



Investment Planners, Inc.
FINRA/SIPC
IPI Wealth Management, Inc.

Saving for College Checklist



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General information	Yes	No	N/A
1. Has relevant personal information been gathered? • Child's name and date of birth • Type of college child is interested in (e.g., public, private, two-year, or four-year) • Each parent's name and date of birth • Names and dates of birth of other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has parents' financial situation been assessed? • Income • Expenses • Assets • Liabilities • Tax rate • Filing status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			
Estimating college costs	Yes	No	N/A
1. Have any savings already been earmarked for child's college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If yes, has average rate of return been estimated for these savings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have grandparents earmarked any funds for child's college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If yes, has average rate of return been estimated for these savings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Has type of college been narrowed? (e.g., public, private, two-year, or four-year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has review been done of what expenses are included in the total cost of college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Has the college inflation rate been discussed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. What percentage of college costs will be funded by parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			
Investment planning	Yes	No	N/A
1. How many years does money have to grow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Has risk tolerance been evaluated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is it important to retain complete investment control over assets on day-to-day basis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is it important that assets are in parent's name and control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is it important that funds be accessible, without penalty, in case of an emergency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is it important to look for savings strategies with tax advantages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How much will be available to save each month or year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Specific savings options	Yes	No	N/A
1. Have different college savings options been considered? • Section 529 college saving plans • Section 529 prepaid tuition plans • Coverdell education savings account • UGMA/UTMA custodial account • Series EE bonds • Gifting to child • Other tax-advantaged strategies • Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Financial aid issues	Yes	No	N/A
1. Has basic financial aid information been discussed? • Loans, grants, scholarships, work-study • Need-based aid versus merit aid • Main sources of financial aid • Federal methodology versus institutional methodology • EFC (expected family contribution) and financial need • Names and descriptions of major federal loan programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has the financial aid impact of various savings options been explored?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has positioning assets to maximize financial aid been considered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has a dry run through the federal financial aid formula been done to estimate EFC?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Other ways to lower college costs	Yes	No	N/A
1. Have other ideas to lower future college costs been considered? • Attend public over private college or two-year over four-year • Attend community college for two years, then transfer • Student lives at home while attending college • AP courses in high school for college credit • Three-year accelerated college degree program • Joint undergraduate/graduate degree program • Canadian schools • Cooperative education • Parents purchase housing for student • Military programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Balancing need for college savings with other goals	Yes	No	N/A
1. Are there any other children for whom college saving is a priority?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If so, will their years of college overlap?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has a retirement savings program been implemented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have expected retirement income needs been calculated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have other short-term and long-term financial goals been examined?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

IMPORTANT DISCLOSURES

Broadridge Investor Communication Solutions, Inc. does not provide investment, tax, or legal advice. The information presented here is not specific to any individual's personal circumstances.

To the extent that this material concerns tax matters, it is not intended or written to be used, and cannot be used, by a taxpayer for the purpose of avoiding penalties that may be imposed by law. Each taxpayer should seek independent advice from a tax professional based on his or her individual circumstances.

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