A low-angle photograph of graduates in black gowns and blue stoles, throwing their black mortarboard caps into the air against a bright blue sky with scattered white clouds. The sun is visible at the top center, creating a lens flare effect. The graduates are looking upwards with expressions of joy and accomplishment.

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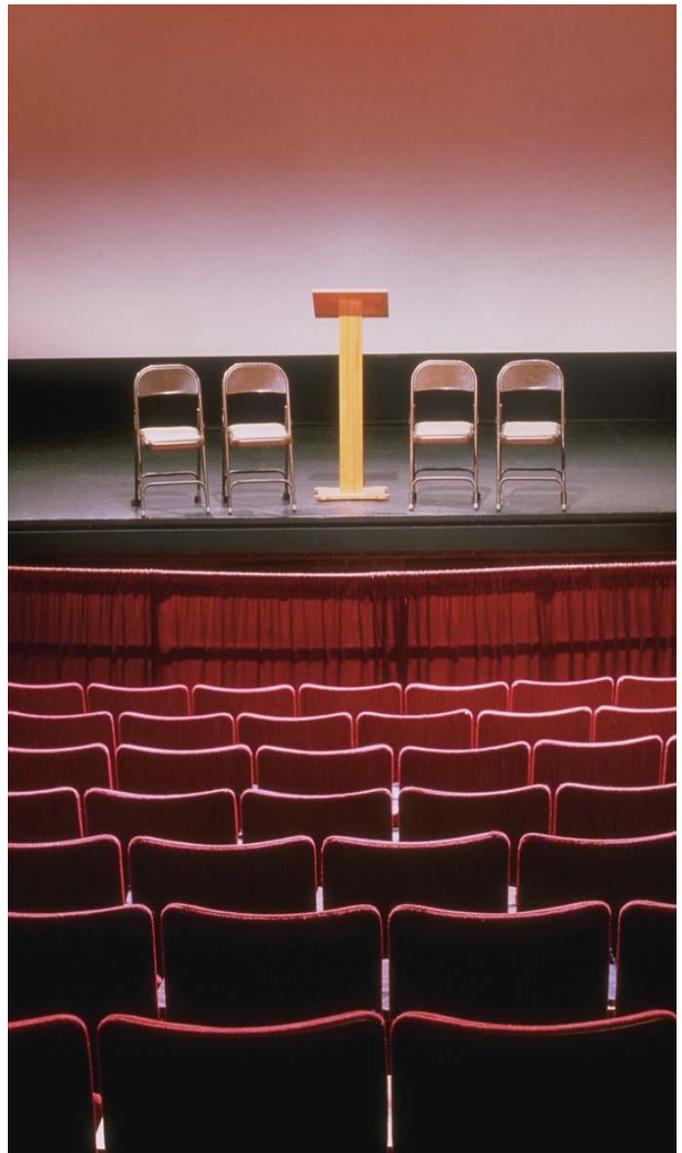
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How to Write a Powerful Capability Statement For Government Contractors

By: Gloria Berthold Larkin

What is the Purpose of a Capability Statement?

Government contracting has developed into a very competitive marketplace, thanks to its potential for being very profitable. Companies of all sizes, from small, micro-firms with one employee to large, mega-firms with thousands of employees have been successful in selling products and services to government agencies at the federal, state, city,

county and municipal levels.

However, competition has heightened as more companies try to break into, be competitive in, and stay successful in this market. Five years ago, no one knew what a Capability Statement was, and now, it is a critical tool to help you be as successful as possible, no matter what size company you represent.

Another complicating factor is that

fewer people are employed by the government to handle outreach and acquisitions. This means that contractors must know how to distill the information that is most important to a particular decision-maker, state it in a clear, concise manner, and reinforce its importance to the prospect, even more so than in the past.

Successful firms use their Capability Statement for a number of purposes:

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- o Required in many government registration processes
- o A door-opener to new agencies
- o Proof of qualification
- o Proof of past performance
- o It will set you apart from your competitors

Capability Statement Format

A Capability Statement should be very brief (only 1 or 2 pages), to the point and specifically related to the individual agency’s needs. Ideally, it is a living document that will change depending on the targeted agency. Why is this? Because savvy contractors know that each agency has it’s own mission and focus, and they speak directly to those in their capability statement.

It is important that the document be visually interesting and have similar graphic elements to your company’s brand and logo. It must also be a searchable document that can easily be sent as a PDF file.

Therefore, we recommend that Capability Statements are created in Word or Publisher using a template that reflects a firm’s brand with its own logo, colors and graphic identity. It is important to fit all critical information on one side of one page. The second side, if absolutely necessary, may contain additional supporting data important to the targeted agency such as case studies of past successful projects.

Capability Statement Contents

The five key areas included in a successful are:

1. Core competencies
2. Past performance
3. Differentiators
4. Corporate data
5. Contact information

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Tips:

It is best to call the document a Capability Statement. This should be stated at the top of the document.

This is a term known throughout government contracting decision-makers, and indicates that you have knowledge of the contracting process. A Capability Statement should also show a firm's logo and other branding elements, for recognition, and be free of long paragraphs, instead, using short sentences and bulleted lists for quick visual scanning.

When composing a Capability Statement, use the following section labels: Core Competencies, Past Performance, and Differentiators. These are the key elements that government buyers are looking for so that they can make a speedy decision.

Show contact information, including web site and a specific person's name, email and phone number, on each side (page) of the document.

Create a new document for each agency, prime or teaming opportunity. This way each Capability Statement has all the information it needs for that opportunity, and only the needed information.

A Capability Statement is preferably only one page, one side. Go to two sides only if absolutely necessary.

Save and distribute as a PDF, not a Word, PowerPoint or other format. Save the document with your company's name in the file name. Many federal agencies block Word and Publisher documents because they may harbor viruses, however, a PDF file is much safer, usually smaller and stays visually consistent when mailed.

Core Competencies

These are short introduction statements relating the company's core competencies to the agency's specific needs followed by key-word heavy bullet points. This is NOT everything a firm is able to do, but the core expertise of a firm, specifically related to the agency this Capability Statement is written for, its mission and identified opportunities.

Past Performance

Begin by listing past customers for whom your business has done similar work. Prioritize starting with related agency, to all federal to other government, to commercial contracts. If the past projects do not relate to the targeted agency's needs, do not list it.

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Tip: Ideally, include specific contact information for immediate references. Include name, title, email and phone. Use this information when meeting with decision-makers. Leave this information off the Capability Statement when you are sending the PDF as an initial outreach effort or leaving as a handout at conferences.

Differentiators

Doing business with the government is highly competitive. Contractors have the burden of dealing with this competitive market and rising above the other contractors. Many companies who are trying to increase sales to the government market do not have a clear value statement detailing what makes them different from their competitors. A succinct, clear statement that relates to the specific needs of the agency is what will help the procurement and purchasing people, the program managers and end users understand why they should pick your firm over other competitors.

Sample Differentiator Questions:

How is your company best suited for the needs of this agency? What is it about your services that make you stand out from the rest? What is it about your people that give you the advantage over your competitors? Why are your products better solutions than the others that are available?

If these benefits cannot be clearly communicated, it is impossible for a decision-maker to make a clear recommendation for your company over one of your competitors. Many companies fail to take this critical step. And they wonder why they are missing out on contracts.

Company Data

Include one or two short sentences with a company description detailing pertinent history. Include: the size of your firm, your revenue, the number of employees you have, and the typical geographic area you serve.

Tip: Readers will visit your web site for additional

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information. Make sure your web site is constantly updated and government-focused.

List Specific Pertinent Codes

- DUNS
- Socio-economic certifications: 8(a), HUB Zone, SDVOB, etc.
- NAICS (all) Do not include code descriptions, just use the numbers
- CAGE Code
- Accept Credit and Purchase Cards
- GSA Schedule Contract Number(s)
- Other federal contract vehicles
- BPAs and other federal contract numbers
- State Contract Numbers
- Name (a specific person)
- Address
- Phone (main and cell)
- Email (a personal email, not info@)

If your firm has won any awards, received accolades or has notable accomplishments relating to that agency, list them only if you have space.

Use this information to help you create a Powerful Capability Statement and open doors to contracting opportunities in the federal government. This document is the key to building relationship with important decision-makers in government contracting, providing them with a concise description of the goods and services your business can provide, and a consistent reminder of your firm. When properly written, a Capability Statement is the tool that sets your company head and shoulders above your competition.

You're Not the Boss of Me

Winning Over Pseudo Leaders in Your Workforce

By: Sheila Murray

Too often new supervisors find themselves in situations where their authority is challenged or their directions are ignored or treated with disregard, or even contempt. This can be especially true if they've been promoted as a result of their technical skills as opposed to their managerial skills. But it is also true of new supervisors or managers hired from outside the company. Having the title of supervisor or manager doesn't make you a leader.

Being in a position of responsibility and authority cannot, by itself, convince your employees to follow

your direction or support your organization's objectives. If your managerial skills are weak, strong willed pseudo leaders will emerge from your workforce to challenge every decision you make or change that you propose.

Fortunately, leaders are made, not born. It is the ability one possesses to influence the opinions, attitudes, and behavior of others that comprises leadership. There are tons of good books and articles available to you that expound on these qualities. Hopefully, you also have a mentor who listens to and advises you. If you don't have a mentor, find one.

Until you have the skills you need to be a great leader, you must ensure that the pseudo leaders among your workforce share your company's objectives. Seek out these individuals, assume they want you to succeed, and share your vision for the department with them. Also solicit their input and give them responsibility by making them a part of a planning or review team. The importance of winning the support of these strong willed dissenters, cannot be overstated. If one of these pseudo leaders is allowed to promote his or her own objectives by assuming a leadership role, confusion, resentment

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and poor department morale may be the result.

Everyone responds favorably to praise, so find reasons to praise your pseudo leaders. Be sure to thank them for jobs well done and show your appreciation by praising them in front of their peers. Giving praise in public serves a dual purpose. It shows your employees that you appreciate good work but also that you are the person your workers need to please. Once you have sought out and supported the positive traits of your pseudo leaders, hopefully they will be on their way to becoming loyal and supportive employees and you will only need to stay the course in order to be successful.

If you have followed the plan outlined above and individuals continue to undermine your authority, address each specific incident with them in private. Let them know that you are disappointed in their negative actions, remind them of the good rapport that has been established between you in recent weeks or months and ask them why they would jeopardize the success of the company and therefore their own jobs. If you have done all you can to make your contentious employees a vital part of your team, and they are still trying to undermine your authority, termination of their employment may be necessary.

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WHY IT PAYS TO REDEFINE YOUR WELLNESS PROGRAM

By: Scott Foster

“Wellness,” said Dan Rather on a 1979 episode of 60 Minutes, “There’s a word you don’t hear every day.” Since that fateful moment in television history, wellness has moved from a fringe concept that was rarely uttered in conversation into a word that is heard regularly in interpersonal conversations, media, and in business, medical journals and publications.

Corporate wellness has grown into a \$2 billion industry in that timeframe

and has been incorporated into primary care medicine, corporate benefits packages, and government health initiatives. It has also become a buzzword used by health plans and brokers to upsell services.

Unfortunately, recent research indicates that while 90 percent of U.S. companies offer some aspect of wellness programs, only half of them have tried to measure the program’s success. Even sadder is the news that fewer than 7 percent of the wellness

programs offered are good enough to make a difference.

Most wellness programs have an effective shelf life of two years or less. This leaves companies frustrated over poor employee engagement, low support among company leadership, and few results. Many companies abandon these initiatives altogether or start over entirely.

Harvard economists and scientists have found that when employers

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utilize current, comprehensive wellness programs, medical costs fall by \$3.27 and absenteeism is reduced by \$2.73 for every dollar invested in these programs. Of course, you must have the right wellness strategies in place to achieve results like these.

Here are eight action steps to redefine your wellness program so that you too can achieve similar results.

1. Provide Information and Education to Employees and their Families

As a successful business, it's important to provide education about individual and group health to your employees and their families. Do this in a manner that helps them develop the skills to make necessary lifestyle changes while also acknowledging varying degrees of motivation. A few ways you can do this include:

- Provide newsletters, handouts, website access, and payroll stuffers with relevant information.
- Create a lending library with helpful health materials including books, brochures, videos, etc.
- Offer regular, onsite speaking programs, wellness coaching, and multi-week challenges.

2. Give Employees Opportunity to Assess Their Own Health Risks

Provide an appraisal of health risks and related feedback from a reputable resource. You should also make sure the assessment is confidential and includes measurements for diabetes, blood pressure, cholesterol and BMI (body mass index). More effective assessments provide employees with an overall wellness score and employers with a dashboard of health trends, conditions, clusters and avoidable costs.

3. Offer Real Improvements and Not Just More of the Same

Your employees don't want more health resources, they want better health resources. They are already bombarded with far too much benign information with little value. Present only the most reputable experts and

information. Don't simply pile something else on top of other ineffective information. Give them something better instead.

4. Improve Engagement by Incentivizing Participation

The average participation rate in wellness programs is 40 percent. That number doubles with an incentive of \$200 or more and exceeds 90 percent when the incentives relate to health benefits. Consider this as you work to improve participation and impact.

5. Create a Supportive Culture of Health Within Your Business

Make it easy for employees to make healthy choices by providing healthier snack options in break rooms and meeting areas. Offer fitness opportunities. Implement wellness policies affirming organizational health support.

6. Don't Sacrifice Quality for Costs

Current research from Harvard indicates that the most effective programs cost between \$65 and \$285 per year per employee. If you don't have the budget to offer this, consider offering a pilot program to a smaller group of employees. The results speak for themselves and often leave room to offer future widespread coverage.

7. Don't Treat the Wellness Program as an Island

These programs cannot be effective as a single initiative from Human Resources. Incorporate them into the corporate culture and use one program or service to link to others. Then, employees get the maximum assistance that's available to them, including referring into your existing, often underutilized, benefits.

8. Evaluate the Program

The bottom line is that wellness must work in order to be a cost-effective measure for your business to take. You need to track and report participation, results, costs, and effectiveness of your health program.

During the past 30 years, the term wellness has undergone many transformations. Including the strategies above in your wellness program will ensure it lasts well into the next decade for your business.

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Mastermind Your Way to Success

By: Bud Bilanich

Belonging to a mastermind group is one of the best ways of building strong, lasting, mutually beneficial relationships with the people in your life.

To the best of my knowledge, Napoleon Hill was the first person to use the term mastermind group in his timeless work *Think and Grow Rich*.

The idea behind a mastermind group is simple. No one person has sufficient experience, knowledge and ability to succeed in this life without the cooperation of other people.

When you're creating your success plan, it helps to get the input and thinking of as many people as possible. Remember, surrounding yourself with positive people is a good way to build your self confidence.

Entrepreneurs often form mastermind groups to exchange ideas on how to grow their respective businesses. However, I think that everybody can benefit from being part of a mastermind group. You can form a group with friends at the company where you work, or with friends you know from your church or synagogue — or

friends you meet at your kid's sporting events. It doesn't matter. You just want to find a like-minded group of people; people who want to succeed in their lives and careers, and who are willing to help you succeed in return for you helping them succeed.

Here are a few ideas for forming a mastermind group...

o Mastermind with people you like and who share your interests and goals. If you don't feel that the mastermind group is discussing

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things that are relevant to you, you are probably in the wrong mastermind. That's OK. Just leave the group and find another group of people who are aligned with your thinking and your career and life success goals. This is less of a problem if you take the initiative to create your own mastermind group.

o Meet in person if you can. In the best mastermind groups, people are comfortable with and like and trust one other. This comfort, affection and trust, comes with personal connection.

o Meet frequently — at least once a month. I think every two weeks is better. Frequent meetings will create momentum which will create personal accountability and drive.

o Make sure everyone gets a chance to speak and have his or her ideas reviewed by the group. Some mastermind groups designate a timer to keep things on track. You can't have one member dominate the meetings, while others don't get a chance to get the benefit of the group's thinking.

o I find it's best to not add new members once the group has been formed. If someone leaves the mastermind, you may consider inviting another member to join. If you do, make sure it is a decision endorsed by the entire group. In effective mastermind groups, a sense of cohesion develops quickly. This cohesion can be hampered by the addition of even one new person.

o Care as much about the success of the other members of the mastermind group as you do your own. Keep the sixth point of The Optimist Creed in mind — *Be just as enthusiastic about the success of others as you are about your own* — as you meet with your group.

The common sense point here is clear. Two heads, or three or four, or five or six, are better than one when it comes to creating the career and life success that you want and deserve. That's why forming your own mastermind group is a good idea. Mastermind groups are not just for entrepreneurs. We can all benefit from the thinking of others. Others can benefit from our thinking. A word to the wise though, your mastermind group will work for you only if you are willing to work for it. These groups are a two way street. The more you put in to helping others, the more others will put into helping you. When you get in to a group, don't keep score. Be willing to listen and share your advice first — with no expectation of return. Ironically, if you follow this path, you'll get a lot in return. I guarantee this to be true.

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The Problem With College and Career Readiness Education

By: Gabriela Gotay

Preparing our children to be successful in college and once they step out into the workplace is certainly an educational goal worth striving for, but should college and career readiness be the ultimate goal of the traditional education system?

I am proof that focusing on college and career readiness can actually work. I graduated with high honors from both college and graduate school. I have a job and time to blog and come up with other fun ideas

and projects. I have good communication skills, interpersonal skills, work with people and take on leadership roles.

However, when I think back and reflect about my years in primary and secondary school, I know there is so much information that is missing. For me, those first years of school seem to be a blur. I know I did receive some information, I know I was there at school, in a room with a teacher and other 20 or 30 students, I know I had

the books and I also know, I was a very distracted girl, I know I did not like all they taught and felt no inspiration to learn. Nevertheless, I did the work, I got passing grades, and moved up from one grade to the next until I was “ready”.

Yes, many students reach a level of “college and career readiness”. But what does that really mean? Even more worrisome, could that be the only goal that is worth it?

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New schools and new teaching and learning models have been sprung up for years in different countries around the world. In the US these “avant-garde” schools are implementing many different approaches to teaching and learning. These schools are mostly private schools or public charter schools. Unfortunately, many of the students that need these schools the most, as they provide greater literacy reinforcement and a new source of inspiration to learn beyond the expected bottom line, are missing out.

What happens when we forgo true mastery of skills, abilities and understanding for the quick and ready-made? When we don’t allow the teaching and learning process enough flexibility and resources to provide individual attention to students and support to teachers? What happens when the aim of traditional schools continuous to be the mass production of “workers”, giving just enough time, tools and strategies to grasp the very basic concepts and understanding to move on? The answer is simple and worrisome, where the original goal was to produce “useful and moral citizens” the reality is that we are producing nothing more than mediocre children.

Of course many students in traditional educational systems succeed. But shouldn’t the aim be the success of ALL?

And what about this insistence on “college and career” as the next obvious steps, or rather THE steps to take after graduating from high school?

I did follow the very traditional path of college, marriage and career. As I look back and forward into the evolution of our human civilization, that traditional path is still very much ingrained in the way western culture has structured itself. Within society, many of us think we are doing what we want to do with our lives, but in reality, immersed in the traditional education systems, we have been programmed for years. Of course, at the time schools as we know them formally began, its main purpose was to develop rational and discipline citizens, men and women willing and able to follow society’s rules and limitations that make everyday life possible. The school became a civilizing institution.

But, when the standards teachers work with emphasize “college and career readiness” we are telling young students that these are the only acceptable options on the table for their future. I believe, that in a never ending

quest to produce children that get into college and find jobs, schools have created massive mediocrity.

College: before our modern times, going to a higher institution of learning was not designed for everyone. Nowadays we have more than enough physical evidence that people that don't go to college can still be greatly successful. This success doesn't happen by accident, but by action and self-discipline. If students grow up and get educated in creative and innovative environments, who can tell how many useful technologies they may be able to come up with or what new ideas they may develop that change the way we live our lives in the coming future. At one time in our human history colleges may have been great places to share ideas and learn about a variety of topics not available to everybody else. Now, that is not necessarily true anymore. People around the world connect and share ideas by the second. The internet is all about information, connectivity and learning that takes place instantly. Many free courses are available online, all the books you could imagine to download and the forums for discussion of new ideas.

Career: this word doesn't mean a Job, not anymore. Now a career may be thought of as the path one entrepreneur takes along a line of innovative ideas, products and services. Now a career is not a life spent working for a company, performing exactly the skill, it says in your resume, you acquired in your college degree. The workplace has changed, and the role of a professional within it has also change. Social skills are needed in the workplace, yes, ability to follow rules and procedures, to work in teams, to manage time... but more and more offices and companies are revamping their organizational structure and what they expect employees to do. It's no longer a follow the leader, static environment. It is an ever changing and challenging place, where cultural awareness and diversity is the new norm, where each individual is expected to take on a leadership role, where working standing up is ergonomic and we are even having "walking" meetings.

Innovative educational models have come and go, the stronger ones have endured. But to get access to those, most parents still need to pay. While the public education

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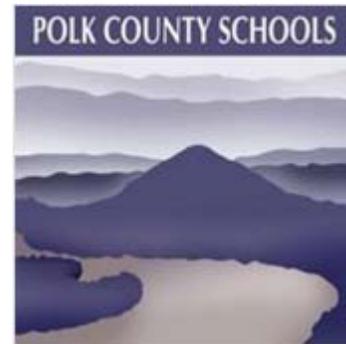
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systems of some states have taken positive steps forward, other are lingering behind, within the security of the states' educational standards and the CCS. Don't get me wrong, having a set of standards is useful in many ways. But the limiting expectation of college and career readiness may be doing more harm than good.

As valuable as it is to prepare children with the skills they will need to be useful and productive once they get out of school, it is also valuable to make the time they spend in school one of self-discovery, reflection, creativity and problem solving outside the box. Because, if children don't see themselves represented in other individual or self-made boxes outside the box of "college" and the box of "career", they will default to mediocrity. Supporting and building of the confidence of children is what opens up the path they will choose to travel no just toward college and career, but through life.

Let's prepare our children to be ready to face life's challenges and opportunities. Let's refrain from forcing "college" and "career" as the only two options and the only to reason that school is worth their time for. School, as a time and place, is so much more than that.

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The logo for Lincoln County School District features the text "Lincoln County School District" in a serif font. A red apple with a green leaf is positioned between the words "Lin" and "In".

**Lincoln County
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Student Employment Success Is Just As Important As Financial Aid

By: Bob Roth

Is it better for students to receive 20, 40 or 60 thousand dollars in Financial Aid in the form of Student Loans or obtain the information, training and guidance that greatly increases their chances of landing A Job that pays 40, 50 or 60 thousand dollars a year?

Of course it would be great if a college would do both.

However, there are comparisons that can tell us where your college stands on this issue.

Where does your college put its money and its personnel?

Total Financial Aid Dollars (Dept. Budget, Scholarships & Student Loans)

vs. Total Career Services Dollars (Dept. Budget)

Number of People who work in the Financial Aid Dept.

vs. Number who work in the Career Services Dept.

Number of Students who Receive Financial assistance from the Financial Aid Dept.

vs. Number who receive Job Search Preparation assistance from Career Services

This raises many other questions:

1. When a student receives financial aid in the form of Student Loans, but is not prepared to conduct an effective Job Search Campaign and therefore does not receive a job offer that pays

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enough to live on their own and pay back their loans, is that student successful?

2. Would students be better off receiving \$40,000 in Student Loans (Financial Aid) or \$40,000 in Job Search Preparation assistance?

3. When allowed to pick only one, how many students would prefer to receive Financial Aid in the form of Student Loans and how many would prefer to Land a Good Job when they graduate?

4. How many students receive Financial Aid in the form of Student Loans, but end up accepting jobs that force them to live at home and struggle to pay back their loans?

5. How does a student benefit from Financial Aid, if they can't land a good paying job?

6. Are Student Loans really Financial Aid or are they actually a Financial Burden for most students?

7. How much money (Scholarship Money and Other Money) does your college give to students that does not require them to pay it back?

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8. How much Financial Aid money at your college comes in the form of Student Loans and must be paid back by students?

9. At your college, what is the ratio of financial aid money that does not have to be paid back - to - the amount of financial aid money that does have to be paid back by students?

Of course, some students receive Financial Aid in the form of Student Loans and also Land Good Jobs.

However, many solid students who receive Financial Aid Loans that must be paid back are not able to land a Good Job.

That leaves too many recent grads struggling to launch their careers and get on their feet financially.

The Most Important Question:

When a college grad must accept a job that pays \$20,000 or \$25,000, one often unrelated to his/her area of interest, how long will it take that person to catch up (Financially and Career Wise) with a student who immediately lands a job in his/her chosen field that pays \$45,000+ per year?

The Answer: Unfortunately, most students will take a long, long time to catch up.

It is for that reason that colleges must change their approaches to and concern for Job Search Preparation.

There is only one reason why colleges emphasize Financial Aid in the form of Student Loans over Job Search Preparation.

We see that reason in action every day.

Since a good education does not automatically lead to a good job, there are things that college students should be doing to enhance their employment prospects.

However, students need help with this.

It should be obvious that student employment success must be given a much higher position on the priority list of college leaders.

Without a good job, students will be greatly hampered in their quest for career, financial and personal success.

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Paying for College: 10 Tips That Can Help You Cut Your College Expenses

By: Susie Watts

Paying for college is a shock for most parents. Tuition for both private and public colleges and universities has far surpassed what anyone could have predicted. Just applying to college costs a lot of money when you consider application fees, submitting test scores and all the other expenses involved. Few families are prepared to have to pay this much money to educate their children. Whether you are one of those parents who have saved for college through the years or one who

simply didn't have the means to do the kind of college planning that might have been helpful, there are still some ways to help your family pay for college.

1. Hopefully, you have filled at the FAFSA (Federal Application for Federal Student Aid) online in order to qualify for financial aid. If not, there is still time to do so. Don't wait, however, because money is available as long as it is there. Even if you think you do

not qualify for financial aid, fill out the FAFSA anyway. You may be surprised.

2. After you have filled out the FAFSA, you will receive a financial aid award letter from the schools to which your child has applied. If you find that it does not provide sufficient help for you to pay for college, you can call the financial aid department at a school and see if they can help you fill the gap

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between what they have offered and what you feel you are able to pay. If your financial circumstances have changed since you filled out the FAFSA, but sure to contact the school and see if they can increase your financial aid.

3. Encourage your child to apply for scholarships, both at the schools to which they have applied and from other sources. Some colleges offer scholarships for particular majors, community service, or specific talents. Also, check with your church or synagogue, workplace or community organizations that frequently offer scholarships to students in your local area.

4. Have your child get a summer job so that those earnings can be used for additional expenses like entertainment, school supplies, clothing and other needs that are bound to come up during a college semester. It is amazing how much summer job earnings can help and relieve parents of those expenses.

5. Help your child to choose a college dorm that is

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reasonably priced. Sometimes there is a significant difference in living accommodations. If a dorm is newer and provides suites and additional recreational facilities, you may quite a bit more than your more traditional college dorm where two or three students share a room and a community bathroom.

6. Carefully consider the campus meal plans. If your child is not a breakfast eater and would prefer to pick up a bagel on the way to class, why pay for breakfasts for a full week. Some meal plans include eating in off campus restaurants, while others are limited to campus dining facilities. Choose the plan that is best for your child and it will help you save some money and make paying for college a little less stressful.

7. Have your child look for college textbooks online. They are usually considerably less expensive than ones in the college book store. If the books are not available online, check the bookstore and see if they have some used copies. Also ask the professors whether an older addition of a book would be acceptable. They are usually cheaper.

8. If your child is offered federal work-study as part of your financial aid package, this is a great way to help you pay for college. Your college student can earn extra money by working part-time doing many different jobs on campus. Usually there is a need in the dining facilities, at sports events, or working with a professor who may want an assistant.

9. If work-study is not offered by the school, have your child consider babysitting for local families, house or pet care, computer assistance for students or anything else that they are able to do to help defray college expenses.

10. For students who travel by airplane to get to their college, it is always a good idea to book the flights way in advance. Make sure you know the exact dates your child plans to travel and book those reservations as soon as you do. It is also a good idea to try and fly on the same airline so that you can sign up for a frequent flier program and at least earn some miles.

Paying for college can seem overwhelming, but these suggestions will at least help you cut college costs.

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