

The College Board CollegeKeys Compact™ Inventory

School Districts and Schools

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 school/school district 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 School Principal (for schools) or Superintendent (for school districts)

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 School Districts and Schools

Getting Ready: Preparation	Implemented	In Progress	Planned	Not Applicable
Promoting policies at the federal, state, and local levels to foster college aspirations and expectations for students from low-income backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making the college-prep curriculum the default requirements for high school graduation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aligning middle school completion standards with the requirements for success in high school college-preparatory courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aligning high school curricular standards with the standards for success in first-year college courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opening college credit courses to all interested students, including AP®, IB, and dual enrollment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the expectation that all students are capable of success in rigorous college-preparatory courses in high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing safety net structures, in the form of tutoring, mentoring, and study groups, designed to support academic success for students experiencing challenges with mastering rigorous course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing professional development for teachers and counselors to gain skills and knowledge needed that will sensitize them to the cultural, linguistic, and learning modalities of a diverse student population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing professional development workshops for teachers, counselors, and other school staff about how their beliefs affect the college-going aspirations and achievement of students from low-income backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranging for all students to take the PSAT/NMSQT® or PLAN at no cost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving the PSAT/NMSQT to all students and using the experience and resulting data to develop/expand the college-going culture and develop individual plans for skill building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informing income-eligible students of the availability of fee waivers for admissions tests, AP Exams, and college and financial aid applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offering all students a continuum of college and career exploration and counseling activities, including a college awareness curriculum, campus visits, and exposure to careers that require college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing families with the information and resources needed for them to support their children's college aspirations and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing all students with a college "coach" who can support their college aspirations and assist them with planning and applying for college and financial aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing systems to identify underperforming students early and accelerate their learning in college-preparatory courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing systems for helping students establish an individualized academic plan for college readiness and put in place a monitoring and engagement system for helping students achieve their plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing test-preparation workshops and free access to online admissions prep-test modules for students from low-income backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please describe)				

CollegeKeys Compact—Inventory for School Districts and Schools

Getting In: Admissions and Financial Aid	Implemented	In Progress	Planned	Not Applicable
Helping students from low-income backgrounds apply on time for financial aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training administrators, teachers, and counselors in the basics of college planning, admissions, and financial aid for students from low-income backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing training for counselors and teachers in assisting students with completion of application processes for college admissions and financial aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Putting in place a system for providing assistance to students who complete the required processes for admissions and financial aid, but who might still need additional counseling support from a school professional to make the transition from high school to college a reality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing mentoring programs and partnering with colleges to help students from low-income backgrounds with admissions and financial aid processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing mentors, volunteers, and parent leaders to provide college-planning information and assistance to students from low-income backgrounds and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a monitoring and engagement system managed by an identified counselor or other professional for guiding students through the college application and financial aid application processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please describe)				

Getting Through: Achievement and Success	Implemented	In Progress	Planned	Not Applicable
Conducting follow-up studies of high school graduates from low-income backgrounds about their college enrollment and academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using feedback from high school graduates from low-income backgrounds about their college experiences and challenges to improve college preparation and planning resources.	<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, by fax to 202 741-4743, or by mail to The College Board, 1233 20th Street NW, Suite 600, Washington, DC 20036-2375.