

# The College Board CollegeKeys Compact™ Inventory

## Colleges and Universities

In recognition of the right of every student to prepare for, enroll in, and succeed in college, as a member of the College Board's CollegeKeys Compact™, we believe that

- All students are capable of being prepared for college and that educators, families, communities, and policymakers have the responsibility to ensure that all students, including those from low-income backgrounds, graduate from high school ready for college success.
- All qualified students from low-income backgrounds should receive particular consideration in recruitment, admissions, and financial aid, and that colleges and universities should make every effort to meet the financial needs of this population in ways that make enrollment and full participation in the college experience possible.
- Colleges and universities have a responsibility to provide essential academic support, financial aid, and targeted social and emotional support to ensure that all enrolled students will have every chance to succeed in their chosen academic programs.

To ensure that all students from low-income backgrounds have the full array of college opportunities, our institution agrees to continue its current activities, expand existing efforts, and plan additional initiatives, as indicated by the boxes checked on the inventory contained in the pages that follow.

---

**Signature of President or Chancellor**

Name (*please print or type*): \_\_\_\_\_

Position Title: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Institution Name and Address: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of person responsible for coordinating Compact-related efforts: \_\_\_\_\_

Position Title: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

## CollegeKeys Compact—Inventory for Colleges and Universities

Getting Ready: Preparation	Implemented	In Progress	Planned	Not Applicable
Partnering with school systems and high schools to help them align high school completion standards with the requirements for success in first-year college courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating with school systems to recruit, prepare, and support new teachers to work in targeted schools serving low-income communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing content area professional development for English language arts, mathematics, and science teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partnering with middle and high schools to offer students and their parents/guardians a continuum of college and career exploration and counseling activities, including a college awareness curriculum, campus visits, and assistance completing admissions and financial aid applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training teachers and counselors in the basics of college planning, admissions, and financial aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing/expanding dual enrollment and bridge programs to help students make successful transitions to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting school efforts to provide academic support for students challenged in college-preparatory courses, including tutoring and reading, math, and study skills development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please describe)				

## CollegeKeys Compact—Inventory for Colleges and Universities

Getting In: Admissions and Financial Aid	Implemented	In Progress	Planned	Not Applicable
Expanding efforts to recruit students from low-income backgrounds into the admissions applicant pool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing fee-waiver programs that cover special pre-matriculation expenses such as college admission application and acceptance deposits, housing deposits, orientation program fees, etc., for income-eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving greater emphasis to noncognitive factors in reviewing admissions applications of students from low-income backgrounds (holistic admissions review).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopting realistic student expense budgets that include all relevant educational costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing the unusual hurdles that students from low-income backgrounds face, when assigning levels of self-help (e.g., expected student loan, work-study, or contributions from summer savings).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the full need of students from low-income backgrounds with a reasonable mix of grants, work, and loans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing the institutional commitment to need-based aid for students from low-income backgrounds, e.g., by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) dedicating a share of new tuition revenue money each year; or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) committing a share of auxiliary enterprise profits (e.g., licensing/trademark revenue, or student stores revenues); or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) dedicating earned income from unrestricted endowed sources for aid targeted to students from low-income backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing financial aid policies and practices that are known to foster matriculation, engagement, and retention by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) offering the same proportion of grant aid to transfer students as is awarded to other students;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) exercising discretion in granting “on-time” applicant status to students from low-income families who miss the aid application deadlines the first year;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) implementing a “promise”-type program specifically targeted to students from low-income families to increase the certainty of available aid;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) simplifying and clarifying aid eligibility standards; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) providing sufficient aid so that students from low-income backgrounds may participate in field trips, and study abroad programs, as do their more affluent peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please describe)				

## CollegeKeys Compact—Inventory for Colleges and Universities

Getting Through: Achievement and Success	Implemented	In Progress	Planned	Not Applicable
Implementing articulation agreements between two- and four-year institutions to ensure that students can achieve a baccalaureate degree without unnecessary duplication of course work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing social activities, advisement, and support that affirm students' cultural, linguistic, and social backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating academic support services/skills instruction into the teaching and learning curriculum in first-year college courses, which may include	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) tutoring;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) supplemental instruction; and/or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) living/learning communities and similar efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing comprehensive personal and academic support services for at-risk students, which may include	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) developmental or remedial education programs for underprepared students;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) supplemental instruction;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) peer-assisted academic support for students in introductory "gatekeeping" courses with traditionally high failure rates;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) tutoring and mentoring;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) academic, career, and personal counseling;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) financial literacy instruction and guidance; and/or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) assessments and special services for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing an early warning system that actively monitors student performance, intervenes when students experience academic difficulty, and follows up on student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopting academic policies that create a path for restoration of academic eligibility (once lost), subject to "learning contracts" or other commitments to fully utilize campus academic and personal support services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopting financial aid policies and practices known or intended to further student success and increase graduation rates. Examples include	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) ensuring that the amount of grant aid in a student's financial aid package is sufficient to encourage continued enrollment (persistence);	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) exercising discretion in granting "on-time" aid applicant status;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) providing grant funding for summer school for low-income students who need to restore academic eligibility;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) providing short-term loans or supplemental funds for unexpected or unusual allowable personal expenses (e.g., medical, car repair, learning disabilities testing, etc.); and/or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) creating a "second chance" whereby institutional or private funds are used to "cure" defaulted student loans, thus restoring federal student aid eligibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please describe)				

**As a Compact partner, we agree to monitor our progress in meeting the expectations and share our data and effective practices with the College Board. Attached is a brief (no more than 300–500 words) description of what we plan to do, including identification of partners who might be involved.**

Please return this form by e-mail to [collegekeys@collegeboard.org](mailto:collegekeys@collegeboard.org), by fax to 202 741-4743, or by mail to The College Board, 1233 20th Street NW, Suite 600, Washington, DC 20036-2375.