Realizing Your College Potential?
Impacts of College Board's RYCP Campaign on Postsecondary Enrollment

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Abstract: The College Board sought to reduce barriers in the college application process by minimizing information aggregation costs, encouraging a broad application portfolio, and providing an impetus to start the search process. Some students were offered additional encouragements, such as text message reminders or college application fee waivers. In a randomized control trial with 785,000 low- and middle-income students in the top 50% of the PSAT and SAT distributions, we find no changes in college enrollment patterns, with the exception of a 0.02σ increase in college quality measures for African-American and Hispanic students.

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Introduction

How can we help young adults make the best decision about where to attend college? The college admissions process requires students to meet a number of deadlines for entrance exams, college applications, and financial aid, and missing any of these steps can be a stumbling block to successful enrollment (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2012; Hurwitz, Smith, Niu, & Howell, 2015; Hyman, 2017; Klasik, 2012). Yet recent research has reaffirmed the importance of the college-going decision, as where students attend can determine the likelihood of earning a degree and lifetime wages (Bhuller, Mogstad, & Salvanes, 2017; Chetty, Friedman, Saez, Turner, & Yagan, 2017; Cohodes & Goodman, 2014; Goodman, Hurwitz, & Smith, 2017; Hoekstra, 2009; Kirkeboen, Leuven, & Mogstad, 2016; Zimmerman, 2014). Deciding where to attend is shaped not only by the student but by differences in family, peers, school, and community (Bailey & Dynarski, 2011; Hamilton, Roksa, & Nielsen, 2018; Radford, 2013; Roderick, Coca, & Nagaoka, 2011).

Improving college enrollment outcomes requires insight into the challenges students face when considering where to attend. Lower income students apply to and attend less selective institutions, even after controlling for academic preparation (Hoxby & Avery, 2013; Smith, Pender, & Howell, 2013). Commonly held reasons for these differences include variation in college-relevant information, financial constraints, or unobserved preferences. Students have limited information on many key aspects of the college-going process, such as the likelihood they will complete a credential, the actual (net) price of college, or the financial returns to specific degrees, and offering accurate information can induce students to update their priors (Baker, Bettinger, Jacob, & Marinescu, 2018; Bleemer & Zafar, 2018). When information is costly to access and process, individuals simplify the task by creating heuristics that effectively eliminate large numbers of

options for consideration, and this approach can exacerbate inequality across groups (Thaler & Sunstein, 2008). Low-income or first-generation students might eliminate high-quality but nominally expensive colleges because they focus on sticker price at the expense of net price, or may choose better known but lower quality, geographically proximate options that can negatively impact degree completion.

An additional issue is the length of the college application process, with a large number of distinct steps that involve some level of time or financial commitment. Attention is a limited resource and complex processes are more likely to lead individuals to miss crucial steps, but simplified information and intermittent reminders can help individuals complete important tasks (Castleman, Arnold, & Wartman, 2012; Castleman & Page, 2013, 2015, 2016; Castleman, Page, & Schooley, 2014; Gabaix, 2017; Hoxby & Avery, 2013; Hoxby & Turner, 2013; Page, Kehoe, Castleman, & Sahadewo, 2017). Individuals frequently avoid important activities due to small financial costs, even when these are disproportionately small relative to the expected benefits, and minimizing these small barriers has led to increases in human capital investments in many educational contexts (Gurantz, 2018; Hurwitz, Mbekeani, Nipson, & Page, 2016; Pallais, 2015; Smith, Hurwitz, & Howell, 2015). Taken together, these results show that small investment differences in the college application process can have significant impacts on where students ultimately enroll, and raises the likelihood that a student, particularly one from a traditionally underrepresented background, either does not pursue a degree or defaults to a college to which they undermatch (Belasco & Trivette, 2015; Dynarski, Libassi, Michelmore, & Owen, 2018; Smith et al., 2013).

This paper provides results from a series of large randomized control trials that sought to increase enrollment in selective colleges by reducing informational or behavioral barriers in the application process. The experiment was administered by the College Board and focused on low- and middle-

income students identified as "high-achieving" or "on-track" for college, which corresponded to approximately the top 10% and top 50% of students in the national PSAT/SAT distributions, respectively. The interventions focused on these groups for two primary reasons. First, the typical college information we could provide (e.g., net tuition, graduation rates) was considered more accurate for "on-track" students, who were more likely to start college at traditional four-year colleges without the need for developmental education.[1] Second, prior research shows large differences in college enrollment patterns by income for academically strong students (e.g., Hoxby and Avery (2013)).

The primary approach of the intervention was to provide students easily digestible information on a varied set of academically strong colleges. By doing so, the College Board aimed to provide an impetus to start the college search process, minimize the costs of aggregating data, and encourage a broader college application portfolio. This information also varied by delivery format (e.g., mail, email, texts) and messaging, often including slogans that capitalized on issues identified as relevant in the literature on behavioral biases. Additionally, the College Board partnered with external agencies that provided short-term interventions (e.g., text reminders, consultation) around specific educational issues. The College Board also eliminated small financial barriers for some students with free college application fee waivers (CAFW) and SAT scores sends, which are often required in the college application process.[2]

[1] We recognize that "on-track" simply describes academic preparedness, as there is significant variation in whether students engage in the steps to be on-track to meet college application requirements (Klasik & Strayhorn, 2018).
[2] The experiment is listed at the AEA registry (https://www.socialscienceregistry.org/trials/3523). The experiment, which first contacted students in the middle of 2015, was not pre-registered but only registered after the trial was completed. The intention was to investigate differences in college attendance and selectivity disaggregated by academic and income status, but given the lack of pre-registration the reader might take heterogeneous results as only suggestive of possible treatment effects.

In aggregate, we find that our interventions led to no change in the likelihood or sector of college enrollment of treated students. The one exception are small positive impacts for African-American and Hispanic students, with increases in college quality (e.g., average freshmen SAT score) of about 0.02σ. The study relied on approximately 785,000 students in the high school graduating cohorts of 2016 and 2017 and, as a result, we can eliminate the possibility of substantively meaningful impacts. We also show that null results cannot be attributed to an unawareness about the interventions. Approximately one-third of treated students viewed specific materials provided for them on College Board's BigFuture website, and students also increased their use of College Board services when financial costs were eliminated. We find that students offered free services, such as SAT score sends and college application fee waivers, typically targeted institutions with both stronger and weaker academic credentials, leaving the average quality of their application portfolio unchanged. Thus the information led to a muted response for most students, with those influenced to change their behavior unlikely to target only more aspirational colleges. Ultimately, we find that these changes in students' behaviors were insufficient to substantially alter postsecondary enrollment patterns.

This paper contributes to an ongoing literature around the role of informational and behavioral interventions in improving individual welfare (Sunstein, 2017). We caution against interpreting this paper's findings to mean that the types of interventions the College Board provided cannot move the needle on college enrollment, or that low- and middle-income students do not continue to face information and procedural barriers on the path to college. A key challenge in promoting enrollment at selective institutions is the multi-step nature of the process, as we must induce students to incorporate new information and alter their application patterns, while then relying on colleges with historically low admission rates changing their acceptance decisions. Particularly for

low-income students, these colleges might also need to provide financial or other supports to induce them to enroll (Dynarski et al., 2018; Gurantz, Hurwitz, & Smith, 2017). Prior interventions have spanned from the relatively inexpensive provision of information to more expensive supports that involve one-on-one counseling or other actions that would be more difficult to implement at scale. Importantly, previous work by Hoxby and Turner (2013), which served in part as the inspiration for many of these projects, found positive impacts on college match.

We propose a few reasons why the intervention did not produce significant gains in college enrollment. First, eliminating small financial barriers through free score sends and college application fee waivers induces students to broaden their application portfolio, though these changes were not linked to enrollment in more selective colleges (Hurwitz et al., 2016; Pallais, 2015). Second, informational interventions have generally produced larger impacts when they are paired with human assistance or alter some aspect of the application process, such as a transparent offer of full tuition or changing the default architecture of loan packages (Bettinger et al., 2012; Dynarski et al., 2018; Finkelstein & Notowidigdo, 2018; Marx & Turner, forthcoming). This intervention was predominately driven by information provision without accompanying support, and simple letters frequently produce no impacts (Bergman, Denning, & Manoli, 2017; Darolia & Harper, 2018), though some exceptions, such as a letter that encouraged out-of-work individuals to attend college, produced gains when paired with a supportive infrastructure (e.g., employment services offices) (Barr & Turner, 2018). Third, the intervention was an attempt to see what changes could be produced at a national scale. The national reach and importance of the College Board exams, combined with the experimental data, suggests that students did not dismiss this information out of hand. Nonetheless, students may value information more from independent college counseling services or higher education institutions, given the many roles that the College

Board plays in their lives. Although there was no cost to the initiative, providing information via an organization that typically has a financial relationship with the student may complicate how this information is received. Finally, we propose another key reason that have weakened the impact of this initiative: over the past decade, many independent organizations and selective colleges have made impressive efforts to recruit high-achieving, low-income students. Early evidence suggests that low-income, high-achieving students have made significant gains over the past decade in enrolling at better matched institutions (Pender & Welch, 2018). This national focus suggests that both high schools and external organizations are likely to be working broadly with high-achieving but disadvantaged students via other channels, which may blunt the impact of many "light-touch" interventions moving forward.

The paper proceeds as follows: Section 2 discusses the intervention, including how the sample was selected and the experimental treatment conditions, and differences between the 2016 and 2017 outreach; Section 3 describes the sample and discusses the primary outcome measures; Section 4 describes the results, and; Section 5 discusses the findings and reasons the intervention may have not been successful.

Intervention Background

Sample Selection

The experiments relied primarily on low- and middle-income students who took the PSAT or SAT during their 11th grade year, and who were identified as "high-achieving" or "on-track" based on their exam scores being in the top 10% or 50% of the national distribution, respectively.[3] We

[3] The class of 2017 predominately took the newly redesigned SAT and PSAT, which did not have separate verbal and writing sections. Where we discuss SAT verbal scores, this refers to the verbal subsection for the 2016 cohort and the "evidence-based reading and writing" (EBRW) subsection for the 2017 cohort.

identified income status through a combination of SAT fee waiver usage, PSAT and SAT questionnaire responses, and a methodology that predicted income using geographic data (e.g., census track, high school) and survey responses on the SAT's student data questionnaire.[4] Each student was assigned to one of four groups based on the interaction of these academic and income measures: high-achieving, low-income (HALI), high-achieving, middle-income (HAMI), on-track, low-income (OTLI), and on-track, middle-income (OTMI). For brevity, many aspects of the experiment are discussed more fully in Appendix 1.

Experimental Treatment Conditions

Treatment students were assigned to one of three broad interventions, though as we discuss below there were additional variations within these categories. Appendix 1 provides more details on experimental assignment and samples sizes (Appendix Table 1). Samples of outreach materials (e.g., mailed brochures, emails, and college application fee waivers) are provided in Appendices 2 through 4.

The primary focus was the delivery of "mailers" (e.g., brochures) that were mailed to students at their homes. The mailers aggregated relevant information on key elements of the college application process. Each mailer included a personalized college "starter list" of potential postsecondary institutions (described below), information about the admission and financial aid application processes, guidance on evaluating academic, financial, and social fit, and checklists to help students manage the college application process without missing steps.

[4] Low-income students were those whose estimated annual income was below $40,000 (2016 cohort) or $58,000 (2017 cohort); moderate-income students were identified based on incomes below approximately $77,000 per year.

"Starter lists" consisted on twelve colleges selected by a College Board algorithm, and attempted to kick-start informed college search and exploration, as well as introduce students to the concept of a college application portfolio with balanced risk. Each list included 6 academic "reach" colleges, 4 "fit" colleges and 2 "safety" colleges, where "reach" colleges are the most selective and aspirational.[5] As there are many possible institutions meeting these criteria, the algorithm ranked colleges based on the likelihood of earning a bachelor's degree for similar scoring students from the same county, a measure we developed using National Student Clearinghouse data. Each list also contained a college that we classified as the "best in-state public option", the public "fit" or "safety" institution with the highest average SAT score in the students' state of residence.

The second treatment is referred to as "mailers plus", which were mailers combined with additional services like direct outreach to help in the college application (e.g., text messaging, small doses of virtual advising) or small financial incentives (e.g., free SAT score sends or college application fee waivers). The third treatment is "emails", which provided information through biweekly emails rather than mailers, including links that directed them to the College Board's BigFuture website where they could receive additional advice on the college application process. This third treatment arm was the largest in scope and was intended to measure whether lower cost digital information provision could effect change at scale. There is variation in which group received which treatment due to a variety of considerations, including statistical power, cost, and the desires of partner organizations.[6] Altogether we generally present pooled results, the experiment can also be

[5] "Reach" indicates an institution where the student's SAT score falls below the college's 25th percentile or less than 20 percent of applicants receive offers of admission. "Match" are those where a student's SAT scores falls within institutional interquartile SAT ranges. "Safety" are those where the student's SAT score exceeds the institution's 75th percentile.

[6] For example, HALI students did not receive email treatments but focused on mailers or mailers plus to prioritize precision (i.e., having two treatment arms instead of three) and because partner organizations preferred to focus on these students due to their specific mission. In contrast, the size of the on-track group raised cost concerns that led them more often to receive the least expensive and intensive email treatments.

construed as 22 separate, smaller experiments, based on block randomization within the academic and income background of the student group interacted with the cohort year and one of three potential treatment conditions. Using median freshmen SAT as a sample outcome, power calculations for each experiment would allow us to identify individual effects that ranged from 0.038 to 0.072 standard deviations, though this can be considered the low end of our power range as we assume sample sizes based only on observations with a valid value (i.e., students who attend no college or a two-year college are not included in power calculations).[7]

Across experiments, the College Board also encouraged students to log on and interact with the BigFuture website. BigFuture is a free online tool to provide students with comprehensive, step-by-step guidance in the college application process. Students can use BigFuture to search for and compare colleges, find scholarships, understand financial aid, navigate the college application process from start to finish, and receive personalized deadline reminders, tips, and guidance along the way. By creating a College Board account, students can use BigFuture to manage their personal college list, save scholarship searches, compare college costs, and more. Both treatment and control students had general access to BigFuture, though treated students were offered additional functionality (e.g., their college starter list was pre-populated into BigFuture, rather than control students who would have built a list from scratch). Treatment students also had their starter college list pre-loaded in the BigFuture website and they received a pop-up letting them know that we had added colleges to their list the first time they logged on.

[7] Power calculations are derived post-hoc from 'power twomeans' in Stata 15.1 and are based on control and treatment group sample sizes with a valid value, assuming power of 0.8 and using the mean and standard deviation values from the control group and no explanatory value from covariates. Thus outcomes that rely on students having a value (e.g., median freshmen SAT) might have lower power that outcomes for which all students have a value (e.g., attend a four-year college).

Brief descriptions of differences between the 2016 and 2017 treatment conditions is described below.

Outreach for 2016 cohort

The first round of students were identified from their 10th or 11th grade PSAT and received three mailings: May 2015 (right before the summer leading into their 12th grade year), September 2015 (at the start of 12th grade), and January 2016 (halfway through their 12th grade year). Appendix Figure 1 shows the timeline for delivery of materials in the 2016 cohort, with sample mailers and fee waivers shown in Appendix 2. A second round of students were identified in July 2015 from SAT administrations and received two mailings; the first combined key elements from the May and September mailings, but the January mailing was identical for both groups.[8]

The organization of the mailings was as follows:

- The first mailing encouraged students to access the BigFuture website and provided their personalized starter list of 12 colleges, information to help students evaluate college "fit" (i.e., financial, academic, social, and actions to take over the summer to help students prepare for the application process (e.g., visiting nearby colleges, talking with their school counselor or recent high school graduates about their experiences).
- The second mailing provided information about the admissions and financial aid application processes, timelines, and checklists to help students manage the application process.

[8] In addition to the four primary achievement-income groups, the College Board delivered the intervention to an additional group of approximately 12,000 high-achieving or on-track SAT-taking students who were identified as first-generation but whose income status identified them as above middle-income. These students were identified in the second round and only provided access to the low-cost email treatment.

- The final mailing detailed the steps required to complete the FAFSA and provided HALI students four college application fee waivers (CAFW) for RYCP colleges.

For the "mailers plus" treatment, the College Board partnered with outside organizations to provide opportunities for counseling services through text-messaging or phone-based outreach activities. In 2016, every interaction with students required an affirmative opt-in, leading to very low take-up rates of these services, often in the single digits. The opportunities were typically one-time activities, such as a phone call for advising on college choice or to discuss financial aid in conjunction with their student aid report, rather than large campaigns that work directly with students over a longer time-frame.

The "email" treatment was directed primarily to hundreds of thousands of on-track students identified through their SAT performance. These students received a bi-weekly email with key actions and milestones, typically directing them to the College Board's BigFuture website for further exploration and to explore their college lists.

Outreach for 2017 cohort

Students in the 2017 cohort were similarly divided into three treatment groups: emails, mailers, and mailers, with the timeline shown in Appendix Figure 1 and sample documents in Appendix 3 and 4. There were three key differences in the 2017 cohort, as the College Board:

- Sent two mailers, not three. The omitted material was mostly reminders about important deadlines, as this information was migrated to the BigFuture website.
- Provided OTLI students more free score sends and college application fee waivers (CAFW) than before, which is detailed below.

- Worked with a behavioral design firm to enhance the mailer's messaging. The two primary messages were intended to reduce concerns about cost by focusing on net price rather than sticker price ("Forget what you've heard about the cost of college") or social belonging ("Students like you go to great colleges like these"). Some students were also provided College Scorecard information on average salaries of graduates for their starter list colleges.

Data and Outcomes

Table 1 provides descriptive statistics for the full sample in the first column, broken down by cohort year (columns 2 and 3) and academic and income status (columns 4 through 7). The 2016 and 2017 samples consisted of 536,533 and 249,219 students. The 2016 cohort was significantly larger due to the identification by 10th grade PSAT, which was not done in 2017. HALIs, HAMIs, OTLIs, and OTMIs constituted 5%, 7%, 39%, and 48% of the sample; the remaining 2% were a small group of higher-income first-generation students also included in the 2016 experiment. A more detailed description of the randomization process is provided in Appendix Table 1, which shows all three distinct randomizations for students identified in 2016 via PSAT, in 2016 via SAT, or in 2017.

Table 1 shows 88% of the sample received some treatment, ranging from 66% of the HALI group to 93% of the OTMI group. This variation stems from the mailer or mailer plus intervention materials being more expensive and thus provided to fewer students, whereas the emails that dominated the on-track experiments were inexpensive and provided to most students. The full sample was 55% female with an ethnic breakdown of 10% African-American, 13% Asian, 23% Hispanic, and 47% white. We were able to identify high school characteristics using the Common

Core of Data and Private School Survey for 93% of the sample; non-matches occurred if there was no recorded high school variable, a miscoded high school identifier, or the student had alternate schooling arrangements (e.g., home schooled). About 23% of the full sample lived in areas often considered rural (i.e., "town" or "rural" classification).

The empirical strategy based on our experimental design is represented by Equation (1):

$$Y_{igt} = \beta_0 + \beta_1 * Treatment_{igt} + \theta_{gt} + \varepsilon_{igt} \qquad (1)$$

Y_{ig} represents an outcome of interest for individual *i* in academic and income group *g* in year *t*. As randomization occurred by year and academic-income group status we include these categories as "group" fixed effects (θ_{gt}). $Treatment_{igt}$ is equal to one for individuals assigned to a treatment condition, with robust standard errors. Appendix Table 2 shows fidelity of the randomization process, with background characteristics well balanced across individual- and school-level variables, for the full sample and separately by treatment arm (email, mailer, mailer plus).

Our primary outcome measures are College Board data on SAT "score sends" and National Student Clearinghouse (NSC) data on postsecondary enrollment. Score sends are often required for application to four-year institutions, and can serve as a rough proxy for college applications (Smith, 2018). We examine the quantity and quality of score sends, using IPEDS data on the median SAT of the incoming freshmen class. We focus on the average college SAT and the maximum SAT (i.e., "best" college) in a student's score send portfolio.

NSC data identify students' initial postsecondary enrollment. We again use IPEDS data to create metrics of the quality of the college attended, using both average SAT and the college's six-year

(150% time) graduation rates.[9] As much of the intervention provided simplified information on college costs, we also examine whether student shifts altered the sticker price or net costs for students from low-income families (i.e., incomes of $48,000 and below).[10]

Thus, we focus primarily on two- versus four-year enrollment and, for those attending four-year colleges, the characteristics of the institutions attended. In addition to these metrics we examine whether students enrolled at an institution highlighted in the intervention materials. We present results from four primary sectors of college enrollment:

1. The College Board's Realize Your College Potential (RYCP) campaign partnered with roughly 150 colleges with high graduation rates, for which some randomly assigned students received college application fee waivers (CAFW) for use at those institutions only. Sample fee waivers identifying these colleges are in the appendix.
2. Some partner organizations who offered students additional services (described below) are affiliated with the American Talent Initiative and the Aspen Institute's College Excellence Program, and we examine enrollment at the set of approximately 270 "Aspen" colleges.
3. The intervention materials included a customized college starter list of 12 postsecondary institutions, and we examine student enrollment at these "starter list" colleges (the method identifying these schools is described below).
4. Enrollment by Barron's selectivity as a broad measure of changes in institutional selectivity.

Results

[9] Alternate measures of institutional quality, such as expenditures per FTE, produce similar results.
[10] We adjust cost variables to reflect in- or out-of-state enrollment, but cannot account for unobserved differentials, such as state or institutional aid programs.

Overall impacts

Table 2 pools the 2016 and 2017 cohorts and shows results for SAT score sends and initial enrollment outcomes. First, the experiment led students to send more SAT scores, though these were directed to both higher and lower quality colleges. The first three columns of Table 2 shows that in the aggregate, the experiment led to an increase of 0.06 score sends (column 1), an increase of 1.7% given a baseline of 3.65 score sends per individual. There was no increase in 2016 but a sizeable increase of 0.14 score sends (3.8%) in 2017. Although the average quality of the score sends remains unchanged (column 2), students increased the breadth of colleges under consideration. Treated students' score send portfolios included both more and less selective colleges, as shown by an increase in the maximum SAT of the portfolio of 1.5 SAT points (on a 1600 point scale) and a decrease in the minimum SAT of -1.0 SAT points (columns 3 and 4, respectively). These changes were on the order of a 0.02 standard deviation increase in the spread of the score send portfolio, relative to the control group.

The second set of columns of Table 2 show no meaningful impacts of the intervention on postsecondary enrollment outcomes. There was no change in either two-year or four-year college enrollment, with estimates ruling out effects as large as one-half on one percentage point. Conditional on four-year college enrollment, we do not find any difference in any of our primary measures of college quality, including the college's average SAT scores or the graduation rate. (The one exception is a marginally significant effect on a college's six-year graduation rate in the 2016 cohort of 0.2 percentage points, a 0.01 standard deviation effect.) We also find no impact on college costs, whether measured as the full cost of attendance or the estimated net price for low-income students (i.e., students coming from families with annual incomes less than $48,000).

Appendix Table 3 shows that students did not shift college enrollment choices based on the composition of college lists. Students were not more likely to attend RYCP, Aspen, or higher ranked Barron's colleges. For the 2017 cohort, for which we have data, students were no more likely to attend one of the 12 institutions on their college starter list, whether considered reach, fit, safety, or the "best in-state college option".[11] The largest single point estimate was 0.3 percentage points.

Table 3 shows treatment effects separately for the email, mailer, and mailer plus groups within each cohort year. The only substantial increase in score sending behavior is found among mailer plus students in 2017, who sent their scores to both higher and lower quality schools on average (columns 3 and 4, respectively). These changes correspond to roughly a 0.08 standard deviation increase in the spread of the score send portfolio. As students in the mailer plus group were also the ones offered additional free score sends, we investigate these behavioral changes and how this might have impacted enrollment further below in Table 5. Appendix Table 4 examines potential changes in the sector of college enrollment, with almost every result smaller than 0.5 percentage points and statistically indistinguishable from zero.

We find no evidence that null impacts on average college characteristics mask important distributional effects in outcomes or for specific groups. Appendix Table 5 shows no impacts on enrollment based on deciles of college quality, as measured by their median freshmen SAT. Appendix Table 6 shows results on average median SAT for each of the 22 distinct experiments,

[11] The College Board created starter college lists for treated students in 2016 but did not have data on counterfactual lists for control students. In 2017 we created starter college lists for both treatment and control group students, even though control students never observed these lists, allowing us to test whether students were sensitive to the specific colleges listed.

and again finds no results. Using alternate college quality or college cost measures again shows no impacts (results omitted for brevity).

Table 4 explores heterogeneity in student outcomes based on background characteristics. The first rows focus on individual-level differences: high-achieving vs. on-track; ethnicity (Asian and white students compared to African-American and Hispanic students); and gender. The largest observed gains come from students often considered underrepresented in higher education, as African-American and Hispanic students increase the quality of their score sends and attend more selective colleges. For students in these two ethnicity groups, the increases in college SAT and average college-specific six-year bachelor's degree completion rate are 3.1 points and 0.3 percentage points, respectively, indicating gains of roughly 0.02 standard deviations (standard deviations omitted from table for brevity). There are no similar gains for Asian or white students. Otherwise, we find some marginal differences in score send behaviors across groups, though no statistically significant differences in college quality or net cost. Appendix Table 7 presents similar results on the sector of college enrollment, with marginal significant increases of 0.3 to 0.5 percentage points on the likelihood that African-American and Hispanic students attend RYCP or Aspen colleges, respectively, perhaps driven by the "reach" colleges being placed on their automated college lists.

One concern is overall treatment effects may not be accurate given variation in assignment to the mailers plus, mailers, and email treatments arising from variation in income and academic background status. Appendix Table 8 shows full results based on treatment arms, again consistently noting no real differences.

The bottom half of Table 4 focuses on high school characteristics, including urbanicity (as defined by high school geography) and whether a student attended a school with a relatively weaker

college-going culture. We define a strong college-going culture similar to "feeder" schools in Hoxby and Turner (2013), indicating 30 or more high-achieving (i.e., top 10%) students in a cohort (Hoxby & Avery, 2013). In neither case do we find evidence of impacts on college attendance outcomes.[12] Appendix Table 9 focuses on effects for just our four main groups (HALI, HAMI, OTLI, OTMI), with the top panel using all students and the bottom using just students in feeder schools, which most closely approximates Hoxby and Turner (2013). Although results are statistically insignificant, the results for HALI students in feeder schools comes close to prior results, with a positive impact on median SAT of the college attended of 2.7 SAT points, with a standard error of 2.7.

As one final experiment, in 2017 the College Board also tested two different messaging campaigns, one based on "cost", which delivered a message that sticker price gave a misleading indication of average price for low- or middle-income students, and one on "fit", which told the recipients that other individuals just like them went to these types of colleges (sample mailers are provided in Appendix 3). In addition, each brochure either did or did not provide data on the average earnings for each college based on the College Scorecard data. Appendix Table 10 shows that in general there were no differences in outcomes based on any of these treatment arms.

Impacts on student behaviors

Our intervention led to no major changes for three potential reasons: students received the information but did not change their application set of colleges; students changed their application set but were no more likely to be accepted or attend a new college, and/or; they were unaware of the intervention entirely, for example, if they simply discarded or ignored the mail or email

[12] Feeder school calculations described more fully in Appendix 1.

treatments. Although our data cannot fully distinguish between these three choices, overall the evidence points to students being aware of the intervention but the materials doing little to change their application set in a way that might substantially improve college enrollment outcomes. Statistical results are presented below, with further discussion in the conclusion.

We first revisit the changes in score sends, which we use as a rough proxy for college application patterns, and disaggregate score sends into whether they occurred (i) prior to the intervention, often as "registration" scores sends that occur immediately after students take the SAT, or (ii) or after receiving the intervention, often as "flex" score sends that students can elect to use at any time. For simplicity we prioritize results for the 2017 cohort, where there was significant variation in how many free score sends or college application fee waivers (CAFW) students received.

In the 2017 cohort, OTLI students identified through their SAT fee waiver usage were randomly assigned to either the mailer plus or control groups (48,000 and 9,981 students, respectively). In addition, those in the mailer plus group were randomly assigned to receive (i) two free score sends but no CAFW; (ii) two free score sends and two additional CAFW; (iii) eight free score sends and eight additional CAFW.[13] These offers are in addition to the baseline College Board policy that fee-waiver students receiver eight free SAT score sends and four CAFW.

The top panel of Table 5 examines differences for OTLI fee waiver students and finds that the free score sends drove the large differences in score sending behavior. As expected, there was no difference in score sending prior to receiving the intervention materials, whereas there was increase of 0.25 to 0.32 score sends when offered two additional score sends and 0.88 when offered eight additional sends, respectively, indicating that about 11-16% of the free sends were utilized.

[13] Assignment for the three groups was 24,000, 18,000, and 6,000 students, respectively.

Students receiving free score sends appeared to take a scattershot approach, targeting both more and less selective schools but leaving the average quality of their portfolio unchanged. For example, students offered eight free score sends had a portfolio where the best school had a median SAT 17 points higher (column 7) but the worse school had a median SAT 16 points lower (column 6), with the portfolio average being unchanged from the control group (column 7); the change in highest and lowest quality college was roughly 0.12 standard deviations. Those offered two free score sends engaged in a similar but more muted pattern. An alternate method to examine the scattershot approach is to examine whether these score sends were allocated to reach, fit, or safety schools. Overall we find that 17% of the increase in score sends went to reach colleges, 48% to fit, and 35% to safety (regressions omitted for brevity).[14] Thus students predominately chose fit colleges but sent more scores to safety than more selective reach institutions.

As before, different score send portfolios led to no differences in average quality of the college attended, but further analysis shows that they also had little to no impact on the variance of college attended in the treatment group. We can examine the variation of college quality multiple ways, but column 9 presents results that regresses median college SAT via our main specification, calculates the absolute value of the residuals for each individual, and uses these residuals as the dependent variable in a second regression. In all three cases we see very small positive impacts on the variation in colleges attended, from about 1.0 to 2.5 SAT points (0.014 to 0.036 standard deviations), though only one case reaches statistical significance at the 0.05 level. Alternate

[14] About 4% went to schools for which we could not identify a type; given the small amount we remove these from the numerator and denominator for the purposes of this identification.

analyses produce similar, statistically weak results that point to little change in the distribution of colleges attended.[15]

There are two pieces of evidence that changes to score sends do indeed reflect changes to application behavior. First, we can directly compare the students who had two free score sends, where one received two free CAFW and one did not. In this case, those receive the CAFW sent 0.074 additional score sends, which is significant at the 0.05 level (results omitted for brevity, but are equivalent to a test of difference in coefficients of Table 5, column 4, between rows 1 and 2). Second, the middle panel of Table 5 revisits this analysis for HALI students, who were not offered additional score sends but did receive eight additional CAFW. We find that additional CAFW led students to 0.25 more score sends. Together these results point to changes in score sends as likely related to real though very small changes in college application behaviors; scaling these two results implies each additional CAFW increases the number of score sends by 3-4%. As above, HALI students show no statistical evidence of changes to the type of institutions attended, either in terms of average quality or variation in types of colleges attended.[16]

The bottom panel of Table 5 examines one last group, where we combine all students not offered free score sends or CAFW: OTLI students not identified through fee waiver usage, OTMI, and HAMI students. For these students we find no evidence of changes in score sends, targeted colleges, enrollment, or variation in enrollment patterns, with permutation tests of differences in

[15] Two other tests both support but also point to the general weakness of these results. First, we run covariate adjusted regressions and find essentially identical point estimates and standard errors. Second, we directly examine the distribution of the median SAT of college attended by calculating the difference in standard deviation between the two groups and running simple permutation tests (drawing 1000 distributions each time), and find similar results, with p-values of 0.01, 0.31, and 0.37 across the three groups, respectively. Examining all three treatment groups as one combined group produces marginally significant results, with p-values of 0.11 in the regression and 0.7 in the permutation test.

[16] Although there were no statistically significant changes to minimum or maximum SAT scores, 51% of the increase in score sends went to reach institutions, with 33% to fit and only 16% to safety.

distributions confirming these findings. Similarly, there were no impacts on score sends to reach, fit, or safety colleges (regressions omitted).

In order to interpret these results, we first present evidence that our null effects are not simply due to students ignoring the mailers or emails. One piece of evidence is the change in score send utilization, as students could only change their behaviors if they engaged with the mailers by receiving free sends or CAFW. As a second piece of evidence, we have some limited ability to track students' usage of the BigFuture website for the 2017 cohort.[17] Appendix Table 11, column 1 shows that approximately 33 percent of treated students offered pre-populated college starter lists on the website clicked through to access those data, with the largest rates for mailer plus students (47%). (Control students were not offered this option). We also have a snapshot of the college lists in March 2017 that allows us to determine whether a student added a new college to their BigFuture list. Control students were about one percentage point more likely to add a college to their list, as pre-populating the lists likely induced some mild inertia for treated students. Yet this still results in treated students being 17 percentage points more likely to engage with their lists, using an omnibus measure of engagement – either accessing the prepopulated list or adding a new school (column 3).

Conclusion

We find that offering information about the college application process to students transitioning into 12th grade produces no observable changes in college enrollment behavior. The one exception are positive impacts among African-American and Hispanic students, though these are extremely

[17] Individual-level, real-time data from BigFuture was generally not available when these experiments were running. For the 2017 cohort we can observe the final college list as of March 2017. No data were available for the 2016 cohort. As noted above, control students had access to BigFuture but treated students received more encouragement to engage with the BigFuture website and their college starter lists came pre-populated into their BigFuture account.

small and not consistently found across outcome measures. Null results did not vary across the format of our delivery or whether we included financial incentives or reminders. Given the scale of the intervention and the large sample size, our statistically precise estimates rule out meaningful impacts.

Given these results, what have we learned? We believe that two potential problems in the college application process – attention and information salience – cannot entirely explain the null results. A few pieces of evidence suggest that students did not ignore the outreach. Treated students increased their use of free score sends overall, even more so when they received additional CAFW. All treated groups engaged more with the BigFuture website, and engagement was similar in size between the mailers only and email delivery treatments. Salience could be an issue if students were unaware of the College Board brand, but the national reach and importance of the PSAT, SAT, and AP exams suggests students are not likely to dismiss this information out of hand.

Our evidence suggests that one key issue is students received the information but did not use it to consistently apply to colleges of higher quality. Data on SAT score sends suggests that students became interested in both higher and lower quality institutions, though even these changes were of a relatively small magnitude and unlikely to result in large changes to observed enrollment. Thus it appears that efforts to shift college enrollment were thwarted at the application stage. Given the influence of neighborhood, family, and peers in the college selection process, the type of information we provided may not have been sufficiently novel or compelling to change student behavior. College outreach or direct service programs, who provide a more intensive but human touch working directly with students, may be more efficacious than information-based initiatives in substantially altering college application behaviors (Barr & Castleman, 2016; Gurantz et al., 2017; Howell, Hurwitz, & Smith, 2018; Page et al., 2017). If we hope that predominately

information driven interventions are to move the needle on enrollment, we may need improved data using both individual-level information on students' preferences combined with detailed information on college-specific offerings or strengths. Yet this approach also suggests that large-scale informational interventions may not be sufficient to move many individual students into new academic environments, given the specificity required.

Although many researchers have worked to improve various aspects of the college application process, the initial stages of the intervention was most closely inspired by the successful ECO-C intervention (Hoxby & Turner, 2013), though there were substantial differences between the two research designs. First, we targeted a much larger group of students, including those below the 90th SAT percentile, students with higher projected incomes, and students attending "feeder" schools (i.e., generally urban and higher-performing). For many students, we conducted outreach through emails, which may have diluted impacts due to distaste of electronic correspondence (qualitative results from ECO-C support this idea). Nonetheless, our best attempt at mimicking their sample still produces no statistically significant effects (Appendix Table 9), so cannot fully explain differences in outcomes.

We believe there are four relevant differences between the two initiatives. First, ECO-C has a specific messaging and branding that may have been more appealing than what could be offered by the College Board or other similar organizations. Specifically, they offered information from a non-partisan organization that was foundation and government funded, which may have garnered more trust. Branding could also include small but potentially important differences in our outreach, such as our mailer design or use of a website for organizing college lists, relative to their tabbed, expandable brochure, particularly as their parents reported being less interested in typical college outreach materials. Second, they also utilized their own list selection process, which may have less

constraints on which types of colleges to promote than that of the College Board. Third, our sample was drawn from PSAT and SAT test-takers, while ECO also created a sample using student ACT scores. Geographical differences in the sample may have contributed to our smaller results, with ACT participation less concentrated on the coasts and more concentrated in the middle of the U.S.[18]

A final concern is the timing of our initiatives, with our initiative targeting students in the 2016 and 2017 graduating cohorts. Increased efforts on the part of selective colleges to increase the enrollment of lower- and middle-income students, in particular as a result of prior work by Avery, Hoxby, and Turner and other similar research, means that control group students may be receiving considerably more outreach from selective colleges than even a few years ago. Experimental work on application and enrollment has spurred a growth in the development of college assistance organizations toward traditionally underrepresented students, perhaps muting the College Board's efforts to provide informational interventions.[19] Tracking students from 2004 through 2016 suggests that high-achieving, low-income students have closed the gap in score sending behavior and college enrollment with their similarly prepared but high-income peers, though this work is in progress and trends in the self-selected sample of SAT takers presents many challenges (Pender & Welch, 2018).[20] Thus general knowledge as to the existence of this issue, combined with work by schools, colleges, philanthropies, and other organizations, may have eliminated many of the

[18] We find no differences in results when disaggregating by SAT versus ACT dominant states but the problem may be that we lack the relevant ACT taking population.

[19] A comparable example is the introduction of the College Navigator that occurred between the first and second waves of ECO-C project, leading the "application guidance" portion of their initiative to be less relevant over time (Hoxby & Turner, 2013).

[20] Pender & Welch (2018) analyze enrollment outcomes from SAT takers from 2004 through 2016, though there are a few limitations to their analysis, primarily that: the results only pertain to SAT takers, and do not reflect gaps in enrollment between all low- and high-income students; income is self-reported, with approximately 40% of students not reporting family income, and; the size of the SAT-taking population has generally increased over time, with the largest gains from students who are self-reporting high-income levels.

compliers that might be influenced by an information-based intervention. This again suggests that more intensive services may be the next step for students facing strong obstacles to shifting their enrollment. Continued exploration on how best to serve the millions of students navigating their path to college is warranted.

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Table 1. Student characteristics by background status

Sample	(1) Full sample	(2) 2016 cohort only	(3) 2017 cohort only	(4) High-achieving Low-income (HALI)	(5) High-achieving Middle-income (HAMI)	(6) On-track Low-income (OTLI)	(7) On-track Middle-income (OTMI)
N	785752	536533	249219	37436	55204	305121	375518
Treatment	88.0%	89.2%	85.4%	66.3%	75.2%	88.9%	92.5%
Treatment type[a]							
Mailers plus	11.7%	6.8%	22.1%	37.3%	36.1%	17.4%	1.3%
Mailers	12.3%	10.0%	17.2%	29.0%	30.4%	10.8%	9.6%
Emails	64.0%	72.3%	46.1%	0.0%	8.7%	60.7%	81.6%
Demographics[b]							
Female	54.5%	54.9%	53.5%	45.3%	44.9%	56.1%	55.5%
African-American	9.8%	9.8%	10.0%	4.8%	4.4%	12.8%	9.0%
Asian	13.3%	12.8%	14.3%	24.3%	29.5%	11.5%	11.4%
Hispanic	22.5%	19.1%	29.8%	14.4%	12.6%	29.9%	19.1%
White	46.9%	51.5%	37.0%	50.3%	46.5%	38.6%	52.5%
Other ethnicity	7.5%	6.8%	9.0%	6.2%	7.0%	7.3%	7.9%
College-educated parents	31.5%	26.7%	41.7%	57.1%	53.9%	26.0%	31.1%
Academics							
Took PSAT	86.3%	96.0%	65.4%	91.7%	90.0%	87.5%	84.1%
PSAT: Math	526	533	505	640	646	506	511
PSAT: Verbal	513	522	486	613	621	493	502
PSAT: Writing	499	508	468	597	600	479	488
Took SAT	66.3%	65.2%	68.5%	84.2%	81.4%	68.3%	60.1%
SAT: Verbal[c]	566	553	592	663	662	548	550
SAT: Math	565	557	583	677	675	547	545
High school characteristics[d]							
Type: Public	84.5%	81.8%	90.3%	81.0%	82.4%	85.8%	84.2%
Type: Private	8.1%	8.6%	7.1%	12.6%	9.7%	7.1%	8.1%
Type: Unknown	7.4%	9.6%	2.7%	6.4%	7.9%	7.1%	7.7%
Location: City	32.4%	30.2%	37.2%	36.4%	35.8%	36.9%	28.2%
Location: Suburb	37.0%	36.3%	38.4%	43.6%	36.3%	37.6%	35.3%
Location: Town	8.0%	8.3%	7.4%	4.2%	7.1%	6.2%	10.1%
Location: Rural	15.2%	15.7%	14.3%	9.4%	12.9%	12.2%	18.7%

Notes. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency. [a] Treatment type indicates whether students received outreach primarily in the form of emails, mailed brochures, or brochures with extra outreach opportunities, as defined in the text. [b] Demographics are student self-reports. [c] The 2016 cohort primarily took the three-section, 2400 point SAT and the 2017 cohort took the revised, two-section, 1600 point SAT; thus verbal indicates "critical reading" for the 2016 cohort and "evidence-based reading and writing" for the 2017 cohort. [d] High school characteristics are taken from the Common Core of Data (CCD) or Private School Survey (PSS).

Table 2. SAT score sending and postsecondary enrollment outcomes

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Score sends				Initial attendance		College quality		College cost	
	Total	Average SAT	Min SAT	Max SAT	Two-year	Four-year	College SAT	Six-year bachelor's rate	Cost of attendance	Net cost, family income <= $48K
Full sample	0.064**	0.298	-0.997+	1.492*	0.001	-0.000	0.329	0.000	-78.812	0.750
	(0.013)	(0.482)	(0.510)	(0.631)	(0.001)	(0.002)	(0.545)	(0.001)	(53.651)	(28.287)
2016 cohort	0.013	0.962	0.540	1.383+	0.000	0.001	1.037	0.002+	-42.764	33.344
	(0.018)	(0.645)	(0.681)	(0.837)	(0.002)	(0.002)	(0.705)	(0.001)	(71.585)	(37.705)
2017 cohort	0.139**	-0.567	-2.998**	1.633+	0.002	-0.003	-0.726	-0.001	-127.290	-43.086
	(0.021)	(0.725)	(0.770)	(0.962)	(0.002)	(0.003)	(0.862)	(0.001)	(80.424)	(42.489)
Baseline means	3.65	1256	1146	1360	11.6%	64.5%	1229	65.6%	$29,430	$13,073
Baseline means (2016)	3.65	1268	1158	1369	10.8%	65.1%	1240	67.1%	$30,113	$13,453
Baseline means (2017)	3.66	1240	1128	1348	13.0%	63.6%	1212	63.3%	$28,415	$12,509
Baseline st. dev.	4.19	121	123	146	32.1%	47.9%	132	17.6%	$12,733	$6,334
Baseline st. dev. (2016)	4.39	124	124	147	31.0%	47.7%	134	17.6%	$13,142	$6,438
Baseline st. dev. (2017)	3.86	115	119	144	33.6%	48.1%	127	17.4%	$12,030	$6,134
N	785752	441384	441384	441384	785752	785752	443903	467271	515153	514598
N (2016)	536533	283096	283096	283096	536533	536533	298546	313192	342401	342054
N (2017)	249219	158288	158288	158288	249219	249219	145357	154079	172752	172544

Notes. + p<0.1, * p<0.05, ** p<0.01. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Baseline means and standard deviations calculated from control group students who did not receive treatment. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency.

Table 3. SAT score sending and postsecondary enrollment outcomes

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Score sends				Initial attendance		College Quality		College cost	
	Total	Average SAT	Min SAT	Max SAT	Two-year	Four-year	College SAT	Six-year bachelor's rate	Cost of attendance	Net cost, family income <= $48K
2016 cohort										
Mailers Plus	0.007	1.433	1.654+	1.745	0.003	-0.002	1.222	0.003+	-63.915	17.393
	(0.028)	(0.951)	(1.004)	(1.235)	(0.003)	(0.004)	(1.046)	(0.001)	(112.263)	(59.121)
Mailers	0.012	1.366	1.278	1.667	0.003	-0.003	0.848	0.001	-82.074	9.452
	(0.024)	(0.877)	(0.925)	(1.138)	(0.002)	(0.003)	(0.957)	(0.001)	(98.840)	(52.058)
Email	0.016	0.354	-0.728	0.937	-0.003	0.006+	1.074	0.001	-5.578	57.419
	(0.023)	(0.886)	(0.936)	(1.151)	(0.002)	(0.003)	(0.974)	(0.001)	(94.607)	(49.833)
Baseline means	3.65	1268	1158	1369	10.8%	65.1%	1240	67.1%	$30,113	$13,453
Baseline st. dev.	4.39	124	124	147	31.0%	47.7%	134	17.6%	$13,142	$6,438
N	536533	283096	283096	283096	536533	536533	298546	313192	342401	342054
2017 cohort										
Mailers Plus	0.344**	-0.617	-5.278**	4.448**	0.003	-0.004	-0.192	-0.001	-136.728	-96.461
	(0.035)	(1.073)	(1.140)	(1.423)	(0.003)	(0.005)	(1.352)	(0.002)	(130.735)	(69.058)
Mailers	0.006	-0.006	-0.361	-0.868	0.001	-0.004	-1.147	-0.001	-246.300*	-82.306
	(0.030)	(1.130)	(1.201)	(1.499)	(0.003)	(0.004)	(1.287)	(0.002)	(118.056)	(62.376)
Email	0.038	-0.830	-1.504	-0.657	0.002	-0.001	-1.059	-0.001	-57.105	26.478
	(0.027)	(1.037)	(1.102)	(1.376)	(0.003)	(0.004)	(1.177)	(0.002)	(106.527)	(56.285)
Baseline means	3.66	1240	1128	1348	13.0%	63.6%	1212	63.3%	$28,415	$12,509
Baseline st. dev.	3.86	115	119	144	33.6%	48.1%	127	17.4%	$12,030	$6,134
N	249219	158288	158288	158288	249219	249219	145357	154079	172752	172544

Notes. + p<0.1, * p<0.05, ** p<0.01. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Baseline means and standard deviations calculated from control group students who did not receive treatment. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency. Treatment type indicates whether students received outreach primarily in the form of emails, mailed brochures, or brochures with extra outreach opportunities.

Table 4. SAT score sending and postsecondary enrollment outcomes, heterogeneous outcomes

		(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)	(9)
		Score sends				Initial attendance		College quality		College cost	
	N	Total	Average SAT	Min SAT	Max SAT	Two-year	Four-year	College SAT	Six-year bachelor's rate	Cost of attendance	Net cost, family income <= $48K
High-achieving	92640	0.061	0.997	0.814	0.942	0.002	-0.004	0.263	0.001	-253.962*	-48.913
		(0.037)	(0.921)	(1.048)	(1.014)	(0.001)	(0.003)	(1.068)	(0.001)	(128.148)	(57.984)
On-track	680639	0.072**	-0.019	-1.975**	1.914*	0.001	0.000	0.489	0.000	-19.366	17.459
		(0.015)	(0.592)	(0.616)	(0.801)	(0.002)	(0.002)	(0.669)	(0.001)	(61.789)	(33.433)
Ethnicity: White or Asian	472834	0.027	0.110	-0.091	0.809	0.002	-0.001	-0.547	-0.000	-80.639	29.772
		(0.017)	(0.608)	(0.640)	(0.796)	(0.002)	(0.002)	(0.650)	(0.001)	(69.151)	(36.309)
Ethnicity: African-American or Hispanic	254231	0.127**	0.281	-2.765**	2.528*	0.001	-0.003	3.005**	0.003*	14.533	-13.657
		(0.024)	(0.866)	(0.918)	(1.127)	(0.002)	(0.003)	(1.078)	(0.001)	(93.033)	(49.173)
Female	428144	0.070**	0.654	-1.010	2.364**	0.001	0.000	0.463	0.000	-79.966	6.262
		(0.019)	(0.646)	(0.677)	(0.854)	(0.002)	(0.002)	(0.737)	(0.001)	(73.723)	(38.595)
Male	355654	0.058**	-0.148	-1.023	0.462	0.001	-0.001	0.180	0.001	-78.412	-5.291
		(0.019)	(0.725)	(0.774)	(0.937)	(0.002)	(0.003)	(0.810)	(0.001)	(77.946)	(41.491)
HS type: Feeder[a]	200548	0.061*	0.059	-0.731	0.642	0.001	-0.002	0.207	0.001	-228.197*	-7.472
		(0.029)	(0.809)	(0.902)	(1.018)	(0.002)	(0.003)	(0.955)	(0.001)	(102.678)	(53.213)
HS type: Non-feeder	585204	0.061**	0.290	-1.238*	1.800*	0.001	0.000	0.282	0.000	-19.921	6.005
		(0.015)	(0.595)	(0.616)	(0.793)	(0.001)	(0.002)	(0.658)	(0.001)	(62.848)	(33.411)
Location: City or suburb	544892	0.068**	0.201	-1.304*	1.430*	0.001	-0.001	-0.050	-0.000	-128.081*	-17.691
		(0.016)	(0.549)	(0.590)	(0.711)	(0.001)	(0.002)	(0.628)	(0.001)	(62.463)	(33.038)
Location: Town or rural	182874	0.042+	0.439	0.405	1.131	0.003	-0.002	0.691	0.002	20.620	51.394
		(0.024)	(1.096)	(1.108)	(1.509)	(0.003)	(0.004)	(1.135)	(0.002)	(106.687)	(56.669)

Notes. + p<0.1, * p<0.05, ** p<0.01. [a] Feeder schools are either (i) magnet schools or (ii) had 30 or more high-achieving (top 10%) SAT students in the 2015 cohort. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency.

Table 5. SAT score sending and postsecondary enrollment outcomes for 2017 cohort

	Prior to intervention		Post intervention					College quality	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OTLI fee-waiver students	Any score sends	Total score sends	Any score sends	Total score sends	Average SAT	Min SAT	Max SAT	Mean SAT	Standard deviation SAT
Two free score sends and no CAFW	0.005	0.020	0.011*	0.246**	-0.946	-5.577**	3.261	0.420	2.489*
	(0.006)	(0.028)	(0.005)	(0.045)	(1.617)	(1.720)	(2.071)	(1.883)	(1.092)
Two free score sends and two CAFW	-0.003	-0.005	0.010*	0.321**	-0.665	-6.204**	6.029**	1.593	0.958
	(0.006)	(0.027)	(0.005)	(0.043)	(1.545)	(1.643)	(1.978)	(1.798)	(1.042)
Eight free score sends and eight CAFW	0.006	0.029	0.014*	0.884**	0.618	-16.398**	16.937**	0.096	1.049
	(0.008)	(0.037)	(0.007)	(0.059)	(2.108)	(2.242)	(2.699)	(2.459)	(1.425)
Baseline means	0.31	1.20	0.77	3.52	1222	1120	1321	1193	98.1
Baseline st. dev.	0.46	2.26	0.42	3.46	113	120	143	120	69.9
N	57981	57981	57981	57981	43080	43080	43080	37789	37789
HALI students									
Mailers plus	-0.000	-0.001	0.025**	0.246**	-4.294	-4.247	-2.272	-3.538	-2.008
	(0.010)	(0.052)	(0.008)	(0.095)	(2.727)	(3.163)	(3.005)	(3.013)	(1.717)
Baseline means	0.24	0.79	0.48	2.02	1226	1140	1311	1200	91.8
Baseline st. dev.	0.43	1.71	0.50	3.17	118	121	147	120	67.7
N	10746	10746	10746	10746	8393	8393	8393	8401	8401
All other students (OTLI no fee waiver, HAMI, OTMI)									
Mailers	0.000	-0.002	0.001	0.008	0.359	-0.116	-0.290	-1.147	0.958
	(0.004)	(0.014)	(0.004)	(0.026)	(1.306)	(1.374)	(1.711)	(1.242)	(1.042)
Emails	0.005	0.020	0.001	0.018	-0.277	-0.870	-0.063	-1.059	1.049
	(0.003)	(0.013)	(0.004)	(0.023)	(1.201)	(1.264)	(1.573)	(1.136)	(1.425)
Baseline means	0.38	1.51	0.79	4.59	1343	1221	1437	1306	108.4
Baseline st. dev.	0.48	2.53	0.41	4.50	118	138	129	132	74.6
N	180492	180492	180492	180492	80175	80175	80175	99167	99167

Notes. + p<0.1, * p<0.05, ** p<0.01. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Baseline means and standard deviations calculated from control group students who did not receive treatment. Sample restricted to students: (i) in the high school cohort of 2017; (ii) identified as high-achieving based on PSAT/SAT performance in the top 10% of the national distribution; and (iii) low-income students, as identified by SAT fee waiver usage.

Appendix Table 1. Treatment assignment by background status

Year	Background	Timing	Control	Treatment	Treatment assignment		
					Mailers plus	Mailers	Email
2016	HALI: High-achieving, low-income	Spring	4046	4045	0	4045	0
		Fall	5000	13599	6799	6800	0
	HAMI: High-achieving, middle-income	Spring	5997	21113	15112	6001	0
		Fall	5000	9596	4798	0	4798
	OTLI: On-track, low-income	Spring	5996	16990	4996	11994	0
		Fall	8000	163347	0	5000	158347
	OTMI: On-track, middle-income	Spring	9996	24989	4996	19993	0
		Fall	8000	218346	0	0	218346
	First-generation	Fall	6000	6473	0	0	6473
2017	HALI: High-achieving, low-income	Spring	3582	7164	7164	0	0
	HAMI: High-achieving, middle-income	Spring	2700	10798	0	10798	0
	OTLI: On-track, low-income (Tagged)	Spring	10000	42807	0	16000	26807
	OTLI: On-track, low-income (SAT fee waiver)	Spring	9981	48000	48000	0	0
	OTMI: On-track, middle-income	Spring	10000	104187	0	15999	88188

Notes. OTLI students in 2017 were identified through having used a SAT fee waiver or were "tagged" through the income prediction algorithm.

Appendix Table 2. Randomized control trial balance checks

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
															High School Characteristics					
	Female	African-American	Asian	Hispanic	White	Other ethnicity	Parent has bachelor's	Took PSAT	PSAT math	PSAT verbal	PSAT writing	Took SAT	SAT Verbal	SAT Math	Public	Private	City	Suburb	Town	Rural
All years	0.000	-0.001	0.001	0.001	0.001	-0.001	-0.002	0.001	0.356	0.043	-0.056	0.004**	-0.152	0.567*	0.001	-0.000	0.001	-0.000	0.001	-0.001
	(0.002)	(0.001)	(0.001)	(0.002)	(0.002)	(0.001)	(0.002)	(0.001)	(0.264)	(0.250)	(0.269)	(0.002)	(0.265)	(0.281)	(0.001)	(0.001)	(0.002)	(0.002)	(0.001)	(0.001)
Main treatment arms																				
Mailers Plus	-0.001	-0.003+	0.002	0.004+	-0.003	-0.000	-0.004	0.002	-0.042	0.182	0.124	0.003	-0.097	0.610	-0.000	0.001	0.000	0.002	0.001	-0.002
	(0.003)	(0.002)	(0.002)	(0.002)	(0.003)	(0.002)	(0.003)	(0.002)	(0.408)	(0.386)	(0.415)	(0.003)	(0.387)	(0.411)	(0.002)	(0.002)	(0.003)	(0.003)	(0.002)	(0.002)
Mailers	-0.002	-0.002+	0.002	-0.003	0.003	-0.000	0.000	0.002	0.566	-0.215	-0.306	0.001	-0.388	0.569	0.003	-0.001	0.001	-0.001	0.000	0.001
	(0.002)	(0.001)	(0.002)	(0.002)	(0.002)	(0.001)	(0.002)	(0.002)	(0.349)	(0.330)	(0.355)	(0.002)	(0.360)	(0.381)	(0.002)	(0.001)	(0.002)	(0.002)	(0.001)	(0.002)
Email	0.002	0.000	-0.001	0.001	0.002	-0.002+	-0.001	0.001	0.464	0.133	0.001	0.007**	-0.036	0.530	0.002	-0.001	0.002	-0.001	0.000	-0.001
	(0.002)	(0.001)	(0.002)	(0.002)	(0.002)	(0.001)	(0.002)	(0.001)	(0.339)	(0.320)	(0.344)	(0.002)	(0.349)	(0.369)	(0.002)	(0.001)	(0.002)	(0.002)	(0.001)	(0.002)
Baseline means	52.5%	9.0%	16.1%	22.5%	44.9%	7.5%	34.5%	85.1%	549.5	532.8	517.1	71.4%	590.5	592.5	84.7%	8.7%	34.1%	38.4%	7.0%	13.8%
N	785752	785752	785752	785752	785752	785752	785752	785752	678151	678144	677964	785752	520736	520736	785752	785752	785752	785752	785752	785752

Notes. + p<0.1, * p<0.05, ** p<0.01. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Baseline means calculated from control group students who did not receive treatment. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency. Treatment type indicates whether students received outreach primarily in the form of emails, mailed brochures, or brochures with extra outreach opportunities.

Appendix Table 3. Sector of postsecondary attendance

	(1)	(2)	(3)	(4)	(5)
			Barrons' selectivity category[a]		
	RYCP	Aspen	Top 1	Top 2	Top 3
All	0.000	0.001	-0.000	-0.000	-0.000
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
2016 cohort	0.002	0.003	0.000	-0.000	-0.000
	(0.001)	(0.002)	(0.001)	(0.001)	(0.002)
2017 cohort	-0.003	-0.001	-0.001	-0.000	-0.001
	(0.002)	(0.002)	(0.001)	(0.001)	(0.002)
Baseline means	14.7%	26.8%	4.4%	10.0%	17.0%
Baseline means (2016)	16.5%	29.2%	5.3%	11.5%	18.7%
Baseline means (2017)	11.9%	22.8%	2.8%	7.6%	14.2%

	Attend college on starter list (2017 cohort only)				
	Any	Reach	Fit	Safety	BISPO[b]
2017 cohort	-0.000	0.000	0.000	-0.001	-0.001
	(0.003)	(0.002)	(0.002)	(0.001)	(0.001)
Baseline means (2017)	34.7%	7.3%	19.8%	5.2%	7.5%

Notes. + p<0.1, * p<0.05, ** p<0.01. [a] Barron's selectivity categories 1, 2, and 3 refer to "most competitive", "highly competitive plus", and "highly competitive", respectively. [b] BISPO refers to the "best in-state public option", as defined in the text. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Baseline means calculated from control group students who did not receive treatment. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency. The number of observations includes 785,752, 536,533, and 249,219 in the full sample, 2016, and 2017 cohorts, respectively.

Appendix Table 4. Sector of postsecondary attendance, by treatment arm

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
			Barrons' selectivity category[a]			Attend college on starter list (2017 cohort only)				
	RYCP	Aspen	Top 1	Top 2	Top 3	Any	Reach	Fit	Safety	BISPO[b]
2016 treatments										
Mailers Plus	0.008**	0.003	-0.000	0.000	0.000	--	--	--	--	--
	(0.002)	(0.003)	(0.001)	(0.002)	(0.003)	--	--	--	--	--
Mailers	-0.001	0.001	-0.001	-0.000	-0.000	--	--	--	--	--
	(0.002)	(0.003)	(0.001)	(0.002)	(0.002)	--	--	--	--	--
Emails	0.002	0.004	0.001	-0.000	-0.000	--	--	--	--	--
	(0.002)	(0.002)	(0.001)	(0.002)	(0.002)	--	--	--	--	--
Control means (2016)	16.5%	29.2%	5.3%	11.5%	18.7%	--	--	--	--	--
2017 treatments										
Mailers Plus	-0.002	-0.001	-0.001	0.001	-0.003	-0.005	0.001	-0.006	-0.002	-0.001
	(0.003)	(0.004)	(0.001)	(0.002)	(0.003)	(0.005)	(0.003)	(0.004)	(0.002)	(0.002)
Mailers	-0.004	-0.001	-0.001	-0.001	0.001	0.002	-0.001	0.005	-0.002	-0.000
	(0.002)	(0.003)	(0.001)	(0.002)	(0.003)	(0.004)	(0.002)	(0.003)	(0.002)	(0.002)
Emails	-0.002	0.000	-0.001	-0.000	0.000	0.003	-0.001	0.003	-0.001	-0.001
	(0.002)	(0.003)	(0.001)	(0.002)	(0.003)	(0.004)	(0.002)	(0.003)	(0.001)	(0.002)
Control means (2017)	11.9%	22.8%	2.8%	7.6%	14.2%	34.7%	7.3%	19.8%	5.2%	7.5%

Notes. + p<0.1, * p<0.05, ** p<0.01. [a] Barron's selectivity categories 1, 2, and 3 refer to "most competitive", "highly competitive plus", and "highly competitive", respectively. [b] BISPO refers to the "best in-state public option", as defined in the text. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Baseline means calculated from control group students who did not receive treatment. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency. The number of observations includes 536,533 and 249,219 in the 2016 and 2017 cohorts, respectively. Treatment type indicates whether students received outreach primarily in the form of emails, mailed brochures, or brochures with extra outreach opportunities.

Appendix Table 5. Postsecondary enrollment outcomes by deciles of freshmen SAT

	Deciles									
	1	2	3	4	5	6	7	8	9	10
Mailers plus	-0.001	-0.000	-0.000	0.000	0.000	-0.000	-0.002	-0.001	0.001	0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.002)	(0.001)	(0.002)	(0.002)
Mailers	-0.001+	-0.001*	-0.000	-0.000	-0.000	0.003*	-0.001	0.000	-0.001	-0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.002)	(0.001)
Emails	-0.001+	-0.001	0.000	0.000	0.001	0.001	0.002	0.001	0.000	-0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Baseline means	1.9%	2.1%	2.1%	3.2%	4.3%	5.5%	7.9%	7.3%	13.3%	13.9%

Notes. + p<0.1, * p<0.05, ** p<0.01. Estimates come from a linear regression of randomly-assigned treatment status on deciles of freshmen SAT. Baseline means and standard deviations calculated from control group students who did not receive treatment. Sample restricted to 785,752 students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency.

Appendix Table 6. Postsecondary enrollment outcomes by treatment assignment

						College-level freshmen median SAT		
Year	Background	Timing	Control	Treatment	N	Mailers plus	Mailers	Email
2016	HALI: High-achieving, low-income	Spring	4046	4045	6334		0.824	
							(3.271)	
		Fall	5000	13599	14873	0.549	3.754	
						(2.556)	(2.563)	
	HAMI: High-achieving, middle-income	Spring	5997	21113	20729	2.396	2.227	
						(2.307)	(2.771)	
		Fall	5000	9596	11267	1.498		-2.085
						(2.836)		(2.840)
	OTLI: On-track, low-income	Spring	5996	16990	12713	-0.285	-5.598*	
						(3.104)	(2.562)	
		Fall	8000	163347	88358		0.545	2.143
							(2.864)	(1.819)
	OTMI: On-track, middle-income	Spring	9996	24989	17975	-0.187	2.269	
						(2.821)	(1.975)	
		Fall	8000	218346	118200			2.587
								(1.733)
	First-generation	Fall	6000	6473	8097			-1.465
								(2.513)
2017	HALI: High-achieving, low-income	Spring	3582	7164	8401	-3.538		
						(3.013)		
	HAMI: High-achieving, middle-income	Spring	2700	10798	10284		-2.944	
							(2.978)	
	OTLI: On-track, low-income (tagged)	Spring	10000	42807	25321		0.883	0.218
							(2.149)	(1.975)
	OTLI2: On-track, low-income (SAT fee waiver)	Spring	9981	48000	37789	0.964		
						(1.659)		
	OTMI: On-track, middle-income	Spring	10000	104187	63562		-1.996	-1.592
							(1.832)	(1.515)

Notes. + p<0.1, * p<0.05, ** p<0.01. Estimates come from a linear regression of randomly-assigned treatment status on college-level freshmen SAT. Sample restricted to 785,752 students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency.

Appendix Table 7. SAT score sending and postsecondary enrollment outcomes, heterogeneous outcomes

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				Barrons' selectivity category[a]			Attend college on starter list (2017 cohort only)				
	N	RYCP	Aspen	Top 1	Top 2	Top 3	Any	Reach	Fit	Safety	BISPO[b]
High-achieving	92640	-0.000	-0.001	-0.002	-0.002	-0.003	-0.004	-0.001	-0.003	-0.002	-0.004
		(0.003)	(0.004)	(0.002)	(0.003)	(0.003)	(0.007)	(0.003)	(0.006)	(0.005)	(0.005)
On-track	680639	0.000	0.002	-0.000	0.000	0.000	0.000	0.000	0.001	-0.001	-0.001
		(0.001)	(0.002)	(0.000)	(0.001)	(0.001)	(0.003)	(0.002)	(0.002)	(0.001)	(0.001)
Ethnicity: White or Asian	472834	-0.001	-0.000	-0.001	-0.001	-0.001	-0.004	-0.004+	0.000	-0.001	-0.002
		(0.001)	(0.002)	(0.001)	(0.001)	(0.002)	(0.004)	(0.002)	(0.003)	(0.002)	(0.002)
Ethnicity: African-American or Hispanic	254231	0.003+	0.005+	0.001	0.002	0.001	0.002	0.005+	-0.002	-0.002	-0.001
		(0.002)	(0.002)	(0.001)	(0.002)	(0.002)	(0.004)	(0.002)	(0.003)	(0.002)	(0.002)
Female	428144	-0.001	-0.000	0.000	0.001	0.002	0.001	0.002	0.000	-0.002	-0.003
		(0.002)	(0.002)	(0.001)	(0.001)	(0.002)	(0.004)	(0.002)	(0.003)	(0.002)	(0.002)
Male	355654	0.001	0.003	-0.001	-0.002	-0.004*	-0.002	-0.002	0.000	0.000	0.001
		(0.002)	(0.002)	(0.001)	(0.001)	(0.002)	(0.004)	(0.002)	(0.003)	(0.002)	(0.002)
HS type: Feeder[c]	200548	-0.003	-0.001	-0.002	-0.000	-0.002	0.009+	0.001	0.006	-0.001	0.002
		(0.002)	(0.003)	(0.001)	(0.002)	(0.003)	(0.005)	(0.003)	(0.005)	(0.002)	(0.003)
HS type: Non-feeder	585204	0.001	0.002	-0.000	-0.000	0.000	-0.004	-0.000	-0.002	-0.001	-0.002
		(0.001)	(0.002)	(0.001)	(0.001)	(0.001)	(0.003)	(0.002)	(0.003)	(0.001)	(0.002)
Location: City or suburb	544892	-0.001	0.000	-0.001	0.000	-0.000	0.000	-0.001	0.002	-0.001	-0.001
		(0.001)	(0.002)	(0.001)	(0.001)	(0.002)	(0.003)	(0.002)	(0.003)	(0.001)	(0.002)
Location: Town or rural	182874	0.001	0.002	-0.001	-0.003+	-0.002	-0.003	0.004	-0.005	-0.001	-0.003
		(0.002)	(0.003)	(0.001)	(0.002)	(0.003)	(0.006)	(0.003)	(0.005)	(0.003)	(0.003)

Notes. + p<0.1, * p<0.05, ** p<0.01. a Barron's selectivity categories 1, 2, and 3 refer to "most competitive", "highly competitive plus", and "highly competitive", respectively. b BISPO refers to the "best in-state public option", as defined in the text. [c] Feeder schools are either (i) magnet schools or (ii) had 30 or more high-achieving (top 10%) SAT students in the 2015 cohort. cEstimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency.

Appendix Table 8. SAT score sending and postsecondary enrollment outcomes, heterogeneous outcomes

			(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)	(9)
			Score sends				Initial attendance		College quality		College cost	
	N		Total	Average SAT	Min SAT	Max SAT	Two-year	Four-year	College SAT	Six-year bachelor's rate	Cost of attendance	Net cost, family income <= $48K
High-achieving	92640	Mailers plus	0.084+	0.724	0.786	0.899	0.002	-0.001	0.163	0.001	-160.752	3.558
			(0.044)	(1.077)	(1.226)	(1.187)	(0.002)	(0.003)	(1.251)	(0.002)	(150.113)	(67.917)
		Mailers	0.045	1.718	1.545	1.185	0.002	-0.008*	1.052	0.002	-366.798*	-114.112
			(0.048)	(1.201)	(1.367)	(1.323)	(0.002)	(0.004)	(1.373)	(0.002)	(165.639)	(74.946)
		Emails	0.003	-0.479	-2.002	0.180	0.001	-0.002	-2.742	-0.001	-278.716	-55.770
			(0.091)	(2.188)	(2.491)	(2.410)	(0.004)	(0.007)	(2.624)	(0.003)	(307.880)	(139.313)
On-track	680639	Mailers plus	0.167**	0.339	-3.535**	4.486**	0.003	-0.006	0.918	0.001	-135.742	-102.726+
			(0.027)	(0.982)	(1.020)	(1.328)	(0.003)	(0.004)	(1.173)	(0.002)	(110.670)	(59.872)
		Mailers	0.038+	0.216	-0.842	1.088	0.001	-0.001	-0.058	-0.000	-64.084	-0.859
			(0.020)	(0.807)	(0.839)	(1.092)	(0.002)	(0.003)	(0.892)	(0.001)	(82.144)	(44.446)
		Emails	0.051**	-0.345	-1.606*	0.796	-0.001	0.003	0.551	-0.000	52.785	78.822*
			(0.017)	(0.728)	(0.757)	(0.984)	(0.002)	(0.003)	(0.799)	(0.001)	(73.152)	(39.582)
Ethnicity: White or Asian	472834	Mailers plus	0.074**	0.554	0.471	1.884	0.002	-0.001	0.182	0.000	-169.541	-31.040
			(0.027)	(0.877)	(0.924)	(1.148)	(0.002)	(0.004)	(0.959)	(0.001)	(106.948)	(56.150)
		Mailers	0.006	0.667	0.789	0.725	0.002	-0.004	-0.185	-0.000	-121.190	10.127
			(0.022)	(0.809)	(0.852)	(1.059)	(0.002)	(0.003)	(0.855)	(0.001)	(91.500)	(48.043)
		Emails	0.014	-0.681	-1.223	-0.017	0.002	0.001	-1.359	-0.001	-0.438	79.420+
			(0.021)	(0.806)	(0.849)	(1.055)	(0.002)	(0.003)	(0.850)	(0.001)	(86.950)	(45.657)
Ethnicity: African-American or Hispanic	254231	Mailers plus	0.229**	-0.078	-4.821**	3.887*	0.004	-0.008+	1.876	0.003	111.272	19.870
			(0.038)	(1.256)	(1.330)	(1.633)	(0.004)	(0.005)	(1.608)	(0.002)	(145.336)	(76.796)
		Mailers	0.083*	0.600	-1.380	1.665	0.002	-0.003	2.773+	0.003	-98.244	-97.737
			(0.032)	(1.220)	(1.292)	(1.587)	(0.003)	(0.004)	(1.488)	(0.002)	(127.432)	(67.356)
		Emails	0.084**	0.438	-1.583	1.714	-0.002	0.000	4.148**	0.004*	8.143	10.286
			(0.030)	(1.163)	(1.232)	(1.513)	(0.003)	(0.004)	(1.416)	(0.002)	(118.527)	(62.654)
Female	428144	Mailers plus	0.132**	1.844+	-0.509	4.244**	0.001	-0.003	1.481	0.002	-56.428	-14.414
			(0.030)	(0.945)	(0.991)	(1.250)	(0.003)	(0.004)	(1.112)	(0.002)	(116.619)	(61.042)
		Mailers	0.065**	0.922	-0.434	2.438*	0.001	0.001	0.581	0.000	-89.304	0.759
			(0.025)	(0.881)	(0.924)	(1.165)	(0.002)	(0.003)	(0.987)	(0.001)	(99.017)	(51.839)
		Emails	0.036	-0.532	-1.816*	0.721	0.001	0.002	-0.358	-0.001	-88.937	22.115
			(0.023)	(0.848)	(0.889)	(1.121)	(0.002)	(0.003)	(0.948)	(0.001)	(91.852)	(48.086)
Male	355654	Mailers plus	0.121**	-1.129	-2.387*	0.741	0.004	-0.002	-0.605	0.000	-170.190	-61.709
			(0.030)	(1.030)	(1.099)	(1.331)	(0.003)	(0.004)	(1.170)	(0.002)	(118.259)	(62.939)
		Mailers	0.008	0.432	0.224	-0.358	0.002	-0.006+	-0.286	0.000	-224.898*	-79.806
			(0.025)	(0.972)	(1.037)	(1.255)	(0.002)	(0.003)	(1.071)	(0.002)	(103.233)	(54.947)
		Emails	0.051*	0.338	-0.693	0.835	-0.002	0.002	1.234	0.002	84.892	84.717
			(0.024)	(0.975)	(1.041)	(1.260)	(0.002)	(0.003)	(1.079)	(0.002)	(99.360)	(52.896)

Appendix Table 8. SAT score sending and postsecondary enrollment outcomes, heterogeneous outcomes (continued)

			(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)	(9)
			Score sends				Initial attendance		College quality		College cost	
	N		Total	Average SAT	Min SAT	Max SAT	Two-year	Four-year	College SAT	Six-year bachelor's rate	Cost of attendance	Net cost, family income <= $48K
HS type: Feeder[a]	200548	Mailers plus	0.070+	-0.330	-0.933	1.002	0.003	-0.003	-0.616	-0.000	-302.645*	-70.395
			(0.042)	(1.119)	(1.248)	(1.408)	(0.003)	(0.005)	(1.330)	(0.002)	(149.457)	(77.450)
		Mailers	0.052	0.201	-0.014	0.306	0.003	-0.004	-0.155	-0.000	-328.646*	-40.361
			(0.037)	(1.072)	(1.196)	(1.349)	(0.003)	(0.004)	(1.253)	(0.002)	(135.692)	(70.329)
		Emails	0.060	0.353	-1.166	0.557	-0.003	-0.000	1.398	0.002	-88.572	70.619
			(0.038)	(1.134)	(1.265)	(1.427)	(0.003)	(0.004)	(1.334)	(0.002)	(135.999)	(70.487)
HS type: Non-feeder	585204	Mailers plus	0.151**	0.888	-1.644+	3.502**	0.002	-0.002	1.109	0.002	-27.585	-20.035
			(0.024)	(0.880)	(0.912)	(1.173)	(0.002)	(0.003)	(1.007)	(0.001)	(100.551)	(53.445)
		Mailers	0.023	0.718	-0.347	1.329	0.001	-0.003	0.163	0.000	-84.474	-34.320
			(0.020)	(0.815)	(0.844)	(1.086)	(0.002)	(0.003)	(0.883)	(0.001)	(84.227)	(44.774)
		Emails	0.033+	-0.466	-1.468+	0.712	0.000	0.003	-0.217	-0.001	21.337	44.260
			(0.018)	(0.772)	(0.799)	(1.028)	(0.002)	(0.003)	(0.837)	(0.001)	(77.624)	(41.267)
Location: City or suburb	544892	Mailers plus	0.115**	0.106	-1.912*	2.293*	0.003	-0.004	-0.279	-0.000	-209.951*	-83.647+
			(0.025)	(0.782)	(0.840)	(1.012)	(0.002)	(0.003)	(0.914)	(0.001)	(95.003)	(50.240)
		Mailers	0.043+	0.161	-0.733	0.598	0.001	-0.003	-0.372	-0.001	-201.308*	-41.965
			(0.022)	(0.749)	(0.804)	(0.969)	(0.002)	(0.003)	(0.841)	(0.001)	(83.867)	(44.360)
		Emails	0.053*	0.323	-1.132	1.198	-0.001	0.002	0.389	0.000	-22.318	45.370
			(0.021)	(0.741)	(0.796)	(0.959)	(0.002)	(0.003)	(0.834)	(0.001)	(79.777)	(42.198)
Location: Town or rural	182874	Mailers plus	0.135**	2.392	1.285	4.819*	-0.000	-0.002	2.537	0.005+	183.758	132.676
			(0.041)	(1.691)	(1.710)	(2.328)	(0.005)	(0.007)	(1.806)	(0.003)	(179.199)	(95.179)
		Mailers	0.016	2.078	2.354	2.216	0.004	-0.007	1.244	0.003	-64.465	-20.153
			(0.031)	(1.451)	(1.467)	(1.998)	(0.004)	(0.005)	(1.487)	(0.002)	(139.793)	(74.244)
		Emails	0.016	-1.787	-1.338	-1.844	0.003	0.001	-0.654	-0.000	-4.385	55.432
			(0.029)	(1.362)	(1.377)	(1.875)	(0.003)	(0.005)	(1.398)	(0.002)	(127.994)	(67.987)

Notes. + p<0.1, * p<0.05, ** p<0.01. [a] Feeder schools are either (i) magnet schools or (ii) had 30 or more high-achieving (top 10%) SAT students in the 2015 cohort. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency.

Appendix Table 9. SAT score sending and postsecondary enrollment outcomes, heterogeneous outcomes

		(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)	(9)
		Score sends				Initial attendance		College quality		College cost	
	N	Total	Average SAT	Min SAT	Max SAT	Two-year	Four-year	College SAT	Six-year bachelor's rate	Cost of attendance	Net cost, family income <= $48K
All students											
High-achieving, low-income (HALI)	26752	0.067	2.541	2.880	1.982	-0.003	0.001	1.755	0.003	-277.733	-62.377
		(0.069)	(1.628)	(1.883)	(1.740)	(0.002)	(0.005)	(1.862)	(0.002)	(240.956)	(110.156)
High-achieving, middle-income (HAMI)	41992	0.011	1.537	0.646	2.249	0.003	-0.004	1.083	0.003	-190.644	4.217
		(0.057)	(1.435)	(1.615)	(1.588)	(0.002)	(0.005)	(1.647)	(0.002)	(194.799)	(86.752)
On-track, low-income (OTLI)	207282	0.046	-0.588	-1.475	-0.253	-0.004	0.009*	-0.435	0.000	67.966	162.281*
		(0.031)	(1.240)	(1.290)	(1.652)	(0.003)	(0.004)	(1.390)	(0.002)	(131.986)	(71.201)
On-track, middle-income (OTMI)	361871	0.001	0.653	-0.173	1.636	0.002	-0.005	2.057+	0.001	-5.730	2.008
		(0.023)	(0.986)	(1.021)	(1.329)	(0.002)	(0.003)	(1.061)	(0.002)	(98.726)	(53.259)
Feeder schools only											
High-achieving, low-income (HALI)	14228	0.106	1.423	3.059	0.965	-0.000	0.001	2.661	0.003	-456.394	-61.827
		(0.088)	(2.407)	(2.709)	(2.649)	(0.003)	(0.008)	(2.691)	(0.003)	(319.250)	(151.403)
High-achieving, middle-income (HAMI)	25528	-0.009	1.007	-0.453	2.213	0.003	-0.005	-0.930	-0.000	-224.189	-17.562
		(0.066)	(1.977)	(2.130)	(2.263)	(0.003)	(0.006)	(2.193)	(0.003)	(238.231)	(110.416)
On-track, low-income (OTLI)	151175	0.050	-0.471	-0.655	-0.475	-0.002	0.012*	1.307	0.002	202.037	202.888*
		(0.035)	(1.530)	(1.567)	(2.063)	(0.004)	(0.005)	(1.688)	(0.002)	(157.573)	(84.927)
On-track, middle-income (OTMI)	285571	0.001	0.521	-0.872	2.284	0.001	-0.002	0.969	-0.000	21.238	21.735
		(0.025)	(1.162)	(1.184)	(1.586)	(0.003)	(0.004)	(1.220)	(0.002)	(112.195)	(60.611)

Notes. + p<0.1, * p<0.05, ** p<0.01. [a] Feeder schools are either (i) magnet schools or (ii) had 30 or more high-achieving (top 10%) SAT students in the 2015 cohort. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Sample restricted to students: (i) in the high school cohorts of 2016 and 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency.

Appendix Table 10. SAT score sending and postsecondary enrollment outcomes for 2017 cohort high-achieving and on-track non-waiver students, by variation in brochure messaging campaign

	(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Score sends				Initial attendance		College quality		College cost	
	Total	Average SAT	Min SAT	Max SAT	Two-year	Four-year	College SAT	Six-year bachelor's rate	Cost of attendance	Net cost, family income <= $48K
Variations in brochure messaging										
Group: Tagged HAMI, OTLI, OTMI students										
Cost and Scorecard data	-0.060+	0.614	0.765	-0.414	0.004	-0.004	-0.377	-0.001	-325.466*	-132.153+
	(0.035)	(1.365)	(1.431)	(1.855)	(0.004)	(0.005)	(1.536)	(0.002)	(143.621)	(76.937)
Cost and no Scorecard data	-0.035	-0.030	-0.435	0.114	-0.003	-0.004	-1.661	-0.003	-175.083	-84.699
	(0.035)	(1.366)	(1.433)	(1.858)	(0.004)	(0.005)	(1.532)	(0.002)	(143.860)	(77.033)
Social fit and Scorecard data	0.003	1.384	1.553	0.265	-0.002	0.003	-0.521	-0.001	-65.664	37.989
	(0.035)	(1.361)	(1.427)	(1.850)	(0.004)	(0.005)	(1.521)	(0.002)	(143.217)	(76.712)
Social fit and no Scorecard data	0.003	0.427	1.054	-1.511	0.001	-0.009+	1.102	0.004+	-247.345+	-231.389**
	(0.035)	(1.358)	(1.424)	(1.846)	(0.004)	(0.005)	(1.539)	(0.002)	(143.580)	(76.888)
Baseline means	2.80	1227	1126	1328	14.4%	58.7%	1200	61.4%	$27,341	$12,480
Baseline st. dev.	3.52	110	113	143	35.1%	49.2%	120	17.2%	$11,539	$6,038
N	180492	99773	99773	99773	180492	180492	99167	105968	121608	121447

Notes. + p<0.1, * p<0.05, ** p<0.01. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Baseline means and standard deviations calculated from control group students who did not receive treatment. Sample restricted to students: (i) in the high school cohorts of 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by an algorithm incorporating self-reported income, high school attended, and geographic residency, but not SAT fee waiver usage.

Appendix Table 11. Utilization of Big Future website, 2017 cohort

	(1)	(2)	(3)
	Accessed pre-populated college starter list	Added at least one school to college starter list	Accessed list or added at least one school
Treatment	0.332**	-0.011**	0.165**
	(0.002)	(0.002)	(0.003)
Treated Categories			
Mailers Plus	0.469**	-0.007+	0.224**
	(0.004)	(0.004)	(0.005)
Mailers	0.254**	-0.012**	0.128**
	(0.003)	(0.003)	(0.004)
Email	0.259**	-0.015**	0.134**
	(0.003)	(0.003)	(0.004)
Baseline means	0.1%	25.7%	25.8%

Notes. + p<0.1, * p<0.05, ** p<0.01. Estimates come from a linear regression of randomly-assigned treatment status on the outcomes listed. Baseline means and standard deviations calculated from control group students who did not receive treatment. Sample restricted to 249,219 students: (i) in the high school cohort of 2017; (ii) identified as high-achieving or on-track based on PSAT/SAT performance in the top 10% or 50% of the national distribution, respectively; and (iii) low- and middle-income students, as identified by SAT fee waiver usage and an algorithm incorporating self-reported income, high school attended, and geographic residency. Treatment type indicates whether students received outreach primarily in the form of emails, mailed brochures, or brochures with extra outreach opportunities.

Appendix 1. Experimental Design

This appendix provides more complete details regarding the experimental design and aspects of the treatment conditions. For readability, it reproduces some descriptions found in the main text. Sample mailers are default production copies that occasionally include superfluous language on font sizes or other graphical details.

Sample Selection

The experiments relied primarily on students who took the PSAT or SAT during their 11th grade year, who were then identified as academically "high-achieving" or "on-track" based on their exam scores being in the top 10% or 50%, respectively. Students in the class of 2017 predominately took the newly redesigned SAT and PSAT, leading to new cut scores. In the class of 2016, students were identified as "high-achieving" if they scored at least (1) 125 (out of 160) on the sum of their Critical Reading and Math sections of the PSAT, or (2) 1250 (out of 1600) on the sum of their SAT Critical Reading and Math sections. "On-track" students scored at least: (1) 130 (out of 240) on the Critical Reading, Math, and Writing sections of the PSAT in 10th grade; (2) 140 (out of 240) on the Critical Reading, Math, and Writing sections of the PSAT in 11th grade; or (3) 1500 (out of 2400) on the Critical Reading, Math, and Writing sections of the SAT (aligned to minimum college-readiness benchmarks). In the 2017 cohort, students were identified as "high-achieving" if they scored at least: (1) 1280 (out of 1600) on the Evidence-Based Reading and Writing and Math sections of the PSAT, or (2) 1310 (out of 1600) on the Evidence-Based Reading and Writing and Math sections of the SAT. "On-track" students scored at least: (1) 1010 (out of 1600) on the Evidence-Based Reading and Writing and Math sections of the PSAT, or (2) 1090 (out of 1600) on the Evidence-Based Reading and Writing and Math sections of the SAT. These latter two points were included as they were considered aligned to minimum college-readiness benchmarks.

Only students identified as low- or middle-income were eligible for the intervention. PSAT and SAT questionnaire data either do not ask for income levels or may be subject to non-response, thus limiting the ability to accurately identify students who are likely to enter college with financial need. To handle this, we relied on two approaches. First, we considered students to be low-income if they received a College Board SAT fee waiver. Eligibility for fee waiver status could occur through a variety of methods, most commonly National Student Lunch Program eligibility, receipt of public assistance, or participation in an authorized program serving low-income students (e.g., Upward Bound).[21] As these qualifications rely on students sharing this potentially sensitive information with their school counselors, not all low-income students who would qualify for a fee waiver are identified. The College Board supplements fee waiver information by developing a

[21] Students are eligible for fee waivers if they: enrolled in or eligible to participate in the National School Lunch Program (NSLP); the student's annual family income falls within the Income Eligibility Guidelines set by the USDA Food and Nutrition Service; enrolled in a federal, state, or local program that aids students from low-income families (e.g., Federal TRIO programs such as Upward Bound); were receiving public assistance; lived in federally subsidized public housing or a foster home; are homeless, a ward of the state, or an orphan.

methodology to identify low- and middle-income students through an algorithm that includes student self-reported data on the SAT's student data questionnaire (SDQ), high school attended, and census tract. Low-income students were identified then by either receipt of an SAT fee waiver or an estimated annual income below approximately $40,000 (2016 cohort) or $58,000 (2017 cohort); moderate-income students were identified based on incomes below approximately $77,000 per year, but above the low-income threshold.

Each student was then assigned to one of four groups based on the interaction of these academic and income measures: high-achieving, low-income (HALI), high-achieving, middle-income (HAMI), on-track, low-income (OTLI), and on-track, middle-income (OTMI). The interventions focused on these groups for two primary reasons. First, we felt that the typical college information we could provide, such as costs (e.g., net tuition) and benefits (e.g., graduation rates), was more accurate for "on-track" students, who were more likely to start college at traditional four-year colleges without the need for developmental education. Second, prior research shows large differences in college enrollment patterns by income for academically strong students (e.g., Hoxby and Avery (2013)).

Experimental Background

College Board ran two pilot studies for the high school classes of 2014 and 2015, before beginning full-scale operations for the experiments we study in the 2016 and 2017 cohorts. At a basic level the 2016 and 2017 experiments, for which we present results in this paper, consisted of three main interventions, though as we discuss below there is some nuance within these broad categories. The first treatment is referred to as "mailers" (or "brochures"), which were hard copy mailings to students at their homes that aggregated relevant information on key elements of the college application process. Example assistance included a personalized college "starter list" of potential postsecondary institutions, as well as information about the admission and financial aid application processes, guidance on evaluating academic, financial, and social fit, and checklists to help students manage the college application process without missing steps. There was some variation in mailer format and messaging across students or years, and sample mailers are provided in online appendices. The second treatment is referred to as "mailers plus", where the "plus" indicates additional services that could include things like direct outreach to help in the college application (e.g., text messaging, small doses of virtual advising) or small financial incentives (e.g., free SAT score sends or college application fee waivers). The third treatment provided information through biweekly emails rather than mailers, and provided students with links that directed them to College Board websites where they could receive additional advice on the college application process. In the 2016 cohort, students assigned to this treatment arm were automatically opted into these emails, though control group students could receive them as well if they signed up. In 2017 students assigned to the email treatment were also provided a personalized college starter list on the BigFuture website (described below), whereas control group students started their college search from a blank slate. This third treatment arm was the largest in scope and was intended to measure whether lower cost digital information provision could effect change at scale.

College starter lists consisted on twelve colleges selected by a College Board algorithm, which was intended to provide a "balanced list" for students that included 6 academic reach colleges, 4 fit colleges and 2 safety colleges. Reach colleges are defined as institutions where the student's SAT score falls below the college's 25th percentile or where less than 20 percent of applicants receive offers of admission. Match colleges are those where a student's SAT scores falls within institutional interquartile SAT ranges, and safety colleges are those where the student's SAT score exceeds the institution's 75th percentile. The exact colleges selected were identified using an algorithm that ranked colleges based on the likelihood of earning a bachelor's degree for similar scoring students from the same county, a measure we developed using NSC data. Each list also contained a college that we classified as a "best in-state public option", the public "non-reach" institution with the highest average SAT score in the students' state of residence. These starter lists were intended to kick-start informed college search and exploration, as well as introduce students to the concept of a college application portfolio with balanced risk.

Across experiments, the College Board also encouraged students to log on and interact with the BigFuture website. BigFuture is a free online tool to provide students with comprehensive, step-by-step guidance in the college application process. Students can use BigFuture to search for and compare colleges, find scholarships, understand financial aid, navigate the college application process from start to finish, and receive personalized deadline reminders, tips, and guidance along the way. By creating a College Board account, students can use BigFuture to manage their personal college list, save scholarship searches, compare college costs, and more. Students assigned to treatment had their starter college list from the intervention materials pre-loaded in the BigFuture website, and they received a pop-up letting them know that we had added colleges to their list the first time they logged on.

Initial Pilots for 2014 and 2015 cohorts

The initial pilots produced a few themes that influenced the subsequent work. The College Board began with a number of campaigns that encouraged students to expand their college application portfolios. The RYCP campaign in these two initial pilot years was intended to provide high-achieving, low-income students with personalized information about more selective institutions and encourage these students to apply to at least 8 colleges. A separate "Apply to Four or More" campaign was designed to encourage students who were academically on-track for college but not high-achieving by providing more generic information about the college application process and encouragement to apply to at least 4 colleges. These campaigns were sometimes supported by the elimination of small financial barriers, such as college application fee waivers. One general consequence of identifying 11th grade students is that there is a two-year gap between when a student is identified for treatment and when researchers can observe college attendance outcomes through NSC. This lag led to a reliance on qualitative feedback on program effectiveness in the early years, with much of the year to year changes deriving from communication with stakeholders as to the effectiveness of the materials and services provided. Based on constituent feedback from the first two years, the mailers in the pilot experiments were redesigned to be less dense and broken

down into multiple, distinct mailings that delivered information "just in time" for exploration, application, and financial aid rather than delivering all information in a single, large mailer.

Outreach for 2016 cohort

The 2016 high school cohort was the first experiment taken to scale, where the College Board had internalized the relevant low- and moderate-income tagging processes and felt the lessons from previous mailings were sufficiently strong to warrant wide-spread delivery. Appendix Figure 1 shows the timeline for delivery of materials. The first round of high-achieving and on-track students were identified in February 2015 from their 10th or 11th grade PSAT taken in October 2013 or 2014, with a second round of students identified in July 2015 from Spring SAT administrations in 2015.[22] In addition to the four primary groups (e.g., HALI, etc.), the College Board delivered the intervention to an additional group of approximately 12,000 high-achieving or on-track SAT-taking students who were identified as first-generation but whose income status identified them as above middle-income. These students were identified in the second round and treated students were only provided access to the low-cost email version of the informational intervention.

Students in the first round who were assigned to receive mailers got three separate mailings: May 2015 (right before the summer leading into their 12th grade year), September 2015 (at the start of 12th grade), and January 2016 (halfway through their 12th grade year). In the spring 2015 mailing, students received a personalized starter list of 12 colleges (the selection of the colleges is described above). The mailing also had information to help students evaluate the financial, academic, or "other" (e.g., distance from home, college size) fit of these starter list colleges, as well as actions to take over the summer to help students prepare for the application process. These actions included visiting nearby colleges, talking with their school counselor or an advisor about their college options, or talking to college students and recent graduates about their experiences, with a list of suggested questions and topics for discussion. Students were also encouraged to use this starter list as an entry point to the College Board's BigFuture website, where they could then create their own personalized list of colleges. The September 2015 mailing provided information about the admissions and financial aid application processes, timelines, and checklists to help students manage the application process. The final mailing in January 2016 to all students detailed the steps required to complete the FAFSA. Students identified for treatment in July 2015 received only the second two mailings, though aspects of the first mailing were incorporated into their second mailing so that all treated students received similar information. All HALI students also received four CAFW for RYCP colleges. Sample mailers and fee waivers for 2016 are shown in Appendix 2.

[22] Not all on-track students identified in the first round were assigned to treatment or control groups. Some were put aside and assigned to treatment or control in the second round (July 2015). On-track students who were set aside but whose subsequent SAT scores identified them as high-achieving later had their academic status updated, but their income status was assigned based on what was considered most accurate using data from their first SAT.

For the "mailers plus" treatment, the College Board offered students additional functionality with their starter college lists prepopulated into BigFuture, enabling the student to evaluate the academic fit of their colleges more easily. This included the "college list refinement tool", that provided visual feedback about that student's academic performance relative to the academic achievement levels of the colleges they added to their list, thus defining colleges as an academic reach, fit, or safety school (i.e., students were shown a bar graph of the 25th and 75th percentile SAT performance of incoming students from IPEDS, and where their score landed relative to that distribution). Students were encouraged to drag and drop colleges to and from their starter college list in BigFuture to craft their own portfolio of colleges.

As a second part of the mailer plus treatment, the College Board partnered with outside organizations to provide opportunities for counseling services through text-messaging or phone-based outreach activities. In 2016, the primary focus was to examine how to effectively partner with outside agencies and to see whether students were likely to volunteer for these services. The College Board was in the initial phase of getting permission to text and gather cell phone information, so every interaction with students required an affirmative opt-in, leading to very low take-up rates. One lesson from this approach was that take-up rates were higher in later years when students first opted-in broadly to text-message outreach in the initial stages of the project, and then were given the option to opt-out of additional services provided later.

The 2016 "mailer plus" outreach opportunities were typically one-time activities, such as a phone call for advising on college choice or to discuss financial aid in conjunction with their student aid report, rather than large campaigns that work directly with students over a longer time-frame. As take-up rates were consistently in the single digits, null results may speak more to students not utilizing these services rather than estimates of their effectiveness among treated individuals. The most effective outreach was for high-achieving students, for whom a random sample was invited to participate in a virtual advising program with an external service provider. This program paired HALI and HAMI students with a near-peer adviser to support them remotely throughout the admission and financial aid application processes, with the goal of enrolling them in an Aspen college. Approximately 7000 HALI or HAMI students opted-in to participate in the program.

The third and largest email treatment was directed primarily to hundreds of thousands of on-track students identified in the second round through their SAT performance. The primary focus was to promote well-rounded lists of colleges that served as safety, fit, or reach schools. One-third of the treated students received a bi-weekly email with key actions and milestones, often directing them to the College Board's BigFuture website. At the website, they could explore colleges, save a college list, and receive other information to help them with the admission and financial aid application processes. An additional one-third received the email and were randomly selected to interact with the college list refinement tool (described in the previous paragraph). The last one-third were emailed with an offer to receive text messages from the College Board; these texts would contain information from the BigFuture website that would discuss time-appropriate

activities to be completed during the college application process (e.g., applying for financial aid or completing college applications).[23]

Outreach for 2017 cohort

Outreach for the 2017 cohort was similarly divided into emails, mailers, and mailers plus as the three primary treatment arms, and the timeline is shown in Figure 1. Students were identified by their PSAT or SAT score in summer 2016, with initial packets mailed in late September and early October. One contextual note is that most of the students in this cohort took the newly designed SAT, first offered in March 2016. Sample mailers and fee waivers for 2017 are in Appendix 3 and sample emails in Appendix 4.

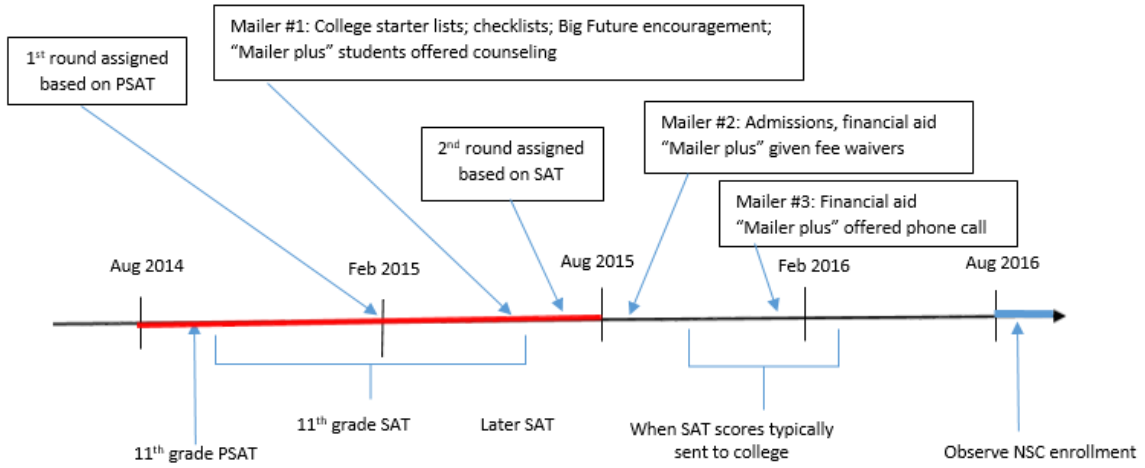
There were four key differences between the intervention materials deployed to the 2016 and 2017 cohorts. First, the College Board sent two mailers, not three. The first mailer focused on choosing a broad set of colleges and knowing key deadlines (similar to 2016 mailer one) and the second on financial aid (similar to 2016 mailer three). The omitted mailer was mostly reminders about important deadlines, and much of this information was migrated to the BigFuture website. The second difference was around messaging. The College Board worked with Ideas42 to enhance the mailers with messages based on knowledge developed in the behavioral science literature. The two primary messaging differences were intended to reduce concerns about cost by focusing on net price rather than sticker price ("Forget what you've heard about the cost of college") or social belonging ("Students like you go to great colleges like these"). Some students were also provided information on average salaries of graduates for the schools identified in the college lists, derived from the newly developed College Scorecard data. The third difference was the College Board provided more free services than in previous cohorts. Students using SAT fee waivers typically receive eight free SAT score sends and four college application fee waivers, but OTLI fee waiver students were randomly provided two or eight additional SAT score sends and zero, two, or eight additional college application fee waivers.[24] The last difference was not about the student experience but simply an improvement in the College Board's data collection. Primarily, the College Board created starter college lists for both the treatment and control group students in 2017, even though control students never received these starter lists. This allowed the College Board to test whether students were sensitive to the colleges listed, which could not be done for the 2016 cohort.

[23] The on-track students were divided into five groups, with one control and four treatment groups that each received a postcard with different messages aimed to induce take-up. There were no differences across groups and omit these results for brevity.

[24] Of the 195,000 treated on-track students, approximately 30,000 who opted into texting with the College Board were randomly assigned to a program designed by an external service provider, where students received ten text messages between November 2016 and September 2017. These text messages were an opportunity to engage directly with an adviser who could answer questions about various parts of the financial aid process. Of the 30,000 students, the service provider assigned one-half (15,000) to treatment and roughly 40% of treated students exhibited some level of meaningful engagement with an adviser on at least one question. Given the relatively small size of the experiment relative to the entire on-track group, we omit these results, which are currently under study.

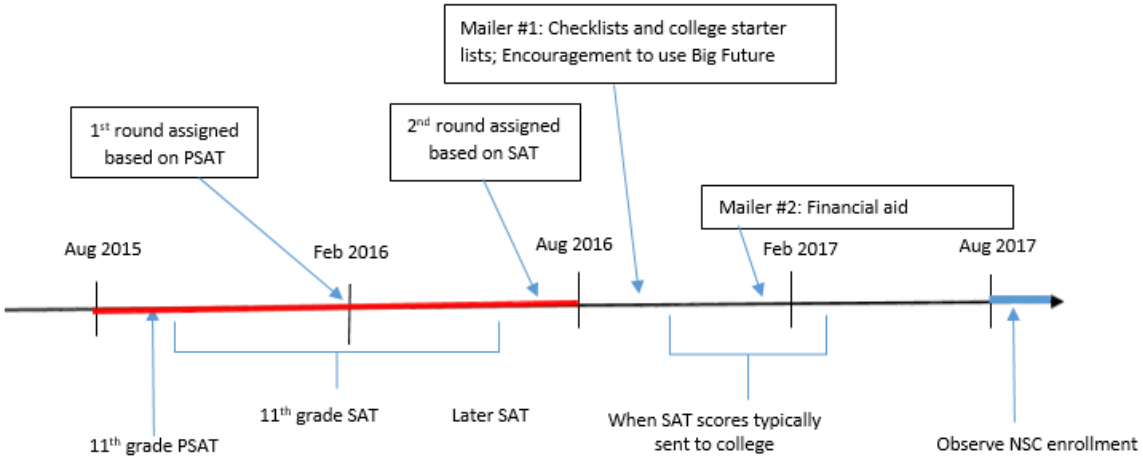
Appendix Figure 1. Timeline of interventions, 2016 and 2017 cohorts

2016 cohort timeline



= 11th grade
= 12th grade
= College

2017 cohort timeline



Appendix 2

Mailers /

Brochures 2016

Cohort

2016 Cohort

Spring Brochure

With Personalized College Starter List

CONGRATULATIONS

on your great performance on the PSAT/NMSQT®, Christopher!

Serifa Std 75 Black
30/34

We know there's a lot to consider when choosing a college — this brochure will help you get started. It's full of everything you need to keep the momentum going.

Inside, you'll find lots of quick tips on:

Finding the Right College for You

How to Build a College List

Make the Most of Your Summer

CollegeBoard

What's In Here and What to Do

how to use your starter list

start here

PERSONALIZED STARTER LIST FOR YOU

search and build your college list

LEARN HOW TO EXPLORE COLLEGES AND SAVE A COLLEGE LIST ON BIGFUTURE

make the most of your summer

USE THIS CHECKLIST TO STAY ON TRACK

How to Use Your Starter List

You performed well on the PSAT/NMSQT®, so you have a lot of options. Students who live near you and share your strong academic record graduated from the colleges listed on your starter list. We want you to find a college where you'll be just as successful, so we created a **personalized starter college list just for YOU.** Consider using the list of schools on the next page as a starting point for exploring colleges that will maximize your chances of success.

There is a lot of information on this list, so think about the following when reviewing your list.

- Look at the **graduation rates** to see if most students graduate in four or six years
- Look at **how much you are likely to pay** to attend this school, depending on family income
- Look at the **city and state**, and consider city size and distance from home
- Think about **who to discuss this list with** — school counselor, parents, friends — and get feedback on other college options you should consider
- Log in to or create your **college planning account at bigfuture.org** to explore more college options

Would you like to chat with someone about your list?

Check out the back of this booklet for a list of topics to discuss with a school counselor or other trusted adviser.

Start Here, Christopher!

Serifa Std 75 Black
29/30

Univers LT Std 55 Roman
8/10.5; 100% Black

COLLEGE	LOCATION	GRADUATION RATE[1] FOUR-YEAR	GRADUATION RATE[1] SIX-YEAR	S
Amherst College	Amherst, MA	89%	96%	
Harvard University	Cambridge, MA	87%	97%	
Dartmouth College	Hanover, NH	87%	95%	
Cornell University	Ithaca, NY	87%	93%	
Columbia University	New York City, NY	86%	93%	
New York University	New York City, NY	77%	84%	
Carnegie Mellon University	Pittsburgh, PA	74%	88%	
SUNY at Binghamton	Binghamton, NY	69%	81%	
Cooper Union	New York City, NY	68%	82%	
Stony Brook University	Stony Brook, NY	45%	66%	
St John's University	New York City, NY	36%	55%	
CUNY City College	New York City, NY	9%	42%	

1. Graduation rate data as well as the 25th and 75th percentiles of enrolled students' test scores are for the 2013-14 school year and come from the U.S. Department of Education.
2. Annual cost of attendance includes the full cost of tuition, fees, books, housing, food, and other expenses reported by colleges in the 2014-15 school year in the *Annual Survey of Colleges*. These costs are customized for you based on your home state.

This is your personalized starter college list.

Students who live near you and share your strong academic record graduated from the colleges listed below. Use this to "jump-start" your college search — **start here and then think big!**

MIDDLE 50% TEST SCORES			FULL PRICE ANNUAL COST OF ATTENDANCE[2]	WHAT YOU'LL LIKELY PAY ANNUALLY ("NET PRICE")[3]		
SAT CRITICAL READING	SAT MATH	ACT		BASED ON FAMILY INCOME $0–$30K	$30K–$48K	$48K–$75K
670–760	680–770	30–34	$46,574	$1,936	$8,389	$10,016
700–800	710–800	32–35	$42,292	$3,897	$2,977	$5,405
670–780	680–780	30–34	$46,752	$9,858	$4,870	$10,539
640–740	680–780	30–34	$45,358	$9,149	$10,539	$16,830
690–780	700–790	31–34	$49,138	$8,086	$3,514	$71,258
620–720	630–740	28–32	$44,848	$25,441	$28,643	$34,728
640–740	700–790	30–34	$47,642	$23,362	$24,802	$28,057
590–675	630–710	27–30	$13,304	$10,159	$12,613	$18,324
610–710	610–780	29–33	$41,400	$12,772	$12,399	$19,937
550–650	600–700	26–30	$13,965	$8,585	$10,717	$15,882
480–590	490–620	21–27	$37,260	$25,738	$26,226	$28,728
460–590	630–640	–	$9,344	$3,537	$6,028	$10,035

3. Net price — or what you'll likely pay — is estimated for 2014-15 using data from the U.S. Department of Education. Net price is the annual amount left after grants and scholarships, which can usually be managed by a combination of family resources, earnings from a campus job, and low interest rate loans.

– Data from other sources and different school years will be slightly different, so remember that the best source of information is each college's website.

Search and Build Your College List

The next step in your academic career is deciding where to apply to and attend college. Students like you who find a college that is a good fit for them typically apply to four to eight colleges.

When looking at colleges, consider the following:

ACADEMICS

What are the **average SAT® scores and GPAs of students admitted to the school?** Apply to colleges that are a good academic fit for you — whether they are a safe bet or a little out of reach.

GRADUATION RATE

Do most students graduate in four years? If not, why not?

SIZE

Do you want a smaller campus with smaller class sizes or a larger school with a wider variety of programs, such as a state university?

LOCATION

Do you prefer a big city, suburb, or small town?

NET PRICE

High posted prices do not necessarily equal high net prices for students and families. **Many colleges offer substantial financial aid awards to students with financial need,** so don't be deterred too much by high sticker prices when deciding where to apply to college.

MAJORS

Does the college offer a variety of majors that interest you?

SUPPORT PROGRAMS

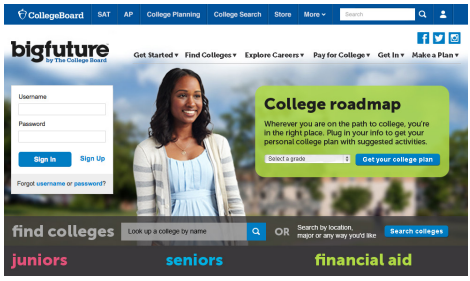
Does the school offer tutoring, cultural events, academic and financial aid counseling, or other support programs for you?

What the College Board can do for you:

By using bigfuture.org for your college search this summer, **we can provide you with personalized feedback on your choices.** Students who create a college list in BigFuture™ by August 30 will receive a personalized college application checklist this fall.

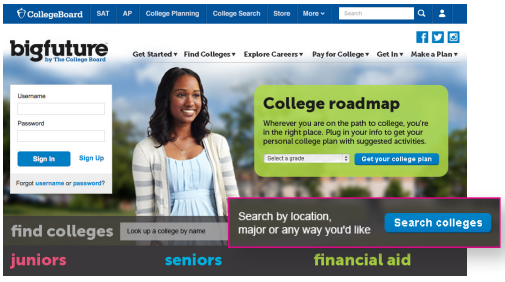
1 CREATE A FREE BIGFUTURE ACCOUNT

Visit **bigfuture.org** and sign up for a FREE account, or sign in with your existing College Board account.



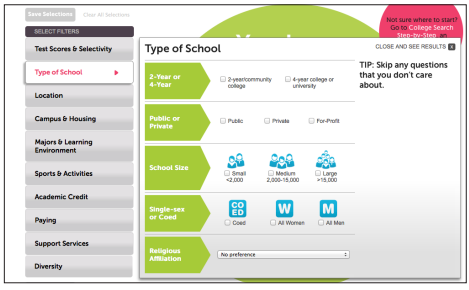
2 CLICK ON SEARCH COLLEGES BUTTON

Use this tool to find the right colleges for you. You can start by using similar filters that were used to create your starter college list, such as **test scores, locations, and paying.**



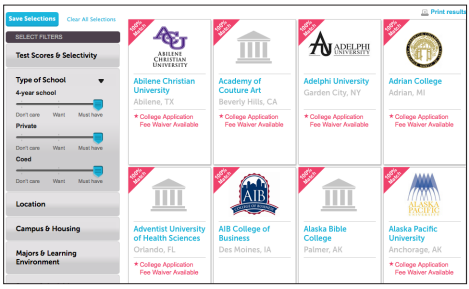
3 CHOOSE ADDITIONAL FILTERS

Add filters that are important to you — type of school, majors, support services, or campus diversity.



4 EXPLORE COLLEGES

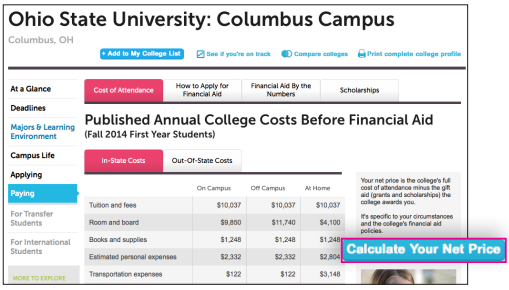
As you make your selections, the number of colleges that match your search is updated. The more options you select, the more refined your list of colleges becomes. Click on a college to learn more about it.



5 GET DETAILS ABOUT SPECIFIC SCHOOLS

On the "At a Glance" page, you'll get an overview of the school and a map showing its location. The box to the right shows you whether the college matches your preferences with a check mark.

The left menu provides additional topics you can explore about the school, including a "Calculate Your Net Price" link to the college's official net price calculator where you can generate the most personalized estimate of what you're likely to pay.

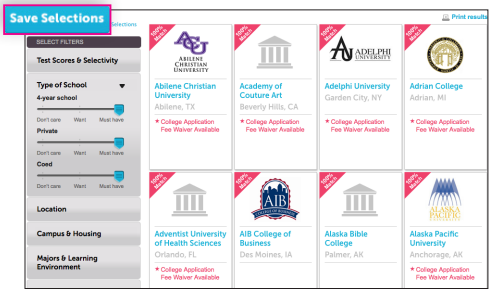


6 ADD TO YOUR COLLEGE LIST

Click the “Add to My College List” button located next to the college name to add this to your list of favorites to consider for application.

7 RECEIVE APPLICATION CHECKLIST

If you create a college list in BigFuture by August 30, the **College Board will send you an application checklist in the fall** to keep you on track with deadlines.



Make the Most of Your Summer

Make sure you're not behind in September by following this checklist over the summer to complete the important tasks to keep you on track.

Serifa Std 65 Bold
14/25 CMYK 100/45/0/18

Christopher's Summer Checklist

- ☑ **Review your personalized starter college list** included on pages 2 and 3.
- ☐ **Create a college list on bigfuture.org** to more deeply explore colleges and your personal priorities that will support your college decision.

- ☐ **Visit some local or convenient colleges.** Large and small, public and private — a visit to a college campus can help you decide if that type of college is right for you. Many schools offer virtual tours that you can view from anywhere.
- ☐ **Talk to college students and graduates** in your community and who you know to learn more about their experiences.
- ☐ **Set up your college visits.** Many colleges hold open houses and offer group tours. Check on bigfuture.org to learn how to organize a visit to the campus and to find a campus checklist with helpful questions to ask.

- ☐ **Save your college list on bigfuture.org by August 30 to receive feedback and direction from the College Board.**
- ☐ **Review your list with your school counselor or other adviser** to get feedback from someone who knows you and your academic background.
- ☐ **BONUS: Receive more personalized guidance from the College Board** in the fall on how to refine and finalize your college list, create an application plan, and more.

It may seem like there is a lot of work in applying to college, but you've already completed some really important steps. It may be helpful for you to discuss what's next with your school counselor or other trusted advisers. Here are some questions and topics you might find helpful:

- Are there other colleges you think I should consider?
- What colleges do other kids from our school attend? Do they complete their degrees there?
- Are there any college fairs at this school or nearby?
- Are there any colleges nearby that you would recommend I visit?
- Can you put me in touch with recent grads who currently attend the colleges on my starter list?
- Can you put me in touch with any alumni who have attended the colleges on my list or with other colleges that might be a fit for me?
- Any other suggestions you have for activities over the summer?

2016 Cohort

Spring Brochure

With Personalized College Starter List

Alternate last page:

College Point advising offer

It may seem like there is a lot of work in applying to college, but you've already completed some really important steps. It may be helpful for you to discuss what's next with your school counselor or other trusted advisers. Here are some questions and topics you might find helpful:

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- Any other suggestions you have for activities over the summer?

Want access to a FREE adviser to help you create your college list? You've got it.

Bloomberg Philanthropies' CollegePoint initiative works with some of the best college advising nonprofits to offer free, one-on-one college advising to talented hardworking students like you.

Advisers can help you to find colleges that are a great match for your interests and abilities, and to receive the financial aid for which you qualify.

They connect by phone, email, video chat, or text—whenever you're free and whatever works best for you.

To sign up text **START** to **646-362-6900***. Can't text? No problem. Sign up at **tinyurl.com/CollegePointAdvising.**

We have a limited number of spots, so respond NOW!

*Signing up by text means you agree to be contacted by one of the following college access organizations: College Advising Corps, College Possible, or Strive for College. College Advising Corps, College Possible, and Strive for College will not share, loan, or rent your mobile number to any third party without your consent. Message and data rates may apply. Text STOP to opt out or HELP for help. The program is administered by CollegePoint and is not a College Board program.

COLLEGEPOINT

2016 Cohort

Spring Brochure

With Personalized College Starter List

Alternate last page:

College Advising Corp advising offer

It may seem like there is a lot of work in applying to college, but you've already completed some really important steps. It may be helpful for you to discuss what's next with your school counselor or other trusted advisers. Here are some questions and topics you might find helpful:

- Are there other colleges you think I should consider?
- What colleges do other kids from our school attend? Do they complete their degrees there?
- Are there any college fairs at this school or nearby?
- Are there any colleges nearby that you would recommend I visit?
- Can you put me in touch with recent grads who currently attend the colleges on my starter list?
- Can you put me in touch with any alumni who have attended the colleges on my list or with other colleges that might be a fit for me?
- Any other suggestions you have for activities over the summer?

Have questions about your college list or what to do next?

The College Board is partnering with College Advising Corps, a national nonprofit, to offer a FREE one-on-one advising session to a select group of talented and hardworking students like you.

College Advising Corps advisers can help you find colleges that are a great match for your interests and abilities and answer any questions you have about the college application, admission, and financial aid processes. They will connect with students by phone, email, video chat, or text — whenever you're free and whatever works best for you.

Signing up is easy — Just text **TALK** to **30644*** or email **access@collegeboard.org**.

We have a limited number of spots, so respond NOW!

*Signing up by text means you agree to be contacted by the College Board or College Advising Corps. Message and data rates may apply. Text STOP to opt out, HELP for help.

College Advising Corps

2016 Fall Brochure

College Application Checklist

STARTING THE APPLICATION

- ☑ Learn about things to consider when finalizing your college list. For example, each college's graduation rate, location, support programs, and net price.
- ☑ Understand the essential components you need for your college applications.
- ☐ Take an admission test such as the SAT®.
- ☐ Find out if the college accepts online or paper applications.
- ☐ Download paper forms from the college's website.
- ☐ Create an account at **commonapp.org** or **universalcollegeapp.com**.
- ☐ Find out how many essays you need to write and how long they need to be.
- ☐ Find out if you qualify for an application fee waiver.
- ☐ Meet with your school counselor to request your high school transcript.
- ☐ Request letters of recommendation.
  - **TIP:** Find out how the letters need to be submitted (look in the application forms for instructions).

PREPARING THE APPLICATION

- ☐ Complete the college application forms.
  - **TIP:** Follow all instructions in the application materials.
  - **TIP:** Use exact name on all your forms.
- ☐ Write your personal essay.
- ☐ Proofread your essay for spelling and grammar.
- ☐ Check that your letters of recommendation are complete.

SENDING YOUR APPLICATION

- ☐ Make copies of all application materials.
- ☐ Send your admission test scores, if required.
- ☐ Pay the application fee (use a fee waiver if you qualify).
- ☐ Have your school counselor send your transcript.
- ☐ Have your recommenders send their letters.
- ☐ Sign and send your application.

AFTER SENDING YOUR APPLICATION

- ☐ Make sure the admission office received your application materials.
- ☐ Write thank-you notes to your recommenders.
- ☐ Request an interview (call the admission office).
- ☐ Visit the campus.

CollegeBoard

E3_868

Daniel, You're Ready!

Get Real Tips and Strategies for Your College Applications!

Realize Your College Potential and Get the Inside Scoop on How to:

- Finalize your college list
- Prepare and send your college applications
- Afford college
- Find scholarships

CollegeBoard

Finalize Your College List

How do you decide on your final college list? Great question! Below are some important ideas to consider as you narrow down your choices.

As you decide where to apply, consider the following:

ACADEMICS

What are the average SAT® scores and GPAs of students enrolled at the school? Do your SAT scores fall within, above, or below the average enrolled student at the college?

GRADUATION RATE

Do most students graduate in four years? **Graduation rates can help predict the typical student's chances of success.**

SIZE

Do you want a smaller or a larger campus?

LOCATION

Do you prefer a big city, suburb, or small town? Is it close to or far from home?

CAMPUS LIFE

Does the school offer cultural and social activities, such as student clubs and organizations, volunteer opportunities, or internships?

HOUSING OPTIONS

Do students live on or outside of campus (for example, in dorms or apartments)?

NET PRICE

High posted college prices — what is listed on the website — can be very different from "net price" or what each family actually pays. **Many colleges offer financial aid and scholarships to help students cover the full cost.** Some of the most expensive colleges offer the largest amounts of aid. So don't be deterred by high prices! Apply for admission and apply for aid to see what each college might cost for you, then make your decision about where to attend.

MAJORS & PROGRAMS

Does the college offer a variety of majors that interest you? Start by making a list of your interests, and then connect them to college majors and careers. Think about where you see yourself when you graduate. If you're not sure, that's okay, too. Your major and your career can change. **College is about exploration!**

SUPPORT PROGRAMS

Does the school offer tutoring, academic and financial aid advising, health services, or other support programs?

When you log into bigfuture.org, use this table to help organize your college list. It will help you keep track of your deadlines!

COLLEGE APPLICATION FEE WAIVER AVAILABLE	CSS/FINANCIAL AID PROFILE CODE (css.collegeboard.org)	MY FAMILY'S ESTIMATED NET PRICE (GO TO THE COLLEGE'S NET PRICE CALCULATOR)

Apply to at least four to eight colleges.

Here are some reasons why:

Saves you money
Colleges offer different scholarships and financial aid packages to help students pay for college. Consider these offers carefully.

Increases your odds of getting in
If you apply to only one or two colleges, you risk not getting into either school. If you apply to a balanced set of at least four to eight colleges, you have a much better chance of being admitted and having more options.

A good fit makes a difference
Students who apply to at least four to eight colleges increase their chances of finding a good academic, social, and financial fit. Colleges can be very different, and finding the right fit increases your chances of success and makes for a better experience.

Plan Your College Applications

GO TO THE COLLEGE'S WEBSITE

commonapp.org

APPLICATION DUE DATES

	COLLEGE	LOCATION	EARLY	REGULAR	COMMON APP ACCEPTED
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Apply to College

Follow the steps below to ensure that you've handled all the application requirements.

TALK TO YOUR SCHOOL COUNSELOR

Speak with him or her about your plans and applications. Find out which forms need to be sent by your school counselor.

GET ORGANIZED AND BEAT THE DEADLINE

Keep track of deadlines for completing essays, and sending letters of recommendation and high school transcripts. Mark these dates on your calendar, and avoid missing deadlines. **Not all colleges have the same deadlines!**

TAKE AN ADMISSION TEST

Many colleges require or recommend an entrance exam such as the SAT. You have another chance of taking one of these tests in the fall. **Be sure to send your SAT scores to the colleges on your list!**

ASK FOR LETTERS OF RECOMMENDATION

Pick two or three people who know you best — such as a teacher or a mentor — and ask them for letters of recommendation before you start your applications.

WRITE YOUR ESSAYS

Review your applications and make a list of the different essays you have to write. **Sometimes you can reuse and adjust the same essay depending on the school.**

CHOOSE CHALLENGING COURSES YOUR SENIOR YEAR

Your performance in your senior year shows admission officers that you can go on to succeed in college.

Prepare Your College Applications.

Below is a list of all the essentials you'll need for your applications.

Application forms and fees

Each college has its own application. Visit each college's website and either complete the application online or request a paper application. Most colleges prefer online applications because they are easier to review.

TIP: To fill out the application form, you may have to search for documents or get answers from your parents.

- The Common and Universal applications enable students to apply to several participating colleges by providing academic information, extracurricular activities, work history, essays, and recommendations online.

TIP: To check if any of the colleges on your list accept the Common or Universal application, go to **commonapp.org** or **universalcollegeapp.com.**

- Colleges may require you to pay an application fee. Fees are nonrefundable. If you can't afford to pay, colleges may waive your fee.

Admission Tests

Most colleges require or recommend that you send scores from tests such as the SAT. Colleges may also require you to take SAT Subject Tests™. Refer to each college's website or application to find its testing requirements.

TIP: December is usually the last month you can take a test that will be counted toward your college admission application.

- Keep in mind that you'll need to register at least four-to-five weeks before each test.

SAT Date	Registration Deadline
November 7	October 9
December 5	November 5

- Go online and find useful tips, advice, and resources that will help you prepare for the test: **sat.collegeboard.org.**

TIP: You'll receive four score reports every time you register for the SAT. This means you can have your test scores reported to four colleges for free. These four score reports must be used at the time of registration or up to nine days after the Saturday test date.

- The College Board provides fee waivers to eligible students for the SAT and SAT Subject Tests through forms provided by your school counselor or another school official. For more information about eligibility and how to obtain a fee waiver from the College Board, go to **sat.collegeboard.org/register/sat-fee-waivers.**

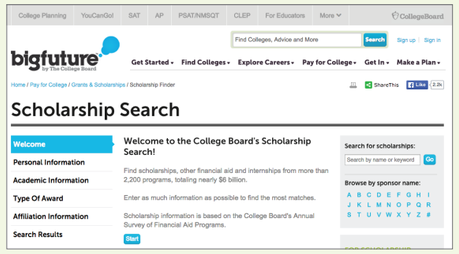
Find Scholarships

Start your scholarship search early.

Here are some ways to get started now:

- Almost every state has a grant or scholarship program for its residents, and the awards are usually limited to students who will attend college in that same state.
- National scholarships are open to people from across the country. Examples of national scholarships include those sponsored by:
  - Asian & Pacific Islander American Scholarship Fund
  - Hispanic Scholarship Fund
  - Jack Kent Cooke Foundation
  - The American Indian Graduate Center and American Indian Graduate Center Scholars
  - United Negro College Fund (UNCF)
- You may find scholarships sponsored by
  - Your church, mosque, synagogue, or other religious community
  - Local branches of organizations such as the Rotary Club or the Kiwanis
  - Parents' employers
  - Your employer
- Ask your school counselor or principal about awards for students graduating from your high school and for residents of your town, county, and state.
- Check out a college's website and financial aid materials for information on the scholarships it offers. Awards can be offered on a university-wide basis or within a particular college or major.

To search for scholarships, visit the College Board's Scholarship Search



bigfuture.org/scholarship-search

What are the different sources and types of financial aid?

Not all aid is the same and financial aid awards differ from student to student. Your financial aid offer may include grants, scholarships, loans, and work-study.

Grants

Grants do not have to be repaid and most are "need-based" — they are awarded based on your or your family's financial situation. You may get a grant from the federal government, your state's government, a private organization, or the college itself.

Scholarships

Scholarships do not have to be repaid. Most scholarships are "merit-based" — they are awarded to students for their academic performance, extracurricular achievement, or athletic ability. Many scholarships have requirements — maintaining a certain GPA, for example — that you have to follow to continue receiving aid.

Loans

Student loans must be repaid after you graduate from college. Most student loans are funded by the federal government and have low interest rates.

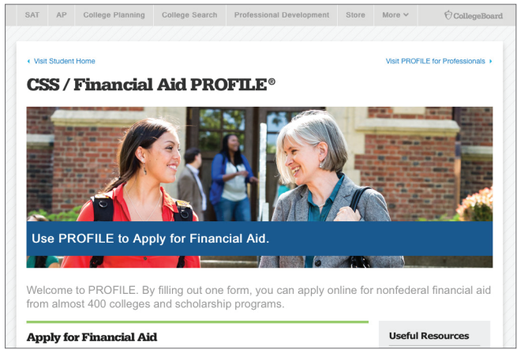
Work-Study

Work-study is a federal financial aid program that supports students through part-time work on or near campus. **You earn your own money to help pay college expenses** — like books and housing — while fitting your hours into your academic schedule.

How do I apply for aid?

To apply for most financial aid you'll need to:

- **Complete the Free Application for Federal Student Aid (FAFSA):** The FAFSA gives you access to grants, work-study, and loans from the federal government and other sources. Although the FAFSA may seem complex, there are many free resources to help you.
  - » **Jan. 1, 2016,** is the first day you can file the FAFSA, but you'll find it easier to complete if you file your tax returns first: **fafsa.ed.gov.**
- **Complete the College Board's CSS/Financial Aid PROFILE®:** The PROFILE is an online application that collects information used by hundreds of colleges and scholarship programs to award their financial aid dollars.
  - » To learn which colleges request the PROFILE and their application deadlines, go to **cssprofile.org.**
  - » There is an application fee for the PROFILE. Fee waivers are available to students who meet the income criteria.



FOCUS ON YOUR COLLEGE APPLICATIONS NOW. WE WILL SEND YOU MORE INFORMATION ABOUT APPLYING FOR FINANCIAL AID.

Personal Essay

The college essay matters: Your essay reveals something important about you that your grades and test scores cannot — your personality. Your essay can give admission officers a sense of who you are, as well as showcase your writing skills.

- **Get started by brainstorming:** Brainstorming about your personality traits and defining your strengths is a good place to begin your essay.
- **Be specific:** Give your essay focus by figuring out how the question relates to your personal qualities. Make sure everything you write supports that viewpoint. Show what you mean by describing your personal experience. For example, you can write about a summer job or volunteering and what you've learned from it.
- **Be YOU:** Colleges want to hear about what's important to you and how life experiences have shaped you as an individual.
- **Get feedback:** Show your draft essay to family or teachers. Ask if it makes sense and sounds like you. Consider their feedback and make changes, but keep your voice.

For more tips, go to:
bigfuture.org

Letters of Recommendation

Many schools require letters of recommendation from a teacher or other adult who knows you well and can speak highly about your skills, qualities, and accomplishments. Teachers, a coach, or a mentor from an activity outside of school, or a supervisor from a job, can be good people to ask.

- Ask your references well in advance of the deadlines to write you a recommendation.
- Make sure your references know the earliest deadlines to ensure they have time to write a recommendation.
- Give them a short written summary of your achievements to help them write about you, such as a list of school projects you're proud of, community involvement, any challenges you've overcome, and your plans for the future.

How do I apply?

Below you can compare the three ways to apply to college. Which option is right for you?

Option	It allows you	Consider that you
Regular Decision You want to apply to a broad range of colleges and take time to decide.	– To send your applications in December or January, depending on the college's deadline – To apply to **more than one** college **Notification Date:** March or April	– Can compare financial aid award notifications from several colleges before making your final choice
Early Action You want to get admission offers early.	– To send your applications in October or November, depending on the college's deadline – To apply to **more than one** college **Notification Date:** December or January	– Can accept an admission offer immediately or wait until the spring to make a decision
Early Decision You are sure a college on your list is the right fit for you (academically, socially, and financially).	– To send your applications in October or November, depending on the college's deadline – To apply to **only one** college Early Decision **Notification Date:** December or January	– **Must accept** the admission offer and withdraw all other applications – May need to wait until the spring to receive a final financial aid award notification

Colleges have different policies and application deadlines. Check with the admission office to see what they offer.

Apply to College for FREE?

YES! Many colleges may waive your application fee.

If you meet any of the following criteria, you may be eligible for fee waivers:

- ☐ You registered and took the SAT (or SAT Subject Test) using a fee waiver.
- ☐ You are enrolled in or are eligible to participate in the Federal Free or Reduced Price Lunch program.
- ☐ You enrolled in a federal, state, or local program that aids students from low-income families such as TRIO or Upward Bound.
- ☐ Your family receives public assistance.
- ☐ Your family lives in federally subsidized public housing.
- ☐ You live in a foster home or you are homeless.

– Many colleges may waive your application fee if you meet their criteria. Information about requesting a fee waiver may be found on colleges' admission websites.

– If you registered for the SAT using a fee waiver, the College Board will automatically provide four fee waivers for college applications.

» Log into your SAT account to **download your fee waivers**. You can use these fee waivers at 2,000 colleges.

– Many of the Common Application colleges will accept your fee waivers online.

– You can ask your school counselor to request a college application fee waiver for you using a National Association for College Admission Counseling (NACAC) application fee-waiver form.

» For more information about NACAC fee waivers, go to **nacacnet.org**.

You Can Afford College

Grants, scholarships, and other financial aid can make your college education affordable!

What is financial aid?

Financial aid is assistance to help you pay for college. It comes in different forms and from many different sources. The largest source of financial aid is the federal government, but you may also receive aid from your state, the college or university, and private organizations.

Financial aid makes up the difference between the college's posted cost of attendance and what you may need to pay out of pocket for your education.

The college's financial aid office will put together a package of aid from many different sources — the federal government, state government, and the college's own funds.

TIP: Get prepared for federal financial aid applications that begin on Jan. 1 by creating your FSA ID: **studentaid.ed.gov**

How much is my family expected to contribute for college?

The only way to know for certain how much of your financial need will be met by a particular college is to apply to that college.

TIP: Make sure you apply for aid at every college where you are thinking about applying. The college's financial aid office will tell you how much aid is available for you and your family.

You can get an estimate of how much and what types of financial aid you might be eligible to receive from a college. To find out, go to the college's website and enter your information on their Net Price Calculator.

The College Board's Net Price Calculator also provides estimated awards for hundreds of colleges. To get a personalized estimate of what a particular college will cost you, go to **studentnpc.collegeboard.org**.

2016 Winter Brochure

Christopher,

You've...

- [x] Worked hard in high school
- [x] Decided to go to college
- [x] Done well on the PSAT/NMSQT® or SAT®
- [x] Researched colleges
- [x] Prepared your college applications
- [x] Submitted your college applications

Now it's time to...

- [ ] **Apply for financial aid**
- [ ] Start college!

You've made so much progress — now it's time to make it pay off!

CollegeBoard

You're almost to college — take these final steps to lock in money that makes college affordable.

[Student name],

Students like you who apply for and receive financial aid are more likely to go to college and complete a degree … but you can't receive financial aid if you don't apply. In 2012-13, **83%** of college students received some type of financial aid. **Don't miss out on the opportunities you've earned.**

This guide will show you the simplest way to unlock the financial aid that will help you pay for college.

TAKE THESE 3 STEPS TODAY!

Get social with the FAFSA!

/FederalStudentAid @FAFSA

Parent's FAFSA Checklist

As a parent or guardian, **you have the power to make college affordable for your student** simply by helping them to complete the FAFSA (Free Application for Federal Student Aid). They can't do it without you!

☐ 1. CREATE A FEDERAL STUDENT AID (FSA) ID ON **FSAID.ED.GOV**

⏱ **Time Estimate: 5 minutes**

An FSA ID is simply a login to certain Federal Student Aid sites, including the FAFSA, and can serve as your legal signature. You'll need your FSA ID — and your student will need his or hers — to fill out the FAFSA online.

☐ 2. GATHER INFORMATION FOR THE FAFSA

⏱ **Time Estimate: 1 hour**

Write down this information or gather these documents to be ready to complete the FAFSA.

- ☐ Your Social Security number (or your alien registration number, if you are not a U.S. citizen)
- ☐ Your driver's license number (if you have one)
- ☐ Your most recent federal income tax returns, W-2s, and other records of money earned*
- ☐ Records of 2015 untaxed income, such as Social Security benefits, public assistance (if applicable)
- ☐ Your most recent bank statements and records of investments (if applicable)
- ☐ Your FSA ID (created in step 1)

* If you file your 2015 taxes first, the IRS has a tool that lets you import tax return information directly into the FAFSA, making it easier to fill out. To find out if you're eligible to use the tool, visit **www.fafsa.ed.gov** and search "Am I eligible to use the IRS data retrieval tool?"

☐ 3. SET A DATE TO COMPLETE THE FAFSA WITH YOUR STUDENT

⏱ **Time Estimate: 5 minutes**

Don't delay** in submitting your student's FAFSA — some states and colleges award financial aid on a first-come, first-served basis.

****Expert Tip:** Complete the FAFSA in January or early February to avoid missing out on the maximum amount of aid you can receive.

☐ 4. COMPLETE THE FAFSA ON **FAFSA.ED.GOV**

⏱ **Time Estimate: 30–45 minutes**

Free help for parents

You and your student are not in this alone! You should never have to pay for help with the FAFSA — here are three ways to get free assistance:

1. **Talk** to your student's school counselor
2. **Chat** with or email a FAFSA expert at **studentaidhelp.ed.gov**
3. **Talk** to a FAFSA expert by calling the Federal Student Aid Information Center at **1-800-4FED-AID** (hours: Mon.–Fri., 10 a.m. to 8 p.m. ET)

Student FAFSA Checklist

The average financial aid award package in 2014-15 was $14,210, with $8,170 in the form of grants — the FREE money. If you work at a job that pays $10/hr., you'd have to work over 1,400 hours to earn that much. Instead, take one hour to fill out the FAFSA.

☐ 1. CREATE A FEDERAL STUDENT AID (FSA) ID ON **FSAID.ED.GOV**

⏱ **Time Estimate: 5 minutes**

An FSA ID is simply a login to certain Federal Student Aid sites, including the FAFSA, and can serve as your legal signature. You'll need your FSA ID to fill out the FAFSA online.

☐ 2. GATHER INFORMATION FOR THE FAFSA

⏱ **Time Estimate: 1 hour**

Write down this information or gather these documents to be ready to complete the FAFSA:

- ☐ Your Social Security number (or your alien registration number, if you are not a U.S. citizen)
- ☐ Your driver's license number (if you have one)
- ☐ Your most recent federal income tax returns, W-2s, and other records of money earned*
- ☐ Records of 2015 untaxed income, such as Social Security benefits, or public assistance (if applicable)
- ☐ Your most recent bank statements and records of investments (if applicable)
- ☐ Your FSA ID (created in step 1)

* If you file your 2015 taxes first, the IRS has a tool that lets you import tax return information directly into the FAFSA, making it easier to fill out. To find out if you're eligible to use the tool, visit **www.fafsa.ed.gov** and search "Am I eligible to use the IRS data retrieval tool?"

☐ 3. WRITE DOWN FAFSA DEADLINES AND SCHOOL CODES

⏱ **Time Estimate: 30 minutes**

Some states and colleges award financial aid on a first-come, first-served basis. Use the table on the next page to keep track of your colleges' financial aid application due dates, and the Federal School Code for each of your colleges.

☐ 4. COMPLETE THE FAFSA ON **FAFSA.ED.GOV**

⏱ **Time Estimate: 30–45 minutes**

Use this table to keep track of your colleges' deadlines and Federal School Codes.

- ☐ Use **fafsa.ed.gov/FAFSA/app/schoolSearch** to find and write down your Federal Schools Codes for the colleges you are applying to.
- ☐ Check your colleges' websites to find and write down the financial aid deadlines** for the colleges you are applying to.
- ☐ Look up the FAFSA deadlines for your state's grant and scholarship programs at **fafsa.ed.gov/deadlines.htm**, or by talking to your school counselor.

** If you can't find the deadlines, you can call the colleges' financial aid office.

		FINANCIAL AID APPLICATION DEADLINE DUE DATES	
COLLEGE NAME	FEDERAL SCHOOL CODE	PRIORITY	REGULAR

What happens after you submit your FAFSA:

1. Check your email one week after submitting the FAFSA. You'll receive a link to a report that summarizes the information you submitted in the FAFSA (called the Student Aid Report). **Print and save this report.**
2. Keep checking your email and regular mail a few times a week, as sometimes the Federal Student Aid office or your colleges will require additional information to award you money for college. **Set a reminder in your phone or on your calendar so you don't forget.**

Student CSS/Financial Aid PROFILE® Checklist

Lock in more free money and financial aid for college — complete the CSS/Financial Aid PROFILE today.

☐ 1. CHECK IF THE SCHOOLS YOU APPLIED TO REQUIRE PROFILE

⏱ **Time Estimate: 10 minutes**

Visit **collegeboard.org/profilelist** and write down the names of any colleges you're applying to that require PROFILE.

☐ 2. IF ANY OF YOUR SCHOOLS REQUIRE PROFILE, FILL IT OUT.

⏱ **Time Estimate: 45 minutes**

Go fill it out at **collegeboard.org/css/profile**. There's plenty of free help on **css.collegeboard.org** that makes the PROFILE simple to complete. **You'll need information similar to what you gathered for the FAFSA.**

Fast Facts

What is it?

College Scholarship Service/Financial Aid PROFILE (aka PROFILE) is an online application used by certain colleges and scholarship programs to determine eligibility for their aid dollars.

When should I start?

Right away! To get the most aid, you'll want to complete the PROFILE before the priority deadlines, which are in February and March. Be sure to complete your PROFILE no later than two weeks before the EARLIEST priority filing date specified by your colleges.

What does it cost?

It depends on your particular situation. If you used a fee waiver to pay for your SAT®, or if you meet the eligibility criteria based on the information you provide on your PROFILE, you may qualify for a fee waiver that will cover most if not all the fees.

If you do not qualify for a fee waiver, the application fee, which includes one college or program report, is $25, and each subsequent college or program report is $16.

Helpful Links and Resources

Free FAFSA support:

Create and manage your FSA ID	fsaid.ed.gov
Look up Federal School Codes	fafsa.ed.gov/FAFSA/app/schoolSearch
Look up state FAFSA deadlines	fafsa.ed.gov/deadlines.htm
Complete and submit your FAFSA	fafsa.ed.gov/
Tips for filling out the FAFSA	studentaid.ed.gov/sa/fafsa/filling-out
FAFSA Frequently Asked Questions	fafsa.ed.gov/help.htm
Email or chat with a FAFSA expert	studentaidhelp.ed.gov/app/home/p/26
Find FAFSA completion events and resources near you	collegegoalsundayusa.org
Learn more about paying for college	bigfuture.collegeboard.org/pay-for-college

FAFSA Support by phone:

Phone: **1-800-4FED-AID (1-800-433-3243)**
Monday–Friday: 8 a.m.–10 p.m. ET
Saturday–Sunday: Closed

Social Media:

FAFSA

/FederalStudentAid

@FAFSA

College Board

/MyBigFuture

@collegeboard

@MyBigFuture

Free PROFILE Support:

Learn more about PROFILE	css.collegeboard.org
Complete the PROFILE	student.collegeboard.org/css-financial-aid-profile

PROFILE Support by phone:

Phone: **305-420-3670**
E-mail: **help@cssprofile.org**
Monday–Friday: 8 a.m.–10 p.m. ET
Saturday–Sunday: Closed

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CollegeBoard

2016 Cohort

Fee Waiver

Realize Your College Potential

Apply to College for FREE.

Your high achievement on the PSAT/NMSQT® or SAT® earned you special FEE WAIVERS.

CollegeBoard

Realize Your College Potential fee waivers are accepted by 100+ colleges and universities that have agreed to waive their fees for YOU!

In order to use your Realize Your College Potential fee waivers, you must meet at least one of these requirements:

- ☐ You registered and took the SAT (or SAT Subject Test) using a fee-waiver
- ☐ You are enrolled in or are eligible to participate in the Federal Free or Reduced Price Lunch program
- ☐ You are enrolled in a federal, state, or local program that aids students from low-income families such as TRIO or Upward Bound
- ☐ Your family receives public assistance
- ☐ Your family lives in federally subsidized public housing
- ☐ You live in a foster home or you are homeless

– **Check if any of the colleges and universities you're considering applying to participate in the program.**

– **Submit your fee waiver.** There are a number of ways you can submit your fee waiver:

» **Mail:** Complete the fee-waiver form and mail it to the admission office.

» **Online:** If you are using the Common App, you will be asked whether your family financial circumstances qualify you for a fee waiver. If you answer YES, you may apply to any Common App college without a fee.

Go to **student.collegeboard.org/collegepotential** to get more details about:

– List of participating schools

– How to send your fee waivers

Use this access code to log in:
XXXXXX

Use Your Realize Your College Potential Fee Waivers to Apply to Any of These Schools

COLLEGE	LOCATION
Agnes Scott College	Decatur, GA
Albion College	Albion, MI
American University	Washington, DC
Amherst College	Amherst, MA
Augustana College	Rock Island, IL
Babson College	Babson Park, MA
Bates College	Lewiston, ME
Boston College	Chestnut Hill, MA
Boston University	Boston, MA
Brandeis University	Waltham, MA
Brown University	Providence, RI
Bryn Mawr College	Bryn Mawr, PA
Bucknell University	Lewisburg, PA
California Institute of Technology	Pasadena, CA
Carleton College	Northfield, MN
Carnegie Mellon University	Pittsburgh, PA
Case Western Reserve University	Cleveland, OH
Claremont McKenna College	Claremont, CA
Clark University	Worcester, MA
Coe College	Cedar Rapids, IA
Colby College	Waterville, ME
Colgate University	Hamilton, NY
College of the Holy Cross	Worcester, MA
College of William and Mary	Williamsburg, VA
Columbia University	New York, NY
Connecticut College	New London, CT
Cooper Union	New York, NY
Cornell College	Mount Vernon, IA
Dartmouth College	Hanover, NH
Davidson College	Davidson, NC
Denison University	Granville, OH
Dickinson College	Carlisle, PA
Duke University	Durham, NC
Emory University	Atlanta, GA
Emory University, Emory College/Oxford College	Atlanta, GA
Fordham University	Bronx, NY

COLLEGE	LOCATION
Franklin & Marshall College	Lancaster, PA
Gettysburg College	Gettysburg, PA
Gonzaga University	Spokane, WA
Gustavus Adolphus College	St. Peter, MN
Hampshire College	Amherst, MA
Harvard University	Cambridge, MA
Harvey Mudd College	Claremont, CA
Hendrix College	Conway, AR
Illinois Wesleyan University	Bloomington, IL
Indiana University Bloomington	Bloomington, IN
Lafayette College	Easton, PA
Lawrence University	Appleton, WI
Lewis & Clark College	Portland, OR
Loyola University Chicago	Chicago, IL
Macalester College	St. Paul, MN
Marquette University	Milwaukee, WI
Massachusetts Institute of Technology	Cambridge, MA
Miami University: Oxford	Oxford, OH
Middlebury College	Middlebury, VT
Milwaukee School of Engineering	Milwaukee, WI
Mississippi State University	Mississippi State, MS
New College of Florida	Sarasota, FL
New York University	New York, NY
Northeastern University	Boston, MA
Northwestern University	Evanston, IL
Oberlin College	Oberlin, OH
Ohio State University	Columbus, OH
Pennsylvania State University - University Park	State College, PA
Pepperdine University	Malibu, CA
Pitzer College	Claremont, CA
Pomona College	Claremont, CA
Princeton University	Princeton, NJ
Purdue University	West Lafayette, IN
Reed College	Portland, OR
Rhodes College	Memphis, TN

COLLEGE	LOCATION
Rice University	Houston, TX
Rose-Hulman Institute of Technology	Terre Haute, IN
Rutgers University	Newark, NJ
Sarah Lawrence College	Bronxville, NY
Scripps College	Claremont, CA
Smith College	Northampton, MA
St. John's College	Annapolis, MD
St. Olaf College	Northfield, MN
St. Thomas Aquinas College	Sparkill, NY
Stanford University	Stanford, CA
State University of New York, Stony Brook University	Stony Brook, NY
Stonehill College	Easton, MA
Swarthmore College	Swarthmore, PA
Syracuse University	Syracuse, NY
Trinity University	San Antonio, TX
Tufts University	Medford, MA
University of Arizona	Tucson, AZ
University of Arkansas	Fayetteville, AR
University of Chicago	Chicago, IL
University of Connecticut	Storrs, CT
University of Florida	Gainesville, FL
University of Illinois, Urbana-Champaign	Champaign, IL
University of Maine	Orono, ME
University of Maryland, College Park	College Park, MD
University of Miami	Coral Gables, FL
University of Michigan, Ann Arbor	Ann Arbor, MI
University of North Carolina, Chapel Hill	Chapel Hill, NC
University of Notre Dame	Notre Dame, IN
University of Oklahoma	Norman, OK
University of Oregon	Eugene, OR
University of Pennsylvania	Philadelphia, PA
University of Pittsburgh	Pittsburgh, PA
University of Puget Sound	Tacoma, WA
University of Richmond	Richmond, VA
University of Rochester	Rochester, NY

COLLEGE	LOCATION
University of South Carolina, Columbia	Columbia, SC
University of Southern California	Los Angeles, CA
University of Texas at Austin	Austin, TX
University of Utah	Salt Lake City, UT
University of Vermont	Burlington, VT
University of Virginia	Charlottesville, VA
University of Washington	Seattle, WA
Vanderbilt University	Nashville, TN
Vassar College	Poughkeepsie, NY
Villanova University	Villanova, PA
Virginia Polytechnic Institute and State University (Virginia Tech)	Blacksburg, VA
Wake Forest University	Winston-Salem, NC
Washington University in Saint Louis	Saint Louis, MO
Wellesley College	Wellesley, MA
Wesleyan University	Middletown, CT
Wheaton College (MA)	Norton, MA
Williams College	Williamstown, MA
Wofford College	Spartanburg, SC
Worcester Polytechnic Institute	Worcester, MA
Yale University	New Haven, CT

College Application Fee Waiver 2015-16

Realize Your College Potential

<DYNAMIC: STUDENT NAME>

Congratulations on all your success in high school! You deserve the opportunities a college degree can provide — take the next step by applying to college.

< DYNAMIC Address: >

Phone:

Social Security No.:

Social Security number is an optional field. Colleges may use this information to match student admission and financial aid applications.

Email:

SIGNATURE OF STUDENT

By submitting this form, you agree that you:

- → Are eligible to use college application fee waivers.
- → Understand that participating colleges make the final decision on whether to waive their application fees.

INSTRUCTIONS FOR STUDENTS

Please complete this form and submit it with your college application.

Be sure to double-check the following:

1. That you are eligible to use college application fee waivers.
2. That you are applying to a college that will accept this fee waiver.
3. That you follow any instructions the college may have for submitting this form.

For more information, see the instructions and list of participating colleges included within your materials and online at **student.collegeboard.org/collegepotential**.

UNIQUE APPLICATION FEE WAIVER CODE: **<DYNAMIC CODE>**

CollegeBoard

Appendix 3

Mailers /

Brochures 2017

Cohort

2017 Cohort

Forget what you've heard about the cost of college

Brianna,

you've earned a bright future. It's time to apply for it.

With this PERSONALIZED COLLEGE GUIDE:

1. Find colleges where your education will pay off
2. Explore colleges that fit you
3. Make a plan for your college applications

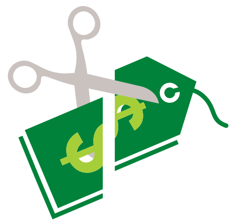
Only have a minute?

Text the word "REMIND" to 51612
to get reminders about college applications.*

CollegeBoard

Forget what you've heard about the price of college.

Ignore the advertised price — most students don't pay the full cost of college.



Financial aid can cut the price, even paying for extras like housing, meals, and books.

The ***real*** price of college is different for each student.
Colleges that look expensive might be the most affordable.

College	Estimated price for you compared to advertised price[1]
SUNY College of Environmental Science and Forestry (NY) YOUR BEST IN-STATE PUBLIC OPTION (Academic Reach)	$$$$$$ $$$$$
Miami University – Oxford (OH) ACADEMIC REACH	$$$$$$$$$$ $$$$$
Transylvania University (KY) ACADEMIC FIT	$$$$$$$$$ $$$$$$$$$$$$$$
Embry-Riddle Aeronautical University–Daytona Beach (FL) ACADEMIC SAFETY	$$$$$$$$ $$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$

$0 $20,000 $40,000 $60,000

Each green dollar sign represents $2,000 in average estimated annual price for families with income between $30,001 and $48,000 per year. Blue dollar signs represent the advertised price that, on average, these families don't pay. Estimated annual price will usually be less for families making less than $30,000 annually and more for families making more than $48,000 annually.

Everyone's price is different. Learn what you'd pay at colleges on your list at **studentnpc.collegeboard.org.**

1. Estimated annual price, or net price, is estimated for a family earning between $30,001 and $48,000 annually using data from the Annual Survey of Colleges and the U.S. Department of Education. Visit studentnpc.collegeboard.org to find net price information for your colleges.

How to finish your college applications.

	STEP	WHEN TO DO IT
☑	See how financial aid can make college affordable.	**Now**
☐	Search for colleges at **bigfuture.org.** Pick the ones that fit you and write them on your application list.	**NEXT**
☐	Check each college's website to confirm the application due date. Some schools may have earlier deadlines for scholarships, particular majors, and housing.	**October**
☐	Review your application list with your counselor, and ask your counselor to send transcripts to the colleges on your application list.	**October**
☐	Write your essays and have a teacher, counselor, or other adult review them.	**October**
☐	Ask teachers or other adults for recommendations.	**October**
☐	Create your FSA ID at fsaid.ed.gov and confirm your state and college financial aid deadlines.	**October**
☐	Visit collegeboard.org/profilelist to find out whether any of the colleges on your application list require the CSS/Financial Aid PROFILE®.	**October**
☐	Tell the College Board to send your SAT® scores to the colleges on your application list.	**November**
☐	Submit applications to the colleges on your application list.	**By each college's due date**

Need help?

Talk with your school counselor, text the word "ASK" to 51612, or call (866) 444-4025 8:30–6 ET on weekdays to reach a college advisor.*

Apply to SIX OR MORE colleges with manageable costs.

What makes a college an "academic reach," "academic fit," or "academic safety?"

It depends on how your SAT score compares to the scores among incoming freshmen at the college.

Academic Reach: Your SAT score falls **below** the middle 50% or the college accepts less than 20% of applicants each year.

Academic Fit: Your SAT score falls **within** the middle 50%.

Academic Safety: Your SAT score falls **above** the middle 50%.

Ultimately, your chances of admission depend on your SAT scores, GPA, other achievements during high school, and also how many students apply and how many students a college admits.

Guidance from Counselors, Parents, and Teachers

Your Preferences

Write your picks below.

Take your list to meetings with your school counselor and others who may help you choose where to apply. Need help finding colleges, or prefer making a digital list? You can search colleges and save your college list at **bigfuture.org.**

College Board Recommendations

COLLEGE	YOUR TEST SCORE IS …	ACADEMIC FIT BASED ON YOUR SCORE	GRADUATION RATE	APPLICATION DUE DATE	AVERAGE SALARY AFTER ATTENDING	YOUR ESTIMATED ANNUAL PRICE
	Below the middle 50%	Academic Reach				
	Below the middle 50%	Academic Reach				
	Within the middle 50%	Academic Fit				
	Within the middle 50%	Academic Fit				
	Above the middle 50%	Academic Safety				
	Above the middle 50%	Academic Safety				

Apply to a balanced list of colleges like these.

We selected these colleges especially for you based on your SAT or PSAT/NMSQT® scores and where you live. As you're deciding where to apply, look for colleges that fit this profile: **Students like you have a record of success at colleges like these.**

COLLEGE	MIDDLE 50% OF SAT SCORES [1]	ACADEMIC FIT BASED ON YOUR SCORE	GRAD. RATE [1]	APPLICATION DUE DATE [2]	SALARY AFTER ATTENDING [3]	ESTIMATED PRICE FOR YOU [4]
Ohio State University (OH):	1150-1380	Reach	83%	2/1*	$xx,xxx	$xx,xxx
Miami University: Oxford Campus (OH)	1120-1330	Reach	81%	2/1	$xx,xxx	$xx,xxx
Transylvania University (KY)	1030-1290	Reach	72%	2/1	$xx,xxx	$xx,xxx
Ohio Wesleyan University (OH)	990-1250	Reach	63%	3/1	$xx,xxx	$xx,xxx
Malone University (OH)	923-1136	Fit	59%	2/1*	$xx,xxx	$xx,xxx
Capital University (OH)	960-1210	Fit	58%	5/1	$xx,xxx	$xx,xxx
Trinity International University (IL)	930-1160	Fit	45%	2/1*	$xx,xxx	$xx,xxx
University of Findlay (OH)	960-1150	Fit	56%	2/1*	$xx,xxx	$xx,xxx
Huntington University (IN)	880-1130	Safety	62%	2/1*	$xx,xxx	$xx,xxx
Manchester University (IN)	890-1130	Safety	48%	2/1*	$xx,xxx	$xx,xxx
Bowling Green State University (OH)	880-1130	Safety	54%	7/15	$xx,xxx	$xx,xxx
Defiance College (OH)	790-1080	Safety	46%	2/1*	$xx,xxx	$xx,xxx

Data from other sources and different school years will be slightly different, so remember that the best source of information is each college's website.

1. The middle 50% of enrolled students' SAT scores and six-year graduation rates are based primarily on information supplied by the colleges themselves in response to the College Board's Annual Survey of Colleges, with some data provided via the U.S. Department of Education.

2. Application due dates listed are the Priority Application dates reported by the colleges themselves in the Annual Survey of Colleges. Some colleges may have earlier due dates for scholarships or particular majors. **Before finalizing your application plan, check your colleges' websites to confirm final application due dates.** Due dates marked with an asterisk indicate that the college offers rolling admission and does not report an application due date; however, we recommend completing your application by 1/15 because admission may close once the incoming class has been filled.

3. Salary after attending is the median earnings of former students who received federal financial aid 10 years after entering the college, regardless whether they completed their degree or not. These data come from the U.S. Department of Education. Visit collegescorecard.ed.gov to find average salary information for your colleges.

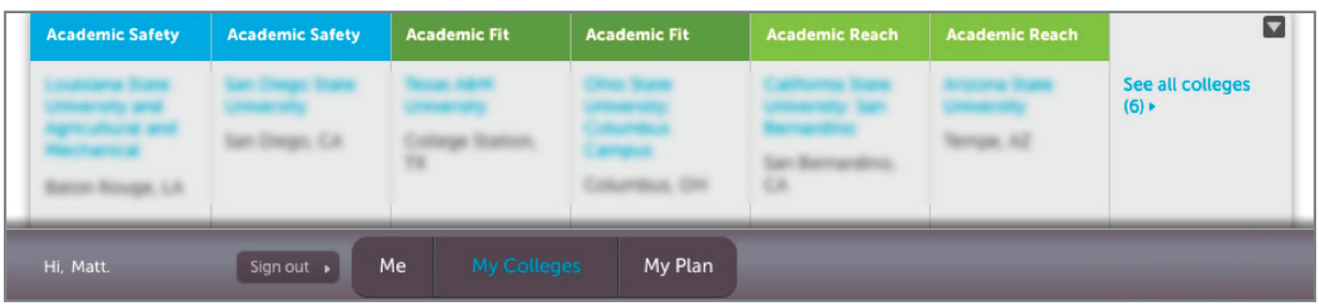
4. Estimated annual price, or net price, is estimated for 2015-16 for a family with an annual income between $30,001 and $48,000 using data from the U.S. Department of Education. Visit studentnpc.collegeboard.org to find net price information for your colleges.

Create your application list in BigFuture™

1 **Sign in to your College Board account** at **bigfuture.org.**

If you don't have an account, it takes just a minute to create one.

2 To view the 12 colleges on the starter list in this packet, as well as any colleges you saved during previous visits, move your mouse to the bottom of the page. **Click on "My Colleges,"** then **"See all colleges."**



3 Alongside each college's name, you can read important details like the graduation rate, application due date, and academic fit based on your test scores.* **Use this information to select the colleges you want to apply to.**

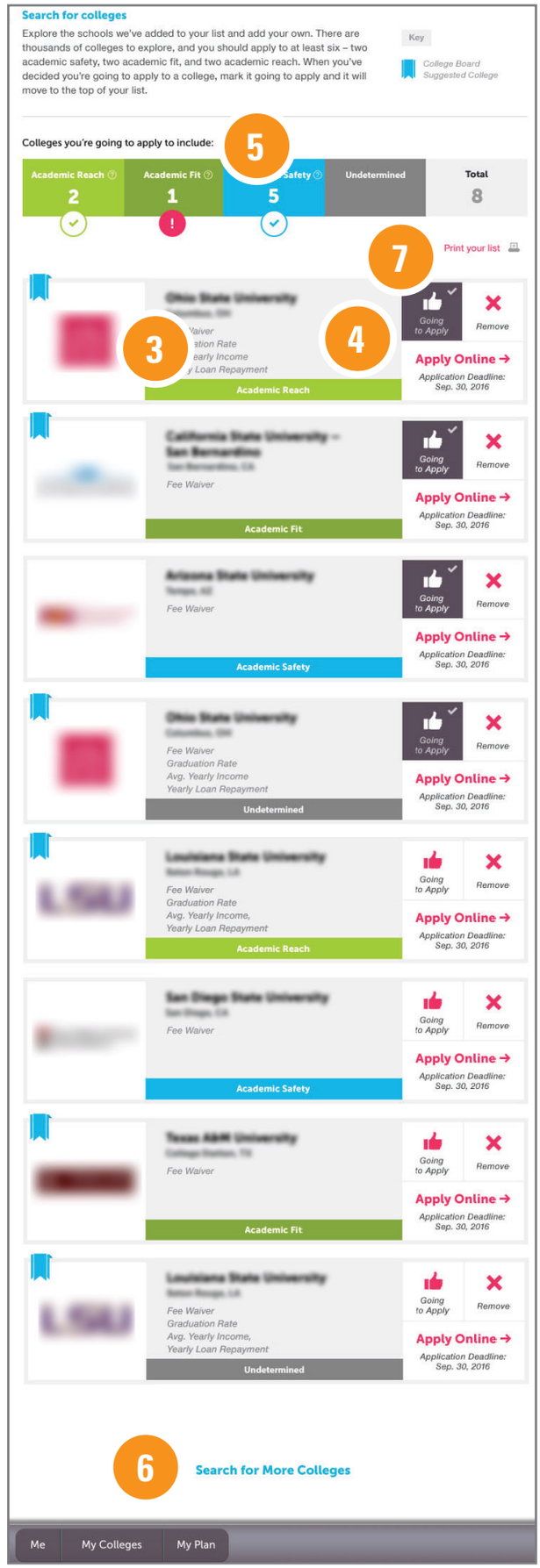
4 **Move colleges from your starter college list to your application list** by clicking "Going to Apply," or remove schools from your application list by clicking "Remove."

5 **Use the counter at the top of the page** to make sure your application list contains at least 2 academic safety colleges, 2 academic fit colleges, and 2 academic reach colleges.

6 If you'd like to search for additional colleges, click on **"Search for More Colleges"** at the bottom of the page.

7 If you'd like a printer-friendly page with all the important details for the colleges on your application list, **click "Print My Application List."**

* Data in this packet may not match the information for these colleges in BigFuture, as online data sources are dynamic. Remember that the best source of information is each college's website.



Forget what you've heard about the price of college.

CollegeBoard

* Signing up means you agree to receive our periodic SMS updates. The College Board will not share, loan, or rent your mobile number to any third party without your consent. Message and data rates may apply. Text STOP to opt out and HELP for help.

The colleges and other information listed in this mailing have been included as examples. Your SAT scores and other information have not been shared with these colleges. If you are interested in any of these colleges, you must complete the college's application process. The College Board is not extending an offer of admission on behalf of any colleges listed in these materials.

00539-002

2017 Cohort

Apply to colleges where students like you succeed

Brianna,

you've earned a bright future. It's time to apply for it.

With this PERSONALIZED COLLEGE GUIDE:

1. Find colleges where students like you succeed
2. Explore colleges that fit you
3. Make a plan for your college applications

Only have a minute?

Text the word "REMIND" to 51612
to get reminders about college applications.*

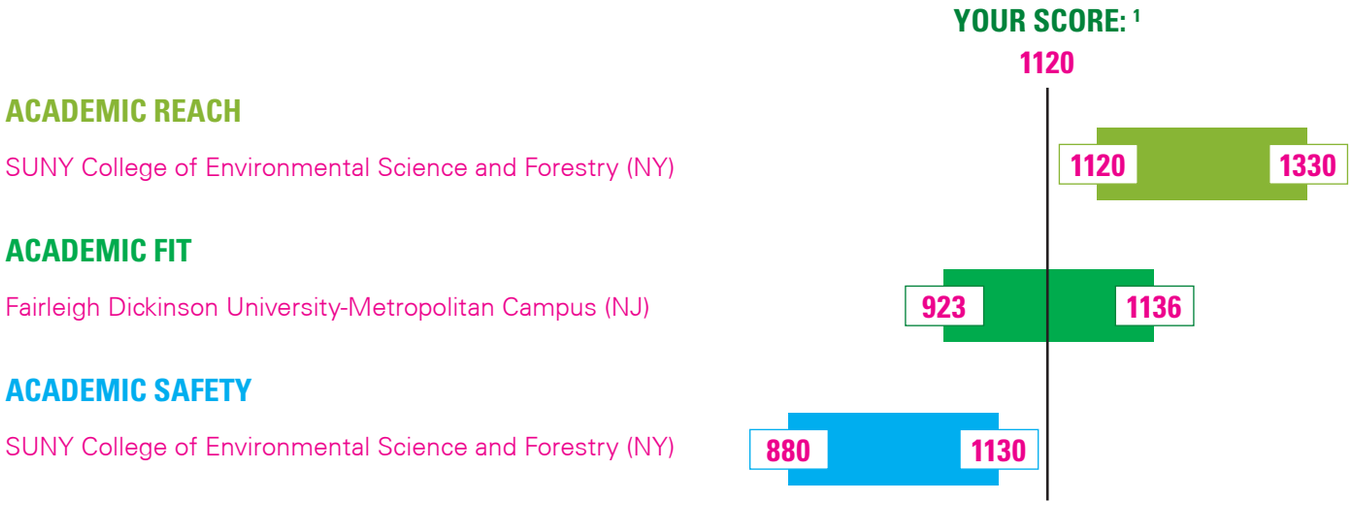
CollegeBoard

Consider colleges where students like you succeed.

Choosing where to apply to college can be complicated, and no one gets to practice. **Luckily, you can learn from the experiences of students** who lived near you, had SAT® or PSAT/NMSQT® scores similar to yours, and graduated from college.

You're ready to apply to these colleges.

While your SAT score is only one part of your college application, it's a good indicator of where students with your academic credentials succeed.



Your best in-state public option:

SUNY College of Environmental Science and Forestry (NY)
Academic Reach
Middle 50% of SAT Scores: 1150-1380

You can use this chart to help categorize colleges for your application list. Note how your score compares to scores at these colleges, and categorize colleges with similar score ranges accordingly. Your SAT score[1] is shown by the black vertical line. The middle 50% of freshman SAT scores[2] at selected academic reach, academic fit, and academic safety colleges are shown with horizontal bars.[3]

1. If you took both the PSAT/NMSQT and the SAT in your junior year, YOUR SCORE is the higher of those scores. The scores that you send to colleges during the application process are SAT scores; you can confirm your SAT score at studentscores.collegeboard.org.

2. The middle 50% of enrolled students' SAT scores is based primarily on information supplied by the colleges themselves in response to the College Board's Annual Survey of Colleges, with some data provided via the U.S. Department of Education. Data from other sources and different school years will be slightly different, so remember that the best source of information is each college's website.

3. We assign the "academic reach" category to colleges with acceptance rates lower than 20%, regardless of your score. Your score may fall within or above the middle 50% for these academic reach colleges.

How to finish your college applications.

	STEP	WHEN TO DO IT
☑	Learn how to choose a college where students like you succeed.	**Now**
☐	Search for colleges at **bigfuture.org.** Pick the ones that fit you and write them on your application list.	**NEXT**
☐	Check each college's website to confirm the application due date. Some schools may have earlier deadlines for scholarships, particular majors, and housing.	**October**
☐	Review your application list with your counselor, and ask your counselor to send transcripts to the colleges on your application list.	**October**
☐	Write your essays and have a teacher, counselor, or other adult review them.	**October**
☐	Ask teachers or other adults for recommendations.	**October**
☐	Create your FSA ID at fsaid.ed.gov and confirm your state and college financial aid deadlines.	**October**
☐	Visit collegeboard.org/profilelist to find out whether any of the colleges on your application list require the CSS/Financial Aid PROFILE®.	**October**
☐	Tell the College Board to send your SAT scores to the colleges on your application list.	**November**
☐	Submit applications to the colleges on your application list.	**By each college's due date**

Need help?

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Apply to SIX OR MORE colleges that suit students like you.

What makes a college an "academic reach," "academic fit," or "academic safety?"

It depends on how your SAT score compares to the scores among incoming freshmen at the college.

Academic Reach: Your SAT score falls **below** the middle 50% or the college accepts less than 20% of applicants each year.

Academic Fit: Your SAT score falls **within** the middle 50%.

Academic Safety: Your SAT score falls **above** the middle 50%.

Ultimately, your chances of admission depend on your SAT scores, GPA, other achievements during high school, and also how many students apply and how many students a college admits.

Guidance from Counselors, Parents, and Teachers

Your Preferences

College Board Recommendations

Write your picks below.

Take your list to meetings with your school counselor and others who may help you choose where to apply. Need help finding colleges, or prefer making a digital list? You can search colleges and save your college list at **bigfuture.org.**

COLLEGE	YOUR TEST SCORE IS …	ACADEMIC FIT BASED ON YOUR SCORE	GRADUATION RATE	APPLICATION DUE DATE
	Below the middle 50%	Academic Reach		
	Below the middle 50%	Academic Reach		
	Within the middle 50%	Academic Fit		
	Within the middle 50%	Academic Fit		
	Above the middle 50%	Academic Safety		
	Above the middle 50%	Academic Safety		

Students like you succeed at colleges like these.

We selected these colleges especially for you based on your SAT or PSAT/NMSQT® scores and where you live. As you're deciding where to apply, look for colleges that fit this profile: **Students like you have a record of success at colleges like these.**

COLLEGE	MIDDLE 50% OF SAT SCORES [1]	ACADEMIC FIT BASED ON YOUR SCORE	GRAD. RATE [1]	APPLICATION DUE DATE [2]
Ohio State University (OH):	1150-1380	Reach	83%	2/1*
Miami University: Oxford Campus (OH)	1120-1330	Reach	81%	2/1
Transylvania University (KY)	1030-1290	Reach	72%	2/1
Ohio Wesleyan University (OH)	990-1250	Reach	63%	3/1
Malone University (OH)	923-1136	Fit	59%	2/1*
Capital University (OH)	960-1210	Fit	58%	5/1
Trinity International University (IL)	930-1160	Fit	45%	2/1*
University of Findlay (OH)	960-1150	Fit	56%	2/1*
Huntington University (IN)	880-1130	Safety	62%	2/1*
Manchester University (IN)	890-1130	Safety	48%	2/1*
Bowling Green State University (OH)	880-1130	Safety	54%	7/15
Defiance College (OH)	790-1080	Safety	46%	2/1*

Data from other sources and different school years will be slightly different, so remember that the best source of information is each college's website.

1. The middle 50% of enrolled students' SAT scores and six-year graduation rates are based primarily on information supplied by the colleges themselves in response to the College Board's Annual Survey of Colleges, with some data provided via the U.S. Department of Education.

2. Application due dates listed are the Priority Application dates reported by the colleges themselves in the Annual Survey of Colleges. Some colleges may have earlier due dates for scholarships or particular majors. **Before finalizing your application plan, check your colleges' websites to confirm final application due dates.** Due dates marked with an asterisk indicate that the college offers rolling admission and does not report an application due date; however, we recommend completing your application by 1/15 because admission may close once the incoming class has been filled.

Create your application list in BigFuture™

1 **Sign in to your College Board account** at **bigfuture.org.**

If you don't have an account, it takes just a minute to create one.

2 To view the 12 colleges on the starter list in this packet, as well as any colleges you saved during previous visits, move your mouse to the bottom of the page. **Click on "My Colleges,"** then **"See all colleges."**

3 Alongside each college's name, you can read important details like the graduation rate, application due date, and academic fit based on your test scores.* **Use this information to select the colleges you want to apply to.**

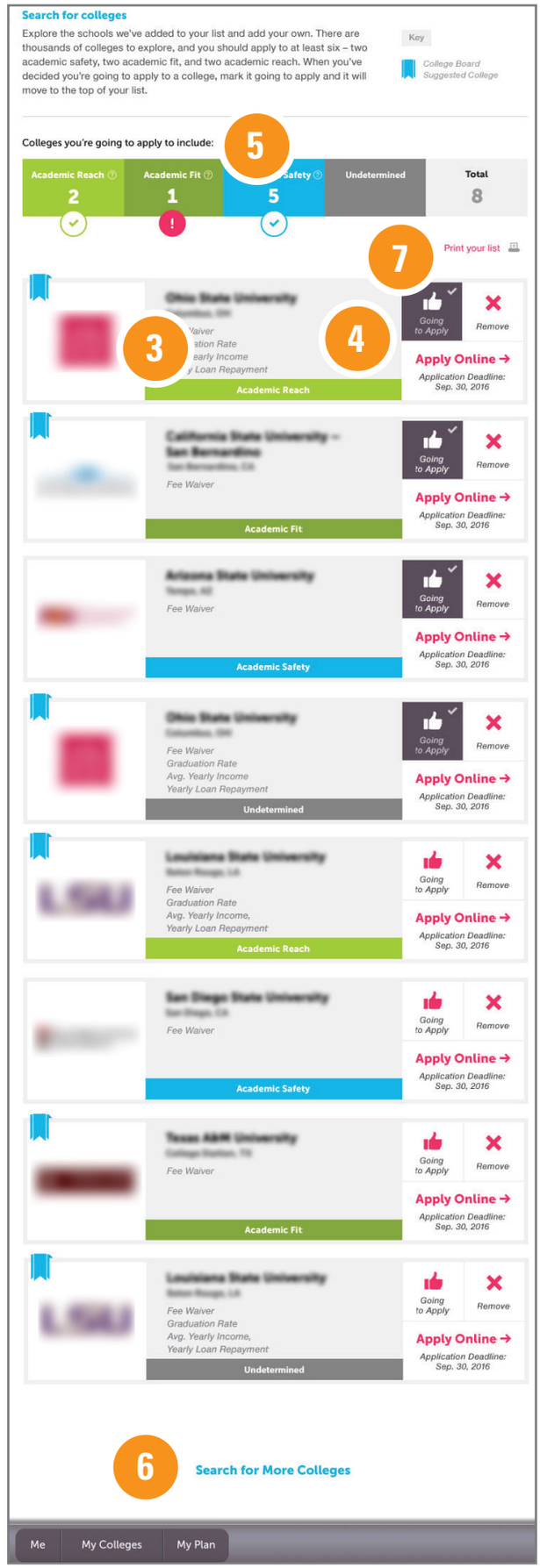
4 **Move colleges from your starter college list to your application list** by clicking "Going to Apply," or remove schools from your application list by clicking "Remove."

5 **Use the counter at the top of the page** to make sure your application list contains at least 2 academic safety colleges, 2 academic fit colleges, and 2 academic reach colleges.

6 If you'd like to search for additional colleges, click on **"Search for More Colleges"** at the bottom of the page.

7 If you'd like a printer-friendly page with all the important details for the colleges on your application list, **click "Print My Application List."**

* Data in this packet may not match the information for these colleges in BigFuture, as online data sources are dynamic. Remember that the best source of information is each college's website.



Apply to colleges where students like you succeed.

CollegeBoard

* Signing up means you agree to receive our periodic SMS updates. The College Board will not share, loan, or rent your mobile number to any third party without your consent. Message and data rates may apply. Text STOP to opt out and HELP for help.

The colleges and other information listed in this mailing have been included as examples. Your SAT scores and other information have not been shared with these colleges. If you are interested in any of these colleges, you must complete the college's application process. The College Board is not extending an offer of admission on behalf of any colleges listed in these materials.

00539-002

Alternate versions:

Addition of College Scorecard information

Apply to a balanced list of colleges like these.

We selected these colleges especially for you based on your SAT or PSAT/NMSQT® scores and where you live. As you're deciding where to apply, look for colleges that fit this profile: **Students like you have a record of success at colleges like these.**

COLLEGE	MIDDLE 50% OF SAT SCORES [1]	ACADEMIC FIT BASED ON YOUR SCORE	GRAD. RATE [1]	APPLICATION DUE DATE [2]	SALARY AFTER ATTENDING [3]	ESTIMATED PRICE FOR YOU [4]
Ohio State University (OH):	1150-1380	Reach	83%	2/1*	$xx,xxx	$xx,xxx
Miami University: Oxford Campus (OH)	1120-1330	Reach	81%	2/1	$xx,xxx	$xx,xxx
Transylvania University (KY)	1030-1290	Reach	72%	2/1	$xx,xxx	$xx,xxx
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University of Findlay (OH)	960-1150	Fit	56%	2/1*	$xx,xxx	$xx,xxx
Huntington University (IN)	880-1130	Safety	62%	2/1*	$xx,xxx	$xx,xxx
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3. Salary after attending is the median earnings of former students who received federal financial aid 10 years after entering the college, regardless whether they completed their degree or not. These data come from the U.S. Department of Education. Visit collegescorecard.ed.gov to find average salary information for your colleges.

4. Estimated annual price, or net price, is estimated for 2015-16 for a family with an annual income between $30,001 and $48,000 using data from the U.S. Department of Education. Visit studentnpc.collegeboard.org to find net price information for your colleges.

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2017 Cohort

Fee Waiver

Realize Your College Potential

Apply to College for FREE.

Your high achievement on the PSAT/NMSQT® or SAT® earned you special FEE WAIVERS.

CollegeBoard

Realize Your College Potential fee waivers are accepted by 100+ colleges and universities that waive their fees for YOU!

How to apply to college for **FREE**

To use your Realize Your College Potential fee waivers, you must meet at least one of these requirements:

- ☐ You registered and took the SAT® (or an SAT Subject Test) using a fee waiver.
- ☐ You are enrolled in or are eligible to participate in the Federal Free or Reduced-Price Lunch program.
- ☐ You are enrolled in a federal, state, or local program that aids students from lower-income families such as TRIO or Upward Bound.
- ☐ Your family receives public assistance.
- ☐ Your family lives in federally subsidized public housing.
- ☐ You live in a foster home or you are homeless.

Tip: College application services, like the Coalition Application (**coalitionforcollegeaccess.org**) or Common Application (**commonapp.org**), which let you complete a single application online, also provide college application fee waivers to eligible students from lower-income backgrounds. Use your paper fee waivers to apply to colleges that don't participate in one of these application services.

Step 1:

After you've confirmed you meet at least one of the eligibility requirements, choose up to 8 colleges to apply to using your Realize Your College Potential fee waivers.

Go to **student.collegeboard.org/collegepotential** to find:

- A complete list of participating colleges
- Instructions for using your Realize Your College Potential fee waivers

Use this access code to sign in:
XXXXXX

Step 2:

Follow the instructions from your colleges to submit your Realize Your College Potential fee waivers.

Use Your Realize Your College Potential Fee Waivers to Apply to Any of These Schools

COLLEGE	LOCATION
Agnes Scott College	Decatur, GA
Albion College	Albion, MI
Allegheny College	Meadville, PA
American University	Washington, DC
Amherst College	Amherst, MA
Augustana College	Rock Island, IL
Babson College	Babson Park, MA
Barnard College	New York, NY
Bates College	Lewiston, ME
Baylor University	Waco, TX
Bennington College	Bennington, VT
Bentley College	Waltham, MA
Boston College	Chestnut Hill, MA
Boston University	Boston, MA
Bowdoin College	Brunswick, ME
Brandeis University	Waltham, MA
Brown University	Providence, RI
Bryn Mawr College	Bryn Mawr, PA
Bucknell University	Lewisburg, PA
California Institute of Technology (Caltech)	Pasadena, CA
Carleton College	Northfield, MN
Carnegie Mellon University	Pittsburgh, PA
Case Western Reserve University	Cleveland, OH
Chapman University	Orange, CA
Claremont McKenna College	Claremont, CA
Clark University	Worcester, MA
Clemson University	Clemson, SC
Coe College	Cedar Rapids, IA
Colby College	Waterville, ME
Colgate University	Hamilton, NY
College of St. Benedict	St. Joseph, MN
College of the Holy Cross	Worcester, MA
Columbia University	New York, NY
Connecticut College	New London, CT
Cooper Union for the Advancement of Science and Art	New York, NY
Cornell College	Mount Vernon, IA
Cornell University	Ithaca, NY
Creighton University	Omaha, NE
Dartmouth College	Hanover, NH
Davidson College	Davidson, NC
Denison University	Granville, OH
DePauw University	Greencastle , IN
Dickinson College	Carlisle, PA
Duke University	Durham, NC

COLLEGE	LOCATION
Earlham College	Richmond, IN
Emory University/Oxford College	Atlanta, GA
Florida State University	Tallahassee, FL
Fordham University	Bronx, NY
Franklin & Marshall College	Lancaster, PA
Georgetown University	Washington, DC
Georgia Institute of Technology (Georgia Tech)	Atlanta, GA
Gettysburg College	Gettysburg, PA
Gonzaga University	Spokane, WA
Grove City College	Grove City, PA
Gustavus Adolphus College	St. Peter, MN
Hampshire College	Amherst, MA
Harvard University	Cambridge, MA
Harvey Mudd College	Claremont, CA
Hendrix College	Conway, AR
Illinois Wesleyan University	Bloomington, IL
Indiana University Bloomington	Bloomington, IN
James Madison University	Harrisonburg, VA
Kalamazoo College	Kalamazoo, MI
Knox College	Galesburg, IL
Lafayette College	Easton, PA
Lawrence University	Appleton, WI
Lewis & Clark College	Portland, OR
Loyola Marymount University	Los Angeles, CA
Loyola University Chicago	Chicago, IL
Loyola University New Orleans	New Orleans, LA
Macalester College	St. Paul, MN
Marquette University	Milwaukee, WI
Massachusetts Institute of Technology	Randolph, MA
Miami University: Oxford	Oxford, OH
Middlebury College	Middlebury, VT
Milwaukee School of Engineering	Milwaukee, WI
Mississippi State University	Mississippi State, MS
Mount Holyoke College	South Hadley, MA
New College of Florida	Sarasota, FL
New York University	New York, NY
North Carolina State University	Raleigh, NC
Northeastern University	Boston, MA
Northwestern University	Evanston, IL
Oberlin College	Oberlin, OH
Occidental College	Los Angeles, CA
Pennsylvania State University - University Park	State College, PA
Pepperdine University	Malibu, CA

For a complete list of participating colleges, visit **student.collegeboard.org/collegepotential**

COLLEGE	LOCATION
Pitzer College	Claremont, CA
Pomona College	Claremont, CA
Princeton University	Princeton, NJ
Purdue University	West Lafayette, IN
Quinnipiac University	Hamden, CT
Ramapo College of New Jersey	Mahwah, NJ
Reed College	Portland, OR
Rhodes College	Memphis, TN
Rice University	Houston, TX
Rollins College	Winter Park, FL
Rose-Hulman Institute of Technology	Terre Haute, IN
Rutgers University	Newark, NJ
Santa Clara University	Santa Clara, CA
Sarah Lawrence College	Bronxville, NY
Scripps College	Claremont, CA
Smith College	Northampton, MA
Southern Methodist University	Dallas, TX
Southwestern University	Georgetown, TX
St. John's College (MD)	Annapolis, MD
St. John's University	Collegeville, MN
St. Lawrence University	Canton, NY
St. Mary's College of Maryland	St. Mary's City, MD
St. Olaf College	Northfield, MN
St. Thomas Aquinas College	Sparkill, NY
Stanford University	Stanford, CA
Stonehill College	Easton, MA
SUNY Stony Brook University	Stony Brook, NY
Swarthmore College	Swarthmore, PA
Syracuse University	Syracuse, NY
Texas Christian University	Fort Worth, TX
The College of William and Mary	Williamsburg, VA
The Ohio State University	Columbus, OH
The University of Chicago	Chicago, IL
The University of Maine	Orono, ME
The University of Oklahoma	Norman, OK
Trinity College	Hartford, CT
Trinity University	San Antonio, TX
Tufts University	Medford, MA
Tulane University	New Orleans, LA
UMass Amherst	Amherst, MA
Union College	Schenectady, NY
University of Arizona	Tucson, AZ
University of Arkansas	Fayetteville, AR
University of Connecticut	Storrs, CT
University of Delaware	Newark, DE
University of Denver	Denver, CO

COLLEGE	LOCATION
University of Florida	Gainesville, FL
University of Hawaii at Manoa	Honolulu, HI
University of Illinois, Urbana-Champaign	Champaign, IL
University of Maryland, Baltimore County	Baltimore, MD
University of Maryland, College Park	College Park, MD
University of Miami	Coral Gables, FL
University of Michigan, Ann Arbor	Ann Arbor, MI
University of Minnesota: Twin Cities	Minneapolis, MN
University of North Carolina at Chapel Hill	Chapel Hill, NC
University of Notre Dame	Notre Dame, IN
University of Oregon	Eugene, OR
University of Pennsylvania	Philadelphia, PA
University of Pittsburgh	Pittsburgh, PA
University of Puget Sound	Tacoma, WA
University of Richmond	University of Richmond, VA
University of Rochester	Rochester, NY
University of South Carolina, Columbia	Columbia, SC
University of Southern California	Los Angeles, CA
University of Texas at Austin	Austin, TX
University of Utah	Salt Lake City, UT
University of Vermont	Burlington, VT
University of Virginia	Charlottesville, VA
University of Washington	Seattle, WA
University of Wisconsin-Madison	Madison, WI
Ursinus College	Collegeville, PA
Vanderbilt University	Nashville, TN
Vassar College	Poughkeepsie, NY
Villanova University	Villanova, PA
Virginia Polytechnic Institute and State University (Virginia Tech)	Blacksburg, VA
Wake Forest University	Winston-Salem, NC
Washington University in Saint Louis	Saint Louis, IL
Wellesley College	Wellesley, MA
Wesleyan University	Middletown, CT
Wheaton College	Norton, MA
Willamette University	Salem, OR
Williams College	Williamstown, MA
Wofford College	Spartanburg, SC
Worcester Polytechnic Institute	Worcester, MA
Yale University	New Haven, CT

For a complete list of participating colleges, visit **student.collegeboard.org/collegepotential**

College Application Fee Waiver 2016-17

Realize Your College Potential

<DYNAMIC: STUDENT NAME>

Congratulations on all your success in high school! You deserve the opportunities a college degree can provide — take the next step by applying to college.

< DYNAMIC Address: >

Phone:

Social Security No.:

Social Security number is an optional field. Colleges may use this information to match student admission and financial aid applications.

Email:

SIGNATURE OF STUDENT

By submitting this form, you agree that you:

- → Are eligible to use college application fee waivers.
- → Understand that participating colleges make the final decision on whether to waive their application fees.

INSTRUCTIONS FOR STUDENTS

Please complete this form and submit it with your college application.

Be sure to double-check the following:

1. That you are eligible to use college application fee waivers.
2. That you are applying to a college that will accept this fee waiver.
3. That you follow any instructions the college may have for submitting this form.

For more information, see the instructions and list of participating colleges included with your materials and online at **student.collegeboard.org/collegepotential**.

UNIQUE APPLICATION FEE-WAIVER CODE: **<DYNAMIC CODE>**

CollegeBoard

THIS FORM IS NOT INTENDED AS A WAIVER OF TEST FEES FOR EITHER THE SAT® OR THE SAT SUBJECT TESTS™.

collegeboard.org

00539-003

Appendix 4

Emails

2017 Cohort

White, Brooke

From: College Board <CollegeBoard@noreply.collegeboard.org>
Sent: Tuesday, September 27, 2016 3:33 PM
To: Popper, Cameron
Subject: [t-test][html] [I539_15] Madeline, We've Found Colleges That May Be a Good Fit for You

You've earned a bright future. It's time to apply for it.

CollegeBoard

Dear Madeline,

Congrats on your performance on the PSAT/NMSQT® or SAT®! You've shown that you have what it takes to succeed in college. Now it's time to apply.

We've identified some colleges that might be a good fit for you. We selected these colleges for you based on your PSAT/NMSQT or SAT scores and where you live — students like you have a record of success at colleges like these. To view these 12 colleges, sign in to your College Board account at bigfuture.org; at the bottom, click on **My Colleges**, then **See All Colleges**.

As you check over each college, you'll find important details like the graduation rate, application due date, and academic fit based on your test scores.

View your list on BigFuture™

Need help with your college applications? Talk to your school counselor or text the word "ASK" to 51612 to speak with a trained college adviser.*

Here's to the next step in your bright future!

Sincerely,

The College Board

* Signing up means you agree to receive our periodic SMS updates. Questions will be responded to by advisers from the College Advising Corps, working on behalf of the College Board. The College Board will not share, loan, or rent your mobile number to any third party without your consent. Message and data rates may apply. Text STOP to opt out and HELP for help.

The College Board
250 Vesey Street
New York, NY 10281

White, Brooke

From: College Board <CollegeBoard@noreply.collegeboard.org>
Sent: Tuesday, November 08, 2016 11:31 AM
To: Popper, Cameron
Subject: [t-test][html] [I539_20] Colin, It's Time to Apply for Financial Aid and Scholarships

You've made so much progress—now it's time to make it pay off.

CollegeBoard

Colin,

Did you know that almost $184 billion in financial aid is available to students like you? Most full-time college students receive some type of financial aid.

To apply for financial aid, you'll need to complete the Free Application for Federal Student Aid (FAFSA) at fafsa.gov.

To access money that makes college affordable, take these five steps:

1. **Compile key dates.** Confirm the financial aid requirements for all of your colleges and the FAFSA deadlines for your state's grant and scholarship programs **here**.

2. **Create a Federal Student Aid (FSA) ID.** Go to **fsaid.ed.gov** and create your login to Federal Student Aid sites, including FAFSA. This can serve as your legal signature.

3. **Apply for federal student aid by completing the FAFSA.** Go to **fafsa.gov** and fill out the application.

4. **Complete the CSS/Financial Aid PROFILE® for all schools that require it.** Check if your colleges require the PROFILE application and fill it out **here**.

5. **Search and apply for scholarships.** Use the **Scholarship Search** on BigFuture™ to find the right ones for you. There are thousands of scholarships out there!

More on financial aid

Have questions about financial aid? Text CHAT to 51612 and get help from a college advisor for free.*

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