is a four digit number that is used in combination with your social security number, name, and date of birth to identify you on the FAFSA website and is your electronic signature. If you are dependent, both you and your parent/guardian will have to create a PIN. To create a PIN, go to www.pin.ed.gov.

- **Gather required documents** – If you are filing as a dependent, you will need the following documents for both you and your parents/guardians. Do not mail your records to Federal Student Aid. Keep these records in a safe place! You may need them again to verify your FAFSA application.3
  - **Identification documents** – Social Security Number, driver’s license number if you have one and Alien Registration Number if you are not a U.S. citizen.
  - **Federal tax information from the previous year** – including W2’s, Federal 1040 Forms, and Foreign tax return.
  - **Records of untaxed income from the previous year** – child support, interest income, veteran’s benefits, etc.
  - **Current asset information** – bank statements, investments, real estate, etc.

- **Complete the FAFSA** – Go online to www.fafsa.ed.gov to complete your FAFSA. Answer all questions accurately and completely. If you have not completed your taxes before you submit the FAFSA, estimate the amounts and then update the information later. When completing the FAFSA, you may list between one and ten schools. Schools you list will automatically receive your FAFSA information.

- **Sign and submit** – If filing as a dependent, both you and your parent/guardian will be required to sign and submit the FAFSA using your separate PIN’s. Your application has not been successfully submitted until a confirmation page appears.

- **Review your Student Aid Report (SAR)** – This is a summary of the FAFSA data you submitted including your EFC received 3 days to 3 weeks after submitting your FAFSA. It should be reviewed closely and any errors corrected immediately.

- **Determine Your Eligibility for Aid** - Once you successfully submit your FAFSA it will be distributed to the post-secondary institutions indicated on your application to determine your aid eligibility. If you are eligible and accepted to that school, they will send you an award letter outlining your aid package. The school may also ask for additional documentation during the award process. Be sure to respond by their deadlines.

- **Compare Aid Packages** - Carefully evaluate the types of aid being offered by each school to determine which school is the most affordable for you. To determine the *net price*, subtract the grant and scholarship amounts from the cost of attendance. Then, compare any student loan offers to understand what you are responsible for paying and by when. Only accept the amount of aid you really need!

**Support is available for every step!** A variety of resources are available during every step of the process including:

a. Free Application for Federal Student Aid (FAFSA) (www.FAFSA.ed.gov)
b. Post-secondary institution financial aid office
c. Federal Student Aid (http://studentaid.ed.gov/)
d. College Goal Sunday (http://www.collegegoalsundayusa.org/)
e. KnowHow2Go (http://www.knowhow2go.org/)
f. MDgo4it, “Pay for College: Applying for Financial Aid”: (http://www.mdgo4it.org/)
When it’s not “free money”

Remember, federal student loans are real loans, just like car loans or mortgages. You must repay a student loan even if your financial circumstances become difficult. Your student loans can’t be canceled because you didn’t get the education or job you expected or because you didn’t complete your education (unless you couldn’t complete your education because your school closed).  

Depending on the types of financial aid you received, you may have multiple loan servicers (a company that collects payments on a loan). Each loan servicer will have its own payment process. Be sure that you fully understand the repayment terms when accepting the loan and your repayment and consolidation options. Choose a payment plan that is realistic for you both short and long-term while minimizing the total interest and fees paid.

Not paying your student loans back is serious business. If you default on your student loan:

- Your entire loan balance will be due in full, immediately.
- Collection fees can be added to your outstanding balance.
- Your wages may be garnished.
- Your Social Security, disability income, and state and federal tax refunds can be seized.
- You will lose eligibility for federal aid, including Pell grants, in the future.
- You will lose deferment or forbearance (ability to stop or reduce loan payments for up to 12 months while interest is accruing) options.
- Outstanding fees and unpaid interest can be capitalized (added) onto your principal balance.

A defaulted student loan is also one of the worst entries that can appear on a credit report. It can mean that:

- You may be denied credit cards, car or home loans, or apartment leases.
- Your interest rate may rise on existing loans and credit cards.
- Banks may refuse to allow you to open a checking account.
- You may have to pay more for car or home insurance.
- You may be unable to obtain or renew a professional license.
- You may be denied a job due to poor credit.


If you find yourself in trouble, don’t panic! You still have a few options:

1. **Defer:** Many lenders will give you a grace period after you graduate from college before you have to start repaying your loan that you can extend if you need to. Just remember that the longer you put it off, the more you will pay in interest.

2. **Consolidate:** A consolidation loan is one loan you make with a lender who then literally pays off your other loans, the loans you couldn’t afford to pay separately. Ideally, a consolidation loan comes packaged with a markedly lower monthly payment and possibly lower interest rate but a longer repayment term is almost a guarantee.

3. **Renegotiate repayment terms:** Sometimes you can choose from different repayment options such as graduated (you start off with lower payments that increase over time) or income-based (payment amount is calculated on a wage-based formula).

When considering how to pay for financial aid, remember that there are lots of resources available to help. Apply for as many scholarships and grants as possible! Be aware of deadlines and complete the FAFSA to be eligible for the maximum amount of aid. Remember that financial aid is not necessarily free money. Keep your financial reputation clean by keeping your loan amounts low and never borrow more than you can afford to pay back once you are working.

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