

COLLEGE AND CAREER PLANNING GUIDE



DANIEL HAND HIGH SCHOOL
Class of 2015

College and Career Planning Guide

To Our Students, Parents, and Guardians:

During the next several months, your counselor, our School Counseling Coordinator, your parents/guardians, teachers, and other support personnel will be helping you make some very important decisions regarding your life after DHHS. If statistics hold true, over 90% of you will be attending some form of post-secondary education. The most important job you can do is to take an active role in the decision making process.

An important question to begin with is: “What do I really want to be doing after graduation?” If the answer is college, then ask “What do I want from this experience?” The next step would be to become an informed consumer. This will involve meeting with your school counselor and doing some independent research. If you are postponing college and/or pursuing other options, you still need to develop a well-organized plan with Mrs. Catucci, Ms. Coyle, Ms. Curran, Ms. Judson, Ms. Skarsten, or Ms. Hawley, School Counseling Coordinator.

Thanks to the “Information Age”, research options have become easier. Most of the information contained in this guide has come from the College Board and articles from ASCA (The American School Counselor Association) and years of experience your counseling staff has! Please take the time to read over the handbook.

We are looking forward to working with you at this very exciting time. We hope to help you through the sometimes stressful moments of the search process. We strongly believe that the long term outcome will be more meaningful for you if you keep in mind the following: *Think about the things that bring you joy, then make a point of connecting with as many of them as possible, as often as possible.*

Sincerely,

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Statement of Student Rights and Responsibilities

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Students applying to college have the right to certain information about colleges and universities, and about how much it costs to go to college. The U.S. government requires that colleges and universities provide prospective students with the following information.

Most colleges and universities post this information on their Web sites. In addition, campuses are required to dedicate at least one staff member as a "customer service" information provider. College admission offices will be able to direct you to that staff member to answer your questions.

Colleges Must Provide:

General:

- The cost of attending an institution, including tuition, books and supplies, housing, and related costs and fees
- Requirements and procedures for withdrawing from an institution, including refund policies
- Names of associations that accredit approve or license the institution
- Special facilities and services for disabled students.

Academics:

- The academic program of the institution, including degrees, programs of study, and facilities
- A list of faculty and other instructional personnel
- A report on completion or graduation rates at the college
- At schools that typically prepare students for transfer to a four-year college, such as a community college, information about the transfer-out rate.*

* For more information about transferring from a two-year to a four-year institution, see *The College Transfer Student in America: The Forgotten Student* (\$80 nonmember/\$55 member; 2004; Item 9022. (Order at www.aacrao.org/jfPublications/catalog.cfm.)

Financial Aid:

- The types of financial aid, including federal, state and local government, need-based and non-need based, and private scholarships and awards
- The methods by which a school determines eligibility for financial aid; how and when the aid is distributed
- Terms and conditions of campus employment, if financial aid is delivered through a work-study aid program.

For more information about student financial aid, visit www.studentaid.gov.

Campus Security:

Procedures and policies for reporting crimes and emergencies on campus, as well as the system of adjudication

- The number and types of crime reported on and around campus
- The school's drug offense policy, as well as descriptions of the school's drug awareness and drug use prevention programs.

To compare campus crime statistics for different colleges, visit <http://ope.ed.gov/security>.

You can obtain much of this information at the "College Opportunities Online (COOL)" Web page, operated by the U.S. Department of Education at:

<http://nces.ed.gov/ipeds/cool/>

or visit the "Student Guide" at:

www.studentaid.ed.gov/students/publications/student_guide/index.html

Students' Rights and Responsibilities in the College Admissions Process

An outgrowth of NACAC's Statement of Principles of Good Practice, the Students' Rights Statement makes clear to entering college students those "rights" that are only alluded to by the Principles of Good Practice. It also spells out the responsibilities students have in the admission process.

When You Apply to Colleges and Universities, You Have RIGHTS

Before You Apply:

- You have the right to receive factual and comprehensive information from colleges and universities about their admission, financial costs, aid opportunities, practices and packaging policies, and housing policies. If you consider applying under an early admission plan, you have the right to complete information from the college about its process and., policies.
- You have the right to be free from high-pressure sales tactics.

When You Are Offered Admission:

- You have the right to wait until May 1 to respond to an offer of admission and/or financial aid.
- Colleges that request commitments to offers of admission and/or financial assistance prior to May 1 must clearly offer you the opportunity to request (in writing) an extension until May 1. They must grant you this extension and your request may not jeopardize your status for admission and/or financial aid.
- Candidates admitted under early decision programs area recognized exception to the May 1 deadline.

If You Are Placed on a Wait/Alternate List:

- The letter that notifies you of that placement should provide a history that describes the number of students on the wait list, the number offered admission, and the availability of financial aid and housing.
- Colleges may require neither a deposit nor a written commitment as a condition of remaining on a wait list.
- Colleges are expected to notify you of the resolution of your wait list status by August 1 at the latest.

When You Apply to Colleges and Universities, You Have Responsibilities

Before You Apply:

- You have a responsibility to research, and to understand and comply with the policies and procedures of each college or university regarding application fees, financial aid, scholarships, and housing. You should also be sure you understand the policies of each college or university regarding deposits you may be required to make before you enroll.

As You Apply:

- You must complete all material required for application and submit your application on or before the published deadlines. You should be the sole author of your applications.
- You should seek the assistance of your high school counselor early and throughout the application period. Follow the process recommended by your high school for filing college applications.
- It is your responsibility to arrange, if appropriate, for visits to and/or interviews at colleges of your choice.

After You Receive Your Admission Decisions:

- You must notify each college or university that accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college you wish to attend, but no later than May 1. It is understood that May 1 will be the postmark date.
- You may confirm your intention to enroll and, if required, submit a deposit to only one college or university. The exception to this arises if you are put on a wait list by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify a college or university at which you previously indicated your intention to enroll.
- If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and make no additional applications. If you are an early decision candidate and

are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid.

If you think your rights have been denied, you should contact the college or university immediately to request additional information or the extension of a reply date. In addition, you should ask your counselor to notify the president of the state or regional affiliate of the National Association for College Admission Counseling in your area. If you need further assistance, send a copy of any correspondence you have had with the college or university and a copy of your letter of admission to:

National Association for College Admission Counseling

1631 Prince Street

Alexandria, VA 22314-2818

Phone: 703/836-2222

800/822-6285

Fax: 703/836-8015

www.nacacnet.org

Definitions of Admission Options in Higher Education

Non-Restrictive Application Plans

Regular Decision

Definition: Students submit an application by a specified date and receive a decision in a clearly stated period of time. *Commitment: Non-binding*

Rolling Admission

Definition: Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.

Commitment: Non-binding

Early Action (EA)

Definition: Students apply early and receive a decision well in advance of the institution's regular response date.

Commitment: Non-binding

Restrictive Application Plans

Early Decision (ED)

Definition: Students make a commitment to a first-choice institution where, if admitted they definitely will enroll. The application deadline and decision deadline occur early.

Commitment: Binding

Restrictive Early Action (REA)

Definition: Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.

Commitment: Non-Binding

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TABLE OF CONTENTS -

Standardized Tests	
PSAT/NMSQT.....	1
ACT.....	1
SAT.....	1
TEST DATES.....	2
SUBJECT SAT TESTS.....	4
TOEFL.....	5
AP TEST.....	5
What Tests Should you Take?	6
What About Test Preparation?	6
Summary Test Dates Charts.....	6
Research and Selection of a College	
College Fairs.....	7
Visiting With College Representatives.....	8
How to Choose a College.....	9
Types of Colleges.....	10
Special Interests.....	11
Tips for Finding Your College Match.....	12
Selectivity.....	14
Admission Factors.....	15
10 Ways To Jumpstart College Planning.....	16
Preparing for a Campus Visit	
Campus Visit Checklist.....	17
Some Questions to Ask at the College Visit.....	18
Questions Interviewers Ask.....	19
Questions About Your High School Experience.....	20
Interview Checklist.....	21
Application Process	
Communication (Sample letters).....	22
When to Apply	26
Steps In Applying for College.....	29
Counselor Letter, Letters of Recommendation.....	30
The College Essay.....	30
Essay Writing Tips.....	32
Writing a Resume	
Academic Resume.....	33
Sample Academic Resume.....	34
Potential Athletes.....	35
Sample Athletic Resume.....	36
Financial Information	
Sources and Purposes of Student Financial Aid.....	37
Definition of Need.....	40
Checklist What to do When?	40
Alternatives to College	43
Military Service	45
Things to Consider	48
Apprenticeship	49
Terms to Know	50
Important Websites	53
Library Media Reference Materials	55
Naviance	56
Guidance Information for College Applications	57
Calendar for Post-High School Planning	
Junior Year	
Senior Year	

Standardized Tests

One of the selection criterion considered by college admission personnel is a student's performance on standardized tests. Most selective colleges and universities require candidates to submit scores from either the SAT or the ACT. A complete list of acronyms and their actual test titles and purposes is shown below:

Standardized testing is only part of all of the information that represents and presents you and your accomplishments.

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT test is given in October to high school juniors nationwide. The PSAT is a useful indicator of scholastic aptitude as well as the basis of some merit scholarships. Also, the PSAT, administered by the College Board, is the source of some college mailing that you will receive. Daniel Hand High School does not send these results to colleges. Students receive three scores: critical reading, math and writing as well as a fourth titled the "Selection Index" (SI). The SI is used exclusively for the National Merit competition.

ACT (AMERICAN COLLEGE TESTING PROGRAM)

These are four 30-60 minute tests in academic areas of English, mathematics, reading, and science reasoning. In the past, this test has been commonly preferred by

colleges in the Midwest, west, and south. Now most schools will accept either ACT or SAT. Students receive four separate scores plus a composite score. The ACT is scored on a 1 – 36 range with 36 being the highest. The ACT has also added an optional Writing Test. Since the Writing Test is optional, students should check with each college to determine specific requirements. Visit: www.ACT.org for more information.

SAT Reasoning Test

The SAT Reasoning Test (SAT) is a three-hour and 45 minute test that, according to the College Board, measures critical thinking skills, skills that students will need to be successful in college. The test has 3 sections: mathematical reasoning skills, critical reading and writing. Many colleges and universities use the SAT as one indicator of a student's readiness to do college-level work. Other indicators are high school GPA, performance in comparison to peer group, extracurricular activities, personal essay, and teacher recommendations. Each section of the SAT is scored on a scale of 200 – 800 and the highest total score possible is 2400. The SAT is typically taken by high school juniors and seniors and is administered several times during the school year. For more information visit:

www.collegeboard.org

2013-14 SAT Program Test Dates

SAT and SAT Subject Test Dates
January 25
March 8
May 3
June 1

Fees

Test	Fee
SAT Reasoning Test	\$51.00
SAT Subject Tests (add the \$23.00 Basic Registration Fee to the total fee for the Subject Tests):	
Language Tests with Listening	\$24.00
All other Subject Tests	\$13.00
Services	Fee
Late registration fee	\$27.50
Change test, test date, or test center fee	\$26.00
Scores by Web	Free
Waitlist testing fee	\$45.00
Register by phone	\$15.00
Scores by Phone	\$15.00
Extra score report to a college or scholarship program (in addition to four score reports included at no charge on the Registration or Correction Form)	\$ 11.25
Telephone Rush Reporting Service	\$31.00 plus \$11.25 for each report

2014 ACT Test Dates

Test Date
February 8, 2014
April 12, 2014
June 14, 2014
October 2014 date to be announced
December 2013 date to be announced

Basic registration fee (per test option)

ACT (No Writing)	\$36.50
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Includes reports for you, your high school (if you authorize reporting), and up to four college choices (if valid codes are provided when you register).

<u>ACT Plus Writing</u>	\$52.50
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Includes reports for you, your high school (if you authorize reporting), and up to four college choices (if valid codes are provided when you register). The \$15.50 Writing Test fee is refundable, on written request if you are absent on test day or switch to the ACT (No Writing) before testing begins.

Additional registration fees and services

Add to the basic fee for your test option (except for the Test Center Change)

5th and 6th college choices	add \$12.00 each
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<u>Telephone re-registration</u>	add \$14.00
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Late registration fee (U.S. or Canada only)	add \$23.00
--	--------------------

<u>Standby testing on test day</u>	add \$45.00
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<u>Test date change</u>	add \$22.00
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Subject Area Test

About the SAT Subject Tests

Subject Tests (formerly SAT II: Subject Tests) are designed to measure your knowledge and skills in particular subject areas, as well as your ability to apply that knowledge.

Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year.

Many colleges use the Subject Tests for admission, for course placement, and to advise students about course selection. Used in combination with other background information (your high school record, scores from other tests like the SAT Reasoning Test, teacher recommendations, etc.), they provide a dependable measure of your academic achievement and are a good predictor of future performance.

Some colleges specify the Subject Tests they require for admission or placement; others allow applicants to choose which tests to take.

Subject Tests fall into five general subject areas:

English

Literature

History and Social Studies

U.S. History (formerly American History and Social Studies)

World History

Mathematics

Mathematics Level 1
(formerly Mathematics IC)

Mathematics Level 2
(formerly Mathematics IIC)

Science

Biology E/M

Chemistry

Physics

Languages

Chinese with Listening

French

French with Listening

German

German with Listening

Spanish

Spanish with Listening

Modern Hebrew

Italian

Latin

Japanese with Listening

Korean with Listening

All Subject Tests are one-hour, multiple-choice tests. However, some of these tests have unique formats:

The Subject Test in Biology E/M contains a common core of 60 general-knowledge multiple-choice questions, followed by 20 multiple-choice questions that emphasize either ecological (Biology E) or molecular (Biology M) subject matter. After completing the core questions, test takers choose the section for which they feel most prepared.

The Subject Tests in Mathematics (Level 1 and Level 2) have some questions that require the use of at least a scientific or graphing calculator. Mathematics Subject Tests are developed with the expectation that most students will use a graphing calculator. There are no plans to discontinue or change the content of the Subject Tests in Mathematics Level 1 or Mathematics Level 2.

The Subject Tests in Languages with Listening (Chinese, French, German, Japanese, Korean, and Spanish) consist of a listening section and a reading section. Students taking these tests are required to bring an acceptable CD player with earphones to the test center.

For more detailed information, including recommended preparation, anticipated skills, test format, sample questions, and more, visit the SAT Subject Test Learning Center.

Which Subject Tests should you take?

Before deciding which tests to take, make a list of the colleges you're considering. Then review school catalogs, College Search Engines, or College Handbooks to find out whether the schools require scores for admission and, if so, how many tests and in which subjects.

Use your list of colleges and their admission requirements to help plan your high school course schedule. You may want to adjust your schedule in light of colleges' requirements. For example, a college may require a score from a Subject Test in a language for admission, or the college might exempt you from a freshman course requirement if you do well on a language Subject Test.

Many colleges that don't require Subject Test scores will still review them since they can give a fuller picture of your academic background.

If you're not sure which Subject Test to take from a subject area, talk to your teacher or school counselor and visit the SAT Subject Test Learning Center.

When should you take Subject Tests?

Most students take Subject Tests ***toward the end of their junior year*** or at the *beginning of their senior year*.

Take tests such as World History, Biology E/M, Chemistry, or Physics as soon as possible after completing the course in the subject, while the material is still fresh in your mind. For foreign language tests, you'll do better after at least two years of study.

TOEFL (Test of English as a Foreign Language)

TOEFL evaluates the English proficiency of people whose native language is not English. It measures your ability to understand North American English. It's generally required of undergraduates seeking a first degree and graduate students seeking an advanced degree. The TOEFL is offered at over 300 test centers around the world and the computer-based test may be scheduled at the convenience of the student.

AP (ADVANCED PLACEMENT TESTS)

These are three-hour high school examinations based on college level courses. AP exams are given once a year in May. The scores are primarily used for college placement, credit or advanced standing. The most highly selective colleges may also consider AP scores as part of the admission decision.

What Tests Should You Take?

All students should take the PSAT/NMSQT. The test provides useful information about your test-taking skills as well as practice in testing. *If you are planning to go to college, you should take the SAT and/or the ACT twice, once in the spring of junior year and again in the fall of senior year.* You may find that you score better on one type of test than the other. You will be permitted to select which results you send to colleges, though a few highly selective schools specify the Subject Area Test and strongly encourage SAT. Talk with your counselor in the spring of junior year about the Subject Area Tests and the AP exams.

What About Test Preparation?

The best preparation for scoring well on college entrance examinations is to take a strong high school program, to do your homework diligently and to read regularly for information and enjoyment. However, if your scores on PSAT suggest that you test poorly or that you have gaps in your knowledge base, you and your family may want to consider some form of test preparation.

A wide range of options is available with dramatic difference in description, time commitment and cost. Select carefully. Make sure that test preparation does not negatively affect your performance in school.

Madison does not encourage formal test preparation courses nor advocate

specific test preparation opportunities. However, for your convenience we have compiled a list of the options available in the School Counseling Office.

Remember, standardized testing is only part of all the information that represents and presents you and your accomplishments.

TEST DATES for 2014 School Years

DATE	SAT	ACT	Comments
January 25	X		SAT and Subject Tests
February 8		X	
March 8	X		SAT only
April 12		X	
May 4	X		Sat and Subject Tests
June 14	X		Sat and Subject Tests
June 7		X	

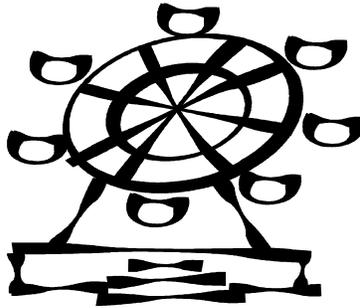
Remember that more information on the SAT and the SAT Subject Area Test can be found on The College Board website, www.collegeboard.com. More information on the ACT can be found at their website, www.act.org

Notes:

1. *SAT Subject Tests are not available on each test date. Students should look at this information on the College Board website to determine when the tests they want to take are offered.*
2. *The optional ACT Writing Test is available on all ACT test dates.*

Research and Selection of the College

Now for the exciting part of this process: researching and selecting an institution that offers you the best opportunity to achieve your goals. The experience is made more manageable if you use the resources available.



COLLEGE FAIRS 2014

College fairs are also an excellent way to gather more information. Many high schools host college fairs and your counselor can tell you if and when such fairs are presented. In addition to local college fairs, there are national college fairs that will have as many as 350 or more colleges represented including those from other parts of the country. The National Association for College Counseling website, www.nacac.com has a complete listing of these national college fairs along with tips on preparing to visit colleges at the fairs. Spring college fairs are:

- Springfield National College Fair, March 30-31
- Hartford National College Fair, April 3-4
- Boston National College Fair, May 1-2
- New York City National College Fair, April 6
- Daniel Hand High School College Fair, April 24
- Providence National College Fair, April 26

In addition to the general college fairs, the following college fairs are dedicated to students interested in the visual and performing arts:

Check the www.nacac.com website for the Spring 2014 dates this summer for the following fairs:

- Philadelphia Performing and Visual Arts College Fair (to be announced)
- New York Performing and Visual Arts College Fair (to be announced)
- Boston Performing and Visual Arts College Fair, (to be announced)

Visiting With College Representatives at Daniel Hand School

Each year, over 150 colleges send representatives to Daniel Hand School to talk with prospective students. The majority of these visits occur during first trimester.

The representative provides current, accurate information about the institution and the admissions policies. He or she also is another contact for you with the admissions office. The representative with whom you speak at Daniel Hand may be the same one who will process your application and participate in your admission decision.

All visits are listed in Naviance. Posters announcing college visits are posted outside the Daniel Hand High School Counseling Office, and weekly visits are in the Daily Bulletin. Students with unassigned time are encouraged to visit with the representative. If you will be missing class time, you must ask your teacher **in advance** for permission to attend a college session.

Before Seeing the Representative

- Make the appropriate arrangements if it is necessary to miss a class.
- Learn about the campus from the resources in the Counseling Office, the catalog, friends, videotape and/or the Internet. When the representative comes, you can verify your impressions and ask further questions.
- Know your standardized test scores and your grade point average for a better conversation with the representative.

When You are with the Representative

- Meet the representative in the College/Career Center
- Make sure you sign the attendance sheet.
- Plan to meet with the representative for about half-an-hour. If you cannot attend, you can leave your name and address and request that the representative telephone you or send you information. Some representatives are in the area for at least a week at a time, and it is often possible to see them elsewhere in the evenings.
- Although this is not a formal interview, it is a first impression. Be comfortable, whether there are many students seeing the representative or you are the only one.
- Be courteous, prompt and professional. Take notes so you may refer to them later.
- Ask for the correct spelling of the representative's name and write it down. If you apply to that school, you will want to name the representative with whom you met.





How To Choose A College

Choosing the right college can seem like the most important decision you'll ever make. After all, your college education will affect the rest of your life. "What if I make the wrong choice? What if I'm not happy there? What if I don't learn anything? What if I don't get in?" It can be scary.

The primary source of information is your high school counselor. Your counselor's job is to meet college recruiters who come to your school and stay up-to-date on what's happening on the college scene. Your counselor will have available a variety of handbooks with descriptions of colleges. If you know what you want to study in college, your counselor will know which colleges are best known for those fields. If you're not sure what you want to do, and almost 90 percent of all students applying for colleges aren't, your counselor can help you clarify what your interests and talents are.

It is up to you to answer six questions:

- What kind of college do I want to attend? A liberal arts school, a pre-professional school, and so on.
- What size school do I want? For example, one with 10,000 students or more or one with as few as several hundred.
- Where do I want to be? Close to home or far away? Some people find being far away too lonely; others enjoy the freedom. Sometimes staying close eliminates the problem of adjusting to a new environment; sometimes being too close keeps you in old ruts.
- What location do I want? Urban or rural? Boston University, New York University, and the University of Chicago, for example, are in the middle of big cities, which could be fun or distracting. Rural colleges offer lovely, quiet campuses. For some people these are the best places to study; for others they're not.
- What life-style do I want? There are conservative schools, liberal schools, fraternity/sorority oriented schools, and gung-ho football schools. They all give you an education. Consider the kind of education you want, as well as what you want surrounding you when you are not studying!
- What special programs do I want? Try to identify colleges offering activities in which you are interested.

Types of Colleges

What Suits You Best

What kind of college do you see yourself attending? Different types of colleges suit different types of people. Take a look at these descriptions to help you see where you fit.

Liberal Arts Colleges

Liberal arts colleges offer a broad base of courses in the humanities, social sciences, and sciences. Most are private and focus mainly on undergraduate students. Classes tend to be small and personal attention is available.

Universities

Generally, a university is bigger than a college and offers more majors and research facilities. Class size often reflects institutional size and some classes may be taught by graduate students.

Community or Junior Colleges

Community colleges offer a degree after the completion of two years of full-time study. They frequently offer technical programs that prepare you for immediate entry into the job market.

Upper Division

Upper division schools offer the last two years of undergraduate study, usually in specialized programs leading to a bachelor's degree. You'd generally transfer to an upper division college after completing an associate degree or after finishing a second year of study at a four-year college.

Agricultural, Technical, and Other Specialized Colleges

Have you made a clear decision about what you want to do with your life? Specialized colleges emphasize preparation for specific careers. Examples include Art/Music, Bible, Business, Health Science, Seminary/Rabbinical, and Teaching.

Public vs. Private

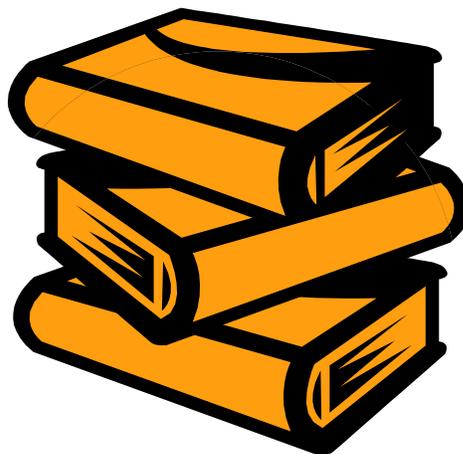
On the one hand, public colleges are usually less expensive, particularly for in-state residents. They get most of their money from the state or local government. Check out your state's "Guide to Residency." Private colleges rely on tuition, fees, endowments, and other private sources. On the other hand, private colleges are usually smaller and can offer more personalized attention (and some believe more prestige).

Special Interests

- **Single-sex:** All four-year public colleges and most private schools are coed. In terms of single-sex colleges, there are about 50 specifically for men and about 70 specifically for women. Some may enroll a few men or women.
- **Religiously-affiliated colleges:** Some private colleges are affiliated with a religious faith. The affiliation may be historic only or it may affect day-to-day student life.
- **Historically-black colleges:** Historically-black colleges find their origins in the time when African-American students were systematically denied access to most other colleges and universities. These schools offer students a unique opportunity to experience an educational community in which they're part of the majority.
- **Hispanic-serving institutes:** There are about 135 institutions designated by the federal government as "Hispanic serving." At these schools, Hispanic students comprise at least 25 percent of the total full-time undergraduate enrollment.

Bottom Line

What's right for you depends on your situation and goals. For more information about college planning and selecting, check out the [College Board's College Handbook](#). You can log onto to **Naviance** and begin to explore your college plans.





Tips For Finding Your College Match

College Characteristics To Consider

How can you find colleges that match your needs? First, identify your priorities. Next, carefully research the characteristics of a range of schools. Finally, match the two. Here are some college characteristics you should consider:

Size Of The Student Body

Size will affect many of your opportunities and experiences, including:

- range of academic majors offered
- extracurricular possibilities
- amount of personal attention you'll receive
- number of books in the library

In considering size, be very sure to look beyond the raw number of students attending. For example, perhaps you're considering a small department within a large school. Investigate not just the number of faculty, but also how accessible faculty members are to students.

Location

Do you want to visit home frequently, or do you see this as a time to experience a new part of the country? Perhaps you like an urban environment with access to museums, ethnic food, or major league ball games. Or maybe you hope for easy access to the outdoors or the serenity of a small town.

Academic Programs

If you know what you want to study, research reputations of academic departments by talking to people in the fields that interest you. If you're undecided, relax and pick an academically balanced institution that offers a range of majors and programs. Most colleges offer counseling to help you find a focus.

In considering academic programs, look for special opportunities and pick a school that offers many possibilities.

Campus Life

Consider what your college life will be like beyond the classroom. Aim for a balance between academics, activities, and social life. Before choosing a college, learn the answers to these questions:

- What extracurricular activities, athletics, and special interest groups are available?
- Does the community around the college offer interesting outlets for students?
- Are students welcomed by the community?
- Is there an ethnic or religious group in which to take part?
- How do fraternities and sororities influence campus life?
- Is housing guaranteed?
- How are dorms assigned?

Cost

Today's college price tag makes cost an important consideration for most students. At the same time, virtually all colleges work to ensure that academically qualified students from every economic circumstance can find financial aid that allows them to attend. In considering cost, look beyond the price tag as assistance may be available.

Diversity

Explore what you might gain from a diverse student body. Think about the geographic, ethnic, racial, and religious diversity of the students as a means of learning more about the world. Investigate what kinds of student organizations or other groups with ethnic or religious foundations are active and visible on campus.

Retention and Graduation Rates

One of the best ways to measure a school's quality and the satisfaction of its students is to learn the percentage of students who return after the first year and the percentage of entering students who remain to graduate. Comparatively good retention and graduation rates are indicators that responsible academic, social, and financial support systems exist for most students.

What Selectivity Means For You

Understanding Admission Factors

Admission officers evaluate applications in different ways, depending on how selective, or competitive, their college is.

The Levels Of Selectivity

At one extreme are "open admission" colleges. These schools require only a high school diploma and accept students on a first-come, first-served basis. At the other extreme are very selective colleges. They admit only a small percentage of applicants each year. Most colleges fall somewhere in between.

- **Less selective**

Less selective colleges focus on whether applicants meet minimum requirements and whether there is room for more students. Acceptable grades are often the only requirement beyond an interest in college study. The SAT I or ACT may be required, but test scores are usually used for course placement, not admission.

- **More selective**

More selective colleges consider course work, grades, test scores, recommendations, and essays. The major factor may be whether you're ready for college-level study. You could be denied admission because of a weakness or a lack of interest in higher education.

- **Very selective**

As many as 10 or 15 students apply for each spot at very selective schools. Admission officers look carefully at every aspect of a student's high school experience, from academic strength to test scores. Since many applicants are strong academically, other factors -- such as your essay -- are critical. Although they receive a great deal of publicity, only a small number of colleges (fewer than 100) are this selective.



Admission Factors

Selective colleges consider these factors for admission:

- courses taken
- counselor/teacher recommendations
- ethnicity
- grades
- application questions and essays
- geographic location
- grade point average
- personal interview
- alumni relationship
- rank in class
- activities outside the classroom
- major/college applied to
- admission test results
- special talents and skills

There is no general agreement about which of these factors are ranked more important. Most admission officers place weight on your high school record.

How Important Are Extracurricular Activities?

The significance of activities has been exaggerated. While schools do consider them, they're looking to see if you've shown a long-term commitment in one or two areas.

Need-Blind Admission

Most colleges have a need-blind admission policy. This means they decide whether to make an offer of admission without considering your family's financial situation.

Other colleges are need sensitive; they do consider your family's financial situation in the admission process. These colleges know they can't satisfy the financial aid needs of all applicants. Some schools use need sensitive admission when deciding to accept a borderline student or to pull a student off of the waiting list.

Match Yourself With Admission Standards

Before you consider your college search complete, compare your academic and personal qualifications to those of students typically admitted to schools where you want to apply.

10 Ways To Jumpstart College Planning



Ready, set...

It's amazing, but decisions you make as early as 8th grade have a huge effect on your college career. They affect how soon you'll go to college, how good the college you go to will be, and even whether you'll go to college at all.

1. Get involved

Getting ready for college isn't all work. Find something you really like doing, then dive into it. Maybe you're drawn to sports, student council, music, art... you get the picture. You'll develop skills and be more appealing to colleges (they like students who'll add something to campus life).

2. Do the work

If you expect to go to college later, expect to study now. No one can do it for you. Don't talk the college talk -- "I'll go to college to get a great career" -- without walking the walk.

3. Take challenging courses

Colleges look at your grades, sure, but also at how difficult your courses are. They want to see that you've challenged yourself. Plus, if you pursue advanced courses, such as AP, you may be able to get college credit.

4. Get help

Having trouble in a class? Many schools have peer tutors, students in upper grades who'll help you (for free). Talk to teachers or counselors -- let them know you want extra help.

5. Read

Read at least 30 minutes every day, beyond study and homework. Read what interests you -- magazines, novels, whatever. People who read more know more. And when you take PSAT/NMSQT and SAT tests, knowing more will really pay off.

6. Don't delay

You take the PSAT/NMSQT as a **junior** (or even as a sophomore). So you have a few semesters before then to take the solid math and other courses that get you ready.

7. Get the college-bound facts

How do you know all the right moves to get into college? Ask someone who's done it. Get to know your counselors. Ask a career planner at a local college, or a trusted teacher. Start your college search on Naviance.

8. Involve your family

When parents or guardians haven't been to college themselves, they may think they can't help you. That's not true. They can talk to counselors and help you stay on the right path.

9. Look for a mentor

If you don't find support at home, look for other adults who can lend their enthusiasm and help make sure you succeed. You might look to a counselor, a teacher, or someone else you trust.

10. Confront personal roadblocks

If you have a problem that's really getting in the way of schoolwork, try to sort it out. Talking to friends helps, or look for an adult - parent, coach, nurse, and counselor - who can offer advice.



Campus Visit Checklist

How to make the most of your trip

Here are things you should not miss while you're visiting a college.

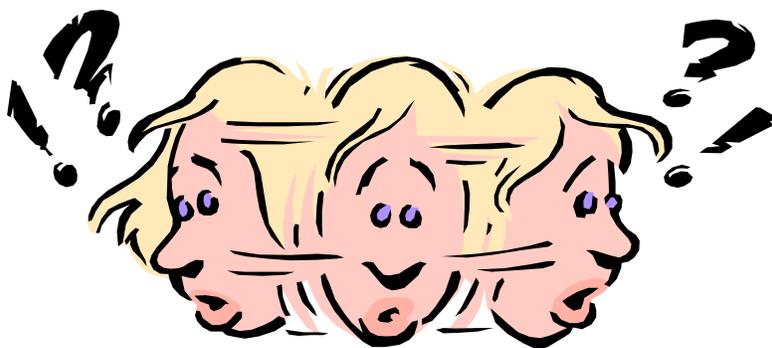
Take it with you on your visit.

We left some blanks for your own action items.

<input type="checkbox"/>	Take a campus and/or a visual tour.
<input type="checkbox"/>	Have an interview with admission officer.
<input type="checkbox"/>	Get business cards and names of people you meet, for future contacts.
<input type="checkbox"/>	Pick up financial aid forms.
<input type="checkbox"/>	Participate in a group information session at the admission office.
<input type="checkbox"/>	Sit in on a class of a subject that interests you.
<input type="checkbox"/>	Talk to a coach in your chosen sport.
<input type="checkbox"/>	Talk to a student or counselor in the career center.
<input type="checkbox"/>	Spend a night in the dorm with a current student.
<input type="checkbox"/>	Read the student newspaper.
<input type="checkbox"/>	Try to find other student publications--department newsletter, "alternative" newspapers, and literary reviews.
<input type="checkbox"/>	Scan bulletin boards to see what day-to-day-student life is like.
<input type="checkbox"/>	Eat in the cafeteria.
<input type="checkbox"/>	Ask a student why he/she chose this college.
<input type="checkbox"/>	Wander around the campus by yourself.
<input type="checkbox"/>	Read for a little while in the library and see what it's like.
<input type="checkbox"/>	Search for your favorite book in the library.
<input type="checkbox"/>	Read the bulletin boards around the campus.
<input type="checkbox"/>	Ask a student what he/she hates about the college.
<input type="checkbox"/>	Browse in the college bookstore.
<input type="checkbox"/>	Ask a student what he/she loves about the college.
<input type="checkbox"/>	Walk or drive around the community surrounding the campus.
<input type="checkbox"/>	Ask a student what he/she does on the weekends.
<input type="checkbox"/>	

Some Questions To Ask At The College Visit

- What are the strongest departments at the college? Is there an opportunity to work one-on-one with professors?
- What sizes are classes generally?
- How do I compare academically with students already attending this school?
- Do you have internships and/or a career center to assist in post-college plans?
- What do students do after they graduate. Do they go on to postgraduate studies? What percentage are employed upon graduation?
- How important are fraternities and sororities on campus?
- What percentage of students remain on campus during weekends?
- What kinds of living accommodations are there? Dorms? Foreign language houses? Private apartments? What percentage of students live in each?
- Are sports available for the average player? Ask about specific activities which interest you.
- What percentage of the students receive financial aid?
- What support services are available to students? Post-graduate planning? Free health care? Tutoring if needed? Help finding off-campus employment during the school year and during the summer? Junior year abroad or at another U.S. institution?
- What is the institutional policy and commitment to ethnic/cultural diversity?



Questions Interviewers Ask

What will they ask? What kinds of questions will they stick to me? How will I know what to say?" These are the worrisome fears that most students have about the interview. The questions are not intended to "catch you" but rather to help you talk about yourself. Remember that one purpose of the interview is to get to know you better, and questions are a way to break the ice and get you started.

The following sections provide sample questions on these subjects that have been asked to get interviews underway. An interviewer will ask only one or two of these questions as a springboard to get things rolling.

Questions About Your High School Experience

Your Academic Background and School

- Tell me something about your courses.
- What courses have you enjoyed the most?
- What courses have been the most difficult for you?
- What is your high school schedule?
- What satisfactions have you had from your studies?
- Has school been challenging? What course has been the most challenging?
- What kind of student have you been? Would this change if you had the chance to do it over again?
- Have you worked up to your potential?
- Is your record an accurate gauge of your abilities and potential?
- Is there any outside circumstance that interfered with your academic performance?
- Do you like your high school?
- How would you describe your school?
- What is the range of students at your school? Where do you fit in?
- Do you like your teachers? What was your favorite teacher like?
- What has been a controversial issue in your school? What is your reaction to the controversy?
- If you had the chance, what changes would you make in your school?

You may well have a totally different group of question for the interview. They should be based on *your* interests, *your* needs, and *your* concerns. The list above is only designed to get you thinking about what *you* should ask.

Finally, arrive on time, be early but *never* be late. Dress appropriately. This doesn't have to mean dresses for the women and suits for the men, but be neat, clean and presentable. Leave your jeans and T-shirts at home for another time and place. Don't be afraid to make some notes that you will take into the interview with you. And remember to send a thank you note directly to the person who interviewed you (with correct name and title) when you return home.

Your Extracurricular Activities

- What extracurricular activity has been most satisfying to you?
- What is the most significant contribution you've made to your school?
- How would others describe your role in the school community?
- What activities do you enjoy most outside the daily routine of school?
- Do you have any hobbies or special interests?
- Have you worked or been a volunteer?
- Would you make different choices if you were to do it all over again?
- What do you most enjoy doing for fun? For relaxation? For stimulation?
- How do you spend a typical day after school?
- What do you do in your spare time?
- How did you spend last summer?
- What do you do with any money you've earned?

Your Community

- How would you describe your hometown?
- Tell me something about your community.
- What has been a controversial issue in your community? What is your position on it?
- How has living in your community affected your outlook?

Questions About College

The second category of questions is about college. The basic question, one that you should give some thought to, is why do you want to go to college? There are variations on this theme that require further analysis, so try to think beyond the "getting a good education" response or "finding a career." Think a little harder and dig a little deeper to get answers that are true for you.

You And The World Around You

This third category of questions requires some soul-searching. The interviewer doesn't ask such questions to provoke you, but to dig a little deeper into your attitudes and viewpoint. This category includes what are generally appreciated as the "hard" questions, which often include some type of book questions, a variation on the hero or heroine theme, more probing personal queries, and current events topics. The more selective the college, the more searching these questions tend to be.



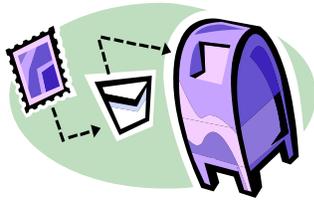
Interview checklist

Transcript? Check. SAT scores? Check. Pants? Oops!

Before	
<input type="checkbox"/>	Make an interview appointment at a college in which I'm interested.
<input type="checkbox"/>	Mark the date and time on my calendar or date book.
<input type="checkbox"/>	Learn what type of interview to expect—such as a student interview vs. an alumni interview
<input type="checkbox"/>	Research the college by reading its brochure and course catalog and visiting its Web site.
<input type="checkbox"/>	Make notes about why I want to attend this college.
<input type="checkbox"/>	Try several practice interviews where I've taken turns being the interviewer and interviewee.
<input type="checkbox"/>	Review the questions an interviewer might ask and think about what my answers will be.
<input type="checkbox"/>	Prepare questions I want to ask the interviewer.
<input type="checkbox"/>	Get directions to the college's campus and admission office.
<input type="checkbox"/>	Lay out an appropriate interview outfit.
<input type="checkbox"/>	Gather any documents I might need, such as my test scores and high school transcript.
After	
<input type="checkbox"/>	Make notes about the conversation for thank-you note material or future reference.
<input type="checkbox"/>	Pick up financial aid forms.
<input type="checkbox"/>	Take any business cards that are offered, for contact information.
<input type="checkbox"/>	Schedule a campus tour (if didn't tour before the interview).
<input type="checkbox"/>	Ask if I can sit in on a class.
<input type="checkbox"/>	Breathe a sigh of relief.
<input type="checkbox"/>	Listen to the college's radio station.
<input type="checkbox"/>	Try to see a dorm that you didn't see on the tour.
<input type="checkbox"/>	Imagine yourself attending this college for four years.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Communicating Your Interest

Communication is the key to a successful search and selection experience. To request information and applications, a telephone call or communication through the Internet (e-mail) is in order. Also, call to arrange campus visits and tours through the admission office. For the following situations, written communication is preferred. The sample letters below present appropriate responses for some of the many situations you will confront.



OR



SAMPLE LETTERS (can be via US mail or e-mail)

THANK YOU FOR YOUR VISIT LETTER

Date
Director of Admissions
College or University
Street Address
City, State, Zip

Dear :

Thank you for spending time with me when I visited your campus. I especially appreciated your arranging for me to see (name of activity or interest.)

The visit increased my interest in (name of College or university.) I am excited about the opportunity to attend (name of college or university.)

Once again, thank you!

Sincerely yours,

Signature

Name and Date of Birth
Your Street Address
City, State, Zip
Telephone

THANK YOU FOR THE ALUMNI INTERVIEW LETTER

Date

Name of Alumnus or Alumna
Street Address
City, State, Zip

Dear :

Thank you for taking the time from your busy schedule to give me the opportunity to discuss (name of college or university) and my qualifications for admission. You were most helpful. Your personal experience has given me a better understanding of why I would like to attend (name of college or university).

Sincerely yours,

Signature

Name and Date of Birth
Your Street Address
City, State, Zip
Telephone

COLLEGE ACCEPTANCE LETTER

Date
Director of Admissions
College or University
Street Address
City, State, Zip

Dear :

I am a senior at Daniel Hand High School in Madison Connecticut, and was pleased to be informed by your office that I have been accepted for admissions in the fall term.

I will be looking forward to attending (name of college or university). Thank you for your favorable decision.

Sincerely yours,

Signature

Name and Date of Birth
Your Street Address
City, State, Zip
Telephone

WITHDRAWAL OF APPLICATION LETTER
(Similar letter can be sent via e-mail)

Date

Director of Admissions
College or University
Street Address
City, State, Zip

Dear :

I was pleased to be accepted as a student at (college or university). However, after much consideration, I have decided to attend another school. Know that this decision was very difficult.

Please withdraw my application and accept my thanks for your help and consideration.

Sincerely yours,

Signature

Name and Date of Birth
Your Street Address
City, State, Zip
Telephone

SAMPLE COVER LETTER FOR ATHLETES

Date: Spring Junior Year

Coach's Name
Address
City, State, Zip

Dear Coach (Coach's Name):

The Daniel Hand coaching staff recommends that I forward to you the attached athletic resume outlining of my scholastic and athletic achievements. This year I am a starting varsity football and baseball player at Daniel Hand.

I am very interested in attending your school. A dedicated student, I plan to pursue a degree in Business Administration after graduation from Daniel Hand in June .

I would like to discuss with you, or your representative, the possibility of participating in your athletic program.

For your convenience, I have attached the remainder of the football schedule as well as the complete baseball schedule. I look forward to meeting you in the near future.

Sincerely yours,

Signature

Your Name
Address
City, State, Zip
Telephone

WHEN TO APPLY

You will find that there is no “one rule fits all” when it comes to answering this question. About the best that can be said is to apply as early as possible in your senior year to be safe. There are however, some guidelines that you can use as you prepare to write and submit your college applications.

Before you begin, be sure to read all the information provided by the college or university admissions office. They will give you deadline as well as recommendations for when to apply. They may for example, tell you that their deadline is March 1 of your senior year but that they also begin reviewing applications as soon as they arrive in their office, perhaps *as early as October* of your senior year. This is called *Rolling Admission* and has a more complete discussion on the next page. In situations like this, be careful with dates because by March 1 they may have already accepted all of the students they will be admitting for the following September. **(A good general recommendation is to file all of your college applications by November of your senior year.)** As noted earlier, discuss this with your school counselor or college advisor to learn the procedures your school uses and its deadlines.

Early Decision and *Early Action* plans may cause students some concern so it is critical that you read all the materials published by all of the colleges you are considering. Deadlines for *early* applications typically begin on November 1 of the senior year of high school and can extend for several months or more, depending on the college or university. The information that follows uses terminology and definitions used by NACAC, the National Association for College Admission Counseling, and the professional organization for college admission offices, counselor, and college advisors. NACAC categorizes all applications as either *Restrictive* or *Non-Restrictive*. Within each there are various choices for you to consider. Please note that some colleges will use the terms Single Choice Early Action or Non-Single Choice Early Action. The information below is designed to give you an introduction to these plans but **students should always read and understand each college’s unique definition of these programs.**

Non-Restrictive Plans

Regular Decision, Rolling Admissions, Not Restrictive or Not Single Choice Early Action

Regular Decision is the traditional admissions plan. Under this plan, students apply to college before the college’s stated deadline date with all of the supporting documents. For clarity, this includes the student application, application fee if required, high school transcript, official test scores, and recommendations if required. Other materials may also be required or recommended. Students will be notified, usually between mid-March and early April of the senior year, if they have been admitted. Deposits are required by **May 1** of the senior year, a date known as the **Candidates Reply Date**. Under

this plan, students are free to apply to as many colleges as they wish. Your admission letter from each college may contain deadline dates and other information that may be important to you so be sure to read it carefully.

Rolling Admission is the next type of admission plan that is non-restrictive. Under Rolling Admission plans, students submit their college application to the college and the college reviews the application as soon as all the required documents are received in the admissions office. Typically, students are notified of their admission status within 4-6 weeks of the receipt of all materials. As in regular decision plans, students may apply to other colleges. The Candidates Reply Date of May 1 remains the date for deposits to be sent to the college you will attend. There may however, be a college that will ask for a deposit for some reason before May 1. Colleges may have limited dormitory space for example and students who don't deposit before May 1 may have limited living accommodations. If this happens, please discuss this situation with your counselor and the admissions office before submitting a deposit to be sure that your interests are protected.

Non-Restrictive Early Action plans are those in which students submit their applications and supporting materials early in the senior year, using the college's deadline date, and are notified if they have been admitted well in advance of the college's usual notification date. Under non-restrictive early action plans, students may apply to other colleges and are not obligated to accept the college's offer of admission, nor are they required to submit a deposit to the college before May 1 of the senior year. In some cases, students are also free to apply to other Early Action plans but may not apply under a binding plan such as Early Decision.

Restrictive Plans

Early Decision and Restrictive or Single Choice Early Action

Under Early Decision, a student is making a commitment to the specific college that is the student's clear first choice and where they will enroll, if admitted. Under Early Decision, students may apply to other colleges but may not apply under Early Decision at any other college while they have a pending Early Decision application. Colleges in turn, agree to notify students of their admission decision within a short period of time after the Early Decision deadline.

Restrictive or Single Choice Early Action plans are similar to Early Decision plans in that students may apply to only one school under this plan but they are not obligated to attend the college if admitted nor are they asked to submit a deposit prior to May 1 of the senior year. These are called *restrictive* plans because students may not apply under early plans to other colleges.

Questions?????

QUESTIONS	EARLY DECISION	EARLY ACTION SINGLE CHOICE OR RESTRICTIVE	EARLY ACTION <i>NOT</i> SINGLE CHOICE OR <i>NOT</i> RESTRICTIVE
Why apply <i>early</i> anywhere?	Early senior year notification	Early senior year notification	Early senior year notification
* Can I apply <i>early</i> elsewhere?	No	No	Yes
When do I have to deposit if admitted?	Soon after Admitted	May 1 – information in letter of admission	May 1 – information in letter of admissions
May I apply under regular admission plan to other colleges?	Yes	Yes	Yes
If admitted under <i>early</i> plan, must I withdraw all other applications?	Yes	No	No
Will I be able to apply for Financial Aid?	Yes	Yes	Yes
Will I be able to compare Financial Aid Awards from several colleges?	No	Yes	Yes
What should I consider before I apply under the plan?	Absolutely sure that it is right college	Seriously interested but not ready to commit	Seriously interested but not ready to commit

**Read each college's statement on early applications for possible individual variations.*



Steps In Applying For College

First Step: Requesting an Application. Review the online application forms from colleges where you have chosen to apply. It is advisable to do so during the summer preceding your senior year, or as soon as possible after you return to school in the fall of your senior year. Also visit the common application website and set-up an account. Make sure to write down and save your user name and password!

Second Step: Deadline Dates and Admission Policies. It is advisable to limit the number of applications. An application fee is usually required for each application, and this is not refundable even if your application is rejected. Fee Waivers are available from your counselor if you meet certain economic guidelines.

Seniors should watch deadline dates specified by each college. However, in most instances, college applications should be sent as soon as possible and certainly prior to January 1st. On occasion, deadline dates for applying are no more than a guideline and a college may actually cut off applications earlier than its final date if it fills its classes before then, or it may continue to accept applications beyond that date if it still has room for more students.

Third Step: Completing the Application. Colleges are not alike and application forms may vary significantly. However, there are hundreds of institutions that will accept the Common Application. See your counselor for details.

A college or university typically collects five different kinds of information about its applicants:

1. **The Application.** This serves the purpose of identifying the student to the college (name, address, high school, etc.), as well as manifesting the student's personality (personal statement). It is highly recommended that the students type their applications, although careful printing or neat script is just as presentable. Too many students create the wrong impression by completing their applications in sloppy or unintelligible longhand. Many colleges encourage students to apply on-line.
2. **SAT and ACT Scores.** Students must request that these scores be sent directly to the colleges. They may do this at the time they register for the test or a later date. Scores must be requested by the student from the College Board and/or ACT.
3. **The Transcript.** The transcript is an official document that lists the courses, grades and credits taken from grades 9-12. It will also show a student's GPA, but does not include either activities or standardized test scores. The student's college counselor has the responsibility of sending the transcript to colleges when a request is made by the student.

4. Naviance: Students should request transcripts and teacher recommendations as well as update college outcomes in their accounts.
5. The Counselor's Letter. While it is true that for admissions purposes colleges place great emphasis on a student's academic record through four years of high school, it is also true that other facts are important, particularly when admissions officers are trying to distinguish among hundreds of students with quite similar grade point averages, SAT scores and extracurricular involvement. The letter of recommendation from the high school guidance counselor can be very meaningful and decisive.

In order to facilitate the counselor letter, students **must** complete the Candidate Statement in the spring of their junior year. Forms are available in Naviance or on the guidance web page. The counselor's letter differs from the classroom teacher's letter both in length and intention. The classroom teacher's report is generally content oriented, deals with the student's academic qualities and is written by a teacher whom you have chosen. The guidance counselor presents the school's view of the student giving the relative strength of the student's performance in all academic subjects over a period of years, and assessing the intensity of involvement in extracurricular activities. A recommendation usually includes an opening which characterizes the student's dominant traits, a review of the student's performance in academic courses with special attention to teacher comments, and a discussion of the student's extracurricular activities, hobbies, projects or any special endeavor

6. Letters of Recommendation. This is a very important part of the application process and it is the student's responsibility to contact the teachers who have agreed to write for them. There is a form available in the guidance office for use by students requesting letters of recommendation. It is important to remember that students should personally make their requests in the spring of junior year as well as revisiting them in the fall of senior year to request letters. In addition, letters must be requested through Naviance to enable electronic mailing. **Students also need to remember to update their teachers when additional schools are added to their list as Naviance does not automatically update the list of colleges.**

The College Essay

Most college-bound students approach the task of writing a personal essay for college admissions with some trepidation and a few questions: How important is the essay? What do colleges look for? How is it used? Who reads it? If you are such a student, a few facts and tips may put the essay into perspective and help your best effort.

First of all, the essay is important to you and to the college. According to one admissions director, "It makes the facts in the student's folder come alive for us. Because it is the student's personal statement, no single piece of admissions evidence gets as much attention and provokes as much discussion."

The essay is your opportunity to take charge of the information the college receives about you, and to provide information that does not appear in grades, test scores and other materials. It allows you to reveal your intelligence, talent, sense of humor, enthusiasm, maturity, creativity, expressiveness, sincerity and writing ability-traits that count in the admissions evaluation.

Generally speaking, the admissions staff will evaluate your application essay on three levels:

Level 1. Your ability to use standard written English that is correctly written (preferably typed), punctuated and contains correct grammar, usage and syntax.

Level 2. Content, substance and depth of insight reflecting your ability to think about yourself and to convey your true feelings or opinions about a topic.

Level 3. Creativity and originality. "It is at this level," according to a dean of admissions, "that students can position themselves as unique-as individuals who would bring a freshness of vision and viewpoint to the college that will enhance the quality of its academic and social life."

In its essay directions, a college may ask you to do one or more of the following:

- DESCRIBE your uniqueness as a person, or tell something about yourself that cannot be learned from other information in your application.
- DISCUSS something that has contributed significantly to your growth.
- COMMENT on your goals and aspirations and tell how you expect the college to help meet them.
- EXPRESS your imagination, originality, opinions or feelings on a special topic.

Whatever the topic, the care and attention you give it will express the level of your motivation and how much you care about the college.



Essay Writing Tips

Here are a few tips for developing an essay that conveys your personal qualities.

1. Plan your essays during the summer before your senior year, if you can, or early in your senior year. Allow yourself enough time for all the steps below, and write an individual essay for each college.
2. Understand the college's topics, directions and deadlines, and look in its catalog or guidebook for descriptions on the personal qualities it is looking for. One selective college, for example, seeks "candidates whose qualities of intellect, initiative and energy demonstrate desire for both intellectual and personal fulfillment." An essay for that college should demonstrate and persuade the institution that you have those qualities.
3. Before you start your essay, jot down your aspirations and how you think the college will help you meet them. Then develop a personal inventory. Make lists of your civic and school activities, your travels, awards, honors, other accomplishments, work experiences, any academic or personal value about yourself. To focus your essay, develop a one -sentence theme from your inventory.
4. Think about the form you might use to convey your information. Straight prose is fine, but if your theme lends itself to another approach, try it.
5. Now write a draft. Set the draft aside for 24 hours, then read it to spot clichés, triteness, vagueness, dullness, grammatical errors and misspellings. Is your essay focused on your theme, or does it ramble? Is it confusing, or boring? Does the introduction "grab" the reader?
6. Rewrite your essay based on this evaluation and repeat step 5 as often as necessary to sharpen your essay.
7. Ask someone whose opinions you respect to read your essay and give you his or her candid impressions. Ask for specifics but do not let this person rewrite your essay. "Tell me what you think I'm trying to say. How do I come across as a person? What parts confuse you? Where do you need more details? What parts bore you? Tell me the parts you like best."
8. If necessary, go back to steps 3, 4 or 5. If this draft is the best you can do, polish it by checking again for spelling and grammatical errors, awkward phrasing, inaccurate usage, unnecessary words, or anything else that does not sound right to you. Read your essay out loud to locate the rough spots.
9. Type your essay--unless the college requires a handwritten version--and proofread it to catch typographical errors and any other errors you may have missed.
10. Mail your essay on time and relax.

Writing An Academic Resume

As you apply for jobs, college, scholarships, internships etc., you are often asked to submit a resume. At Daniel Hand High School, we require all seniors to submit a resume to their guidance counselor. The objective of this resume is to give both admissions representatives and faculty writing your recommendations a quick overview of your abilities, interests and experiences. A resume is usually a one-page document that highlights the best things about you. There are many styles of resumes (chronological, functional, and electronic). As high school students, we ask that you prepare an academic resume.

An academic resume is a summary of your educational experience and should highlight your scholastic honors, grade point average, standardized test scores, leadership positions and personal achievements, as well as any extra-curricular activities, community service and work experience. Resumes must be neat, typed, and have no errors. You must keep it specific and relevant. Ask yourself, "Could my resume tell the same story if it were shorter?" It is a marketing tool not an autobiography. Never put anything in a resume that is not true.

Almost ALL forms of resumes for high school students should include the following elements:

- Name/Contact Information: Your address, city, state, zip code, and email address (you may want to create a new email for professional use)
- Education: This is your full-time job while you are in high school. You should include the year you expect to graduate, your SAT or ACT scores and GPA if they are competitive.
- Relevant skills: Any special skills you have (computer skills, communication or organizational skills, CPR training, etc).
- Special Awards/Honors: Highlight awards that you have earned while in high school.
- Extra-Curricular Activities: We highly recommend that you get involved with some activities in or outside of school, such as athletics, band or a club.
- Volunteer Activities/Community Service: Every student needs to have a minimum of one or two volunteer experiences. Both colleges and employers look favorably on people who have "given back" to society. It shows that you do not think and do things that only benefit you.
- Work Experience: You may or may not have anything in this area as a high school student.

Students should begin documenting the information listed above, even when they are a freshman. Please visit our College/Career Center located in our School Counseling Department for a worksheet that will help you track those elements and create a resume that is appropriate for high school students. We will help proofread a draft of your resume and make suggestions for changes.

For more tips about resumes go to:

<http://www.ctdol.state.ct.us/youth/resumes.html>

<http://www.collegeboard.com>.

Sample Resume

Sally Doe
123 Main Street
Madison, CT 06443
(203) 245-6350
DHHSSstudent@aol.com

Education

HS Diploma: Will graduate in June 20XX from Daniel Hand High School, Madison, CT

GPA: 3.4 **SAT:** 1830 **Critical Reading:** 680 **Math:** 550 **Writing:** 500

Additional Training: Currently taking a three-credit college course, *Introduction to Photography* at Middlesex Community College, Middletown, CT

Skills

Computer Skills: Microsoft Word, Excel, PowerPoint and use of the Internet

Retail Skills: Operating a cash register, processing checks and credit cards, customer service

Honors and Awards

- Boehringer Ingelheim Pharmaceuticals Scientific Scholar (20XX)
- Rotary Youth Leadership Award (20XX)
- National Honor Society (20XX-XX)

Extra-Curricular Activities

- Varsity Swim Team (20XX-to present)
- Photography Club (20XX-20XX)
- Student Council (Vice President 20XX-XX)
- Girl Scouts (20XX-20XX), received Silver Award)

Volunteer Activities

- Member, *Interact*, a student-based Rotary Club, (20XX-Present)
- Organized penny drive for AIDS Awareness, (20XX)
- Organized first Habitat for Humanity Club, (Spring and Summer 20XX)
- Tutored five students in math at Polson Middle School, (20XX-Present)
- Assisted teacher in religious classes for fifth graders, (20XX-Present)

Employment

- Retail/Customer Service, The Gap, Clinton, CT (August 20XX-Present)
- Lifeguard/Swim Instructor, Madison Surf Club, Madison, CT (20XX-20XX)
- Taught Red Cross Swim lessons to fifth graders (Summer 20XX)

Potential College Athletes

Many collegiate athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting and financial aid. The NCAA has three membership divisions - Division I, Division II and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to enroll as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse.

Obtain information from your high school counselor in the spring of your junior year about the rules and calendar governing your filing with the clearinghouse.



Registration Process

In order to be registered with the clearinghouse, you must complete the registration process found at www.ncaaeligibilitycenter.org. After completing the registration and paying the fee, advise the Guidance Department that your registration is complete and request to have your school transcript sent, at the completion of your junior year (after 9 trimesters). Upon graduation, an official transcript with your graduation date will be sent. By mid to late July; you will be able to check your eligibility verification on the NCAA website.

Remember the NCAA website is:

www.ncaaeligibilitycenter.org

Athlete's Resume

Jane Doe

Class of 20XX

School
Daniel Hand High School
286 Green Hill Road
Madison, CT 06443
203-245-6360

Coach
Chris Doe

Date of Birth: January 29, 19XX

Height: 5'9"

Weight: 140lbs

ACADEMICS

GPA:

SAT : Verbal- Math- **Subject Tests:** Writing, Biology,
Literature

Honors:

National Honor Society, Executive Board Member
SHS Citation: Gifted and talented in the visual and graphic arts
Staples High School Education Association Award for excellence in multi-media art
Brown University Book Award
Spotlight Award - Leadership
Advanced Placement Courses: English, Biology, Art
Honors Courses: English, Chemistry, Biology, History, Spanish
Four Years Of: English, Social Studies, Math, Science, Art
Academic/Career Interests: English, Literature & Art / Journalism, Advertising

BASKETBALL

Stats per game junior years:

Points: 7.7	Rebounds: 5.7	Assists: 1	Games: 27	Steals: 1.6
Free Throws: 63%	Field Goals: 42%	Total points: 208		

Career stats per game:

Points: 6.3	Rebounds: 5.2	Blocks: 1	Games: 52	Steals: 1.5
Free Throws: 61%	Field Goals: 39%	Total points: 323		

Basketball Awards:

All-Conference Academic Team (20XX) AAU, Connecticut Starters: 3/08 -7/09
All-Conference Honorable Mention (20XX, 20XX) AUU, Team Connecticut: 2008 -
2010

ACTIVITIES

Editor-in-Chief: School Newspaper (20XX-20XX, 20XX-20XX)
Varsity Soccer: 4 years Varsity Basketball: 4 years Varsity Softball: 3 years
Captain-Elect: Varsity, Soccer, Basketball, Softball (20XX-20XX)
Coach and Referee: Parks and Recreation Basketball (3 years)

FINANCIAL AID



There are two forms that students need to consider when applying for financial aid. The first is the free federal form known as the **FAFSA**. All colleges require the FAFSA if a student wants to be considered for Pell Grants, Federal Direct Student Loans, and campus based aid. Students are encouraged to apply on-line after January 1st. Many private colleges require an additional form, the CSS Profile. It is important to register for the Profile at least 4-6 weeks before your college application deadline. The Profile does have a fee attached and you may only apply on-line at www.collegeboard.org.

Students should pursue all avenues of aid; counselors and college financial aid officers can offer important suggestions and advice. Most institutions award financial aid as a "package", which means that students receive a combination of scholarship or grant (money that does not have to be paid back), loan (to be paid back when the student leaves college) and campus jobs (sometimes related to a student's field of study). Institutions are able to help more students by using the package method.

SOURCES AND PURPOSES OF STUDENT FINANCIAL AID

There are two primary types of financial aid. The first is need-based aid. Need-based forms of student aid constitute the major portion of assistance available for post-secondary education. Eligibility for need-based aid is based upon the difference between the cost-of-attendance and the family's ability to pay as determined by the FAFSA.

The second is merit-based aid, which is generally given to students in recognition of special skills, talent and/or academic ability.

Within the category of need-based assistance, there are two types of financial aid: grant aid and self-help aid. Grant aid, as the name applies, does not have to be repaid and does not require a service commitment. Self-help assistance consists of loans, which require repayment, and employment, which consists of part-time jobs, usually within the institution.

These types of assistance, grant aid and self-help aid, are derived primarily from four sources--institutional, private, state and federal.

Institutional sources of aid are provided and controlled by the school, while private sources of aid are derived from community organizations, foundations, professional associations, corporations and commercial lending institutions.

State sources of aid are usually administered through a state agency and include grants/scholarships, loans and state work-study.

The federal government is the largest single source of student financial aid funds. The programs include Pell Grants, the three campus-based programs--Perkins loan, Federal Work-Study (FWS), and Supplemental Educational Opportunity Grants (SEOG)--as well as Federal Direct Student Loans, Federal Direct Parent Loans (PLUS), and State Student Incentive Grants. Funds for these programs are appropriated annually by Congress and a brief description of each program follows:

1. **Pell Grant**

Pell Grants are awards to help undergraduates pay for their education after high school. For many students, these grants provide a “foundation” of financial aid, to which aid from other federal and non-federal sources may be added. Unlike loans, grants don’t have to be paid back. By completing a FAFSA you are automatically applying for a Pell Grant.

To determine if you’re eligible, the Department of Education uses a standard formula called need analysis, revised and approved every year by Congress, to evaluate the information you report on your FAFSA. The formula produces your Expected Family Contribution or EFC. Your Student Aid Report (SAR) contains this number and will also tell you whether you’re eligible for a Pell Grant. The formula used to determine your EFC is too long to be included here.

The results of your FAFSA will be sent to the financial aid office(s) of the college(s) you indicated on the FAFSA. The college financial aid office then determines the size of the award based on the Pell Grant Payment Schedule set by Congress for that academic year.

2. **Federal Supplemental Educational Opportunity Grants (FSEOG)**

A Federal Supplemental Educational Opportunity Grant is an award to help you pay for your education after high school. It is for undergraduate students having the greatest financial need (with priority given to Pell Grant recipients), and it does not have to be paid back.

The Department of Education guarantees that each participating school will receive enough money to pay the Pell Grants of its students. A SEOG is different. Each school receives a set amount of funding for SEOG’s, and when that money is gone, there are no more SEOG awards for that year. That’s why it is important to meet the school’s financial aid application deadlines.

3. **Federal Work Study Program**

The Federal Work-Study (FWS) Program provides jobs for undergraduate students who need financial aid. FWS gives you a chance to earn money to help pay your educational expenses. Your pay will be at least the current federal minimum wage, but it may also be related to the type of work you do and its difficulty. Your total FWS award depends on your financial need, the amount of money your school has for this program, and the amount of aid you

get from other programs. The financial aid office at the college you plan to attend is responsible for determining your eligibility and for arranging the job.

4. **Carl D. Perkins Loan Program**

The Perkins Loan is a low-interest loan to help you pay for your post high school education. These loans are made through a school's financial aid office. Preference is given students with exceptional need. Check with your financial aid administrator to find out if your college participates in the Perkins Loan Program.

5. **William A. Ford Federal Direct Student Loans**

Federal Direct Student Loans are low interest rate loans made to students attending accredited colleges and universities. The lender is the U.S. Department of Education. There are two types of Direct Student Loans, Subsidized and Unsubsidized and the FAFSA results determine the student's eligibility for the type of loan awarded.

The Direct Subsidized Student Loan is a federally subsidized loan program available on the basis of financial need to students enrolled at least half-time. For students who are eligible to borrow the Direct Subsidized Stafford Loan, the U.S. Department of Education pays the interest while you're in school at least half-time, for the first six months after you leave school (your grace period), and during periods of deferment (a postponement of loan payments).

The Direct Unsubsidized Student Loan is also a federal loan however the U.S. Department of Education does NOT pay interest on this type of loan. Students may pay interest while in school but have the option to defer paying the interest until the loan goes into repayment.

6. **Federal Direct Parent Loans (PLUS)**

The Federal Direct Parent Loan (PLUS) is a federal loan program for credit-worthy parents of a dependent undergraduate student. Parents can apply for up to the Cost of Attendance minus any financial aid the student is receiving. Financial need is not required but students must complete a FAFSA. The parent borrower cannot have an adverse credit history. The interest rate is fixed at 7.9%. Repayment of principal and interest begins after the second disbursement for a maximum of 10 years.

Eligibility for the Direct PLUS loan is based on the borrower's credit worthiness. The U.S. Department of Education will run a credit check to determine if you are eligible for the loan.

7. **Vocational Rehabilitation Grants**

Grants are awarded to physically or emotionally handicapped individuals through the State Department of Vocational Rehabilitation Services to attend any qualified college, trade or technical school. See your high school counselor to contact the DVR counselor serving your school.

Definition Of Need

Simply defined, financial need is the difference between what it will cost a student to attend a college and the amount the family can contribute towards the student's education as determined by the FAFSA. The important point to remember is that financial need will usually increase as college costs increase. The following is an example of how financial need may be determined for a family earning \$32,000 a year:

	<u>College A</u>	<u>College B</u>	<u>College C</u>
	Resident	Resident	Resident
	4 Year	4 Year	4 Year
	Private	Public	Public
		Out of State	In State
Total Cost of College	\$35,000	\$24,000	\$15,000
Family Contribution (family of 4)	\$15,000	\$15,000	\$15,000
Estimated Financial Need	\$20,000	\$ 9,000	\$ 0.00

The family's income, assets, debts, family size and extenuating circumstances are all taken into consideration in determining financial need. Parents with special or unusual circumstances may wish to discuss their situation with the financial aid officer at the colleges in which their sons/daughters are interested.

Checklist: What To Do And When To Do It

If you think you need aid to continue your education, your chances of getting it are best if you apply in the right way at the right time. **Be sure to pay careful attention to posted deadlines.**

Ask for information about financial aid opportunities and application procedures when writing to the admissions office of each college on your list.

Make certain you know what need analysis form to file. The most commonly used form is the Free Application for Federal Student Aid (FAFSA). You may go directly to www.fafsa.ed.gov for the online version. There are limited paper forms available. Remember the FAFSA cannot be filed until after January 1. However you may obtain your FAFSA Personal Identification Numbers (PIN) as early as November.

Complete your FAFSA form online as soon as possible after January 1st. Process the form at least **four weeks** before the earliest financial aid deadline set by the colleges of state scholarship or grant programs to which you are applying (but not

before January 1). Carefully follow the instructions for filling out the form. Make sure that your answers are complete and correct.

Review the acknowledgment you receive after submitting your need analysis form. The acknowledgment from the Department of Education and/or the College Board will list the colleges and programs that you indicate should receive information. Make certain that all entries on the acknowledgment are correct.

Respond promptly to any request for additional information about your FAFSA or Profile Form so that there will be not further delay in processing your request for aid.

Check to see if other financial aid forms are required by the colleges to which you are applying. Complete the forms as early as possible and return them to the college.

Check for information about other aid sources. Your school counselor, high school library and public library will often have this information. You may qualify for a private scholarship, grant or loan program based on academic achievement, religious affiliation, ethnic or racial background, community activities, hobbies or special interests, organizational memberships, artistic talents, athletic abilities, other special skills, career plans or proposed field of study.

Find out if your parents' employers, professional associations or labor unions sponsor any aid programs.

Check with community organizations and civic, cultural and fraternal groups, to see if they sponsor scholarship programs at the local, state, veterans' posts, businesses and industries.

If either parent is a 100% disabled veteran, or if either died during service or from a service-related injury, you may be eligible for special assistance. Contact the nearest office of the Veterans Administration for information.

Ask about benefits from vocation rehabilitation or other social service agencies if you think you qualify for assistance.

Determine how payments from each aid source will be made to you. Generally, payment of financial aid is made at the time you enroll. Find out if there are additional procedures or forms to file in order to receive aid.

Pay close attention to award letters. Carefully review any financial aid award letter you receive. Notify the college whose offer you are accepting and inform the other colleges of your decision so that financial aid they reserved for you can be freed for other applicants. If you also receive aid notices from the state or federal programs, read them carefully and be sure to follow any directions they contain so that you can be certain of getting your aid.

Explore alternatives. If the college of your choice cannot provide you with enough aid to meet your full financial need or if your family cannot contribute what is expected, you may want to consider borrowing. Learn about loans--the interest rates, repayment schedules and other terms and conditions before you apply. Government sponsored loans, such as the Federal Direct Student Loan Program, usually have the lowest interest rates and the most flexible repayment arrangements.

State Funds. All New England states have scholarship or grant programs to help you attend the college of your choice. The regulations and application procedures for these programs vary from state to state. Ask your school counselor for information about your state's program.

Community Funds and Other Sources. Financial aid is also provided by community agencies, foundations, corporations, unions, religious organizations, clubs and civic, cultural and fraternal groups. Need is usually considered, but other factors may be taken into account in determining a student's eligibility. Check with your counselor for information on local aid sources. Always check the listings in **Naviance** and the scholarship file in the guidance office.

Comparing Financial Aid. You should compare the types of aid offered by the colleges you are considering. If you need assistance, see your counselor.



Alternatives To College

EMPLOYMENT

Some of you will have had enough schooling for now and will want to go directly to work. You need to talk to your counselor early about how to be ready for meaningful employment after graduation. Only planning can get you into a career and not just a job. Some employment opportunities provide excellent on-the-job training, which gives you valuable new skills for future career direction.

Steps In Planning For Your Future Employment

1. Evaluate yourself--your abilities, values and interests. Ask yourself the following questions: How do I feel about work? What work experience do I have? What courses did I like in school? Do I like sports? What are my overall likes and dislikes? What are my hobbies? What kind of life-style do I want? Do I like to work with numbers, people or things? What kind of job would I like to have in order to earn enough money? What has my high school experience prepared me to do?
2. Use available career resources to search out specific information about your possible career choice--any necessary training, expected earnings, advancement possibilities, projected employment outlook and personal qualifications.
3. Arrange to spend time with people involved in your field of interest to watch them at work (called "shadowing") and to interview them.
4. Attend presentations by career speakers when they visit your school.
5. Obtain a part-time job that will help you explore a career field and give you experience and training that will be useful in obtaining full-time employment after graduation.
6. For assistance in locating full-time employment after high school graduation, contact local business and industry representatives who visit many high schools annually with specific job opening requirements and interview schedules.
7. Find out where to seek employment. Check newspapers, trade magazines, placement agencies, government (state/local) employment services, training center, schoolwork programs and civil service jobs posted in your local post office. Also check bulletins, announcements, the local YMCA and YWCA and your church. Talk with your parents, relatives and friends about possible job openings. Some of the most lucrative jobs may be found right in your own backyard.
8. Prepare a resume and practice filling out job applications.
9. Counselors and teachers may be used as references.

Prepare for each interview

- Find out all you can about the company, policies and product.
- Be confident; have self-esteem.
- Bring your resume or send one ahead if requested.
- Be prepared; answer questions simply and quickly; itemize your work experiences.
- Dress appropriately; use common sense and taste.
- Arrive for the interview early. You may be asked to wait, but it will make an excellent first impression. If your interview is out of town, check mode of transportation to be used and weather conditions for the day.

At the interview

- When you are introduced, remember the interviewer's name.
- If requested to fill out additional papers or forms, be brief and simple. Use your resume or notes for reference.
- Be sure-footed, ask questions, talk about your goals, sell your skills and training.
- Relax, be yourself, be honest and tactful; present yourself in a way that the company thinks they need you.
- Be alive, indicate you know the company, their product, their people, process and potential growth.
- Don't evade questions; answer them honestly and simply, look at your interviewer while talking.
- Your posture is important; don't slouch, chew gum or smoke.
- When questions are asked to which you do not know the answer, don't fake it; simply answer the questions as honestly as you can.
- The employer wants to talk to you. Do not bring anyone with you to a job interview.
- By all means talk about your past work experiences; try not to brag or exaggerate. Try not to conceal previous work records (even though they may have been poor experiences) or complain about past employers or supervisors. If you were serious about your education while in high school, you should do very well. **BE POSITIVE!**
- Conclude the interview with an arrangement for finding out the prospective employer's decision on hiring. As a follow-up, write a note thanking the person who interviewed you for his/her time and consideration.
- Do not become discouraged if, during your first interview you become nervous or fail to present yourself favorably. You will improve with time. Your counselor in your high school is there to help you. See him/her early in your senior year so he/she can work with you.

Military Service

Should I Go Into The Armed Services?

With the return of selective services registration you should be aware of some of the options open to you through the Armed Services. The Armed Services is one of the major employers in the nation. It is also a major source of educational training and preparation for entry-level jobs.

There are numerous job-training opportunities in the military for both men and women. If you would like to travel or earn good wages immediately, the military service may be for you. Representatives from all the services are available to give you information about career training and/or educational opportunities. Check with your school counseling office.

Enlisted Personnel

Recruiting officers of all branches of the Armed Services visit the high school regularly. If you are interested, speak with your counselor to set up an appointment. You can also seek additional information by visiting the recruiting offices in your area.

Juniors and Seniors should consider learning about specific abilities that they have by taking the Armed Services Vocational Aptitude Battery (ASVAB). This test is administered by appointment during the school year by military personnel in each high school. There is no cost to either the student or school district, nor does taking the test obligate the student to enlist. We offer this test in the spring, check in guidance for date and time.

Special opportunities for job training are offered enlisted personnel who meet the testing requirements for specific jobs that may be useful in later civilian life as well. Additional courses are paid for when needed, and the credits earned are an asset in future planning.

The Armed Services Vocational Aptitude Battery (ASVAB)

The ASVAB is a test used by the services to help with career counseling and job placement. Here are some of the most commonly asked questions about the ASVAB.

What is the Armed Services Vocational Aptitude Battery?

The ASVAB is a group of twelve tests that measures your aptitude in five separate career field areas and provides an indication of your academic ability. The tests are General Information, Numerical Operations, Attention to Detail, Word Knowledge, Arithmetic Reasoning, Space, Perception, Mathematics, Knowledge, Electronic Information and Automotive Information. Your scores on these tests are combined into scores on the following composites: Verbal, Math, Perceptual Speed, Mechanical, Trade Technical and Academic Ability.

Why should I take the Armed Services Vocational Aptitude Battery? The Armed Services Vocational Aptitude Battery is the result of more than 35 years of military services research. It was specifically designed to identify individual aptitude. If you are a senior trying to decide what to do after high school, your test scores can help identify fields worth exploring. No matter what your age or inclination, the ASVAB can be valuable to you because it can tell you more about yourself.

The ASVAB is not a "PASS" or "FAIL" test. Your scores will only show how well you did in comparison to a representative sample of other students in the United States who took the same tests. You have a lot to gain and nothing to lose when you take the ASVAB.

Do I incur any military obligation by taking the ASVAB? No! Taking the ASVAB does not obligate you to the military in any way. You are free to use your test results in whatever manner you wish. Additionally, ASVAB results will not be used to enter your name in any draft registration system.

You will, however, be required to sign a statement authorizing release of your test scores to representatives of all the military services, and, like the majority of high school students, if you are an upperclassman, you will probably be contacted by a services member sometime before you graduate. You should expect this whether or not you ever take the ASVAB, however.

Career, Vocational And Business Schools

Specific skill training in a particular occupation is available. Your counselor can suggest the names of reputable schools where you can study everything from cosmetology to computer programming. You should know that eligible students can use federal grants for career schools as well as for college tuition.

Continuing Your Education

Many students will find that a specialized school (vocational, business, technical or career) fulfills their needs much better than a two-year or four-year college. Investigation of job opportunities will reveal that many hundreds and even thousands of occupations require training that may be obtained through forms of learning such as career training.

Students interested in a particular type of career-oriented education should consult their counselor about schools to explore, write for catalogs where there is an interest, and later follow through with a visit to the school.

Specialized schools generally do not require an examination like the SAT or the ACT. Many will recommend that a test be taken at the school for placement purposes only.

All career-focused schools require a transcript of the student's record and often want teacher and counselor recommendations.

Exploring Career-Related Schools

1. The following steps may be helpful in assisting you to find the many career-related schools and job training programs that are available to prepare you for skilled occupations. Be sure to review the occupational outlook in your chosen field.
2. The Occupational Outlook Handbook is an excellent source of information. Because career information is constantly changing, you may want to use on-line programs such as *myroad.com*. When you go to Research Careers on *myroad.com*, you will be able to read overviews, experience a typical day, or hear a mentor discuss getting started on the career path.
3. Ask your counselor to help you arrange a job shadowing day with someone in the community so you can have hands on experience.
4. Check career school catalogs and books in the Career and Counseling Center.

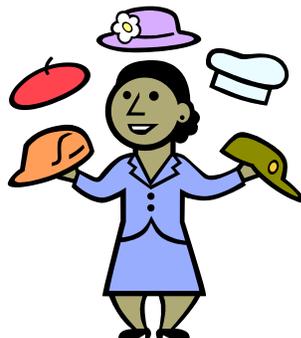
There are three kinds of educational programs:

State-supported technical colleges and regional vocational/technical post-secondary graduate programs, which are usually inexpensive.

Continuing educational programs for adults sponsored by the school system, which are also minimal in price.

Private schools are profit-making institutions and are considerably more expensive. Evaluate them carefully.

Be sure to check whether the program you want is offered at a state-supported school. Before you pay for a private program, compare it to the state or local institution. What are the differences?



Things To Consider

1. Where is the school located? How will you get there?
2. If the school is not within commuting distance, what are the living arrangements?
3. What are the total expenses to complete the program? Remember supplies, materials and travel are part of the expenses.
4. Are SAT tests or other forms of entrance tests required?
5. Are there any special course requirements needed in addition to a high school diploma (i.e., two years of college preparatory mathematics, etc.)
6. What kind of financial aid is available? Only government approved schools are eligible for government aid.
7. Is the school accredited? This means that when you complete the program you are eligible to take a licensing examination if one is required, or receive a certificate granting you the right to practice your chosen career. THIS IS VERY IMPORTANT.
8. Does the school have a shop set-up which duplicates a real work environment? This hands-on training enables you to get practical experience.
9. Does the school have a good Placement Office? Check this out with recent graduates. A good placement officer will have established relationships with local businesses that rely on the school to provide candidates for entry-level jobs.
10. Check with recent graduates and/or current student to assess the quality of the programs offered.
11. If at all possible, visit the school to look at the facilities and talk to the director of admissions and students in the program.
12. Talk to prospective employers about the school's reputation within the company and their past experience with hiring graduates from the school.

Filling Out The Application

Your applications represent you. Read the instructions carefully and complete them as requested.

Apprenticeship

APPRENTICESHIP in its simplest terms, is training in occupations that require a wide and diverse range of skills and knowledge, as well as maturity and independent judgment. It involves planned, day-by-day training on the job and experience under proper supervision, combined with related technical instruction.

THE APPRENTICE is usually a high school graduate, of legal working age, with manual dexterity and other characteristics directly related to the apprenticed occupation to be learned.

LENGTH OF TRAINING varies depending on the occupation and is determined by standards adopted by the industry. The minimum term of apprenticeship is one year.

APPRENTICED OCCUPATIONS can be found in such industries as electronics, construction, service, metal working, public administration, medical, and health care. There are approximately 800 apprenticed occupations currently recognized by the Bureau of Apprenticeship and Training and the State Apprenticeship Agencies.

RELATED TRAINING covers such subjects as mathematics, blueprint reading, applied English and other technical courses needed for the specific occupation and is customarily taken outside working hours.

ON-THE-JOB TRAINING is the learning of each process by carrying it out step by step under the close supervision of a skilled craft worker.

WAGES paid the apprentice begin at approximately half those of the fully trained craft worker and usually advance at six month intervals until the apprentice completes training. Then the apprentice is paid the full craft worker wage.

APPRENTICESHIP PROGRAMS may be sponsored by an employer, a group of employers, or a union. (Often employers and unions form joint apprenticeship committees which determine industry needs for particular skills and the kind of training required, and set the standards for acceptance into the programs.)

ADDITIONAL INFORMATION may be obtained by contacting the local office of the Bureau of Apprenticeship and Training, U.S. Department of Labor or the State Apprenticeship Agency.

REGIONAL OFFICES BUREAU OF APPRENTICESHIP AND TRAINING REGION 1

JFK Federal Building

Room 520-B

Government Center

Boston, MA 02203

Telephone: 617-565-2288

Includes:

Connecticut

Maine

Massachusetts

New Hampshire

Rhode Island

Vermont

Terms To Know

Advanced Placement Program (AP)

Gives motivated high school students the opportunity to take college-level courses in a high school setting. Thousands of colleges worldwide award credit or advanced placement to students with a "qualifying" grade on AP Exams. AP Exams are graded 1 to 5, with 5 as the highest.

American College Test (ACT)

The ACT is a college entrance exam administered by the American College Testing Corporation that measures educational development in English, mathematics, social studies, and the natural sciences. Scores are reported as 1 to 36, with 36 as highest. Most colleges accept scores from either the ACT or SAT.

Associate Degree

Awarded by a college or university after satisfactory completion of a two-year program of study.

Bachelor's Degree

Awarded by a four-year college or university after satisfactory completion of a program of study.

College Board

A national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. The College Board administers the PSAT/NMSQT, SAT, SAT II: Subject Tests, the Advanced Placement Program (AP), CLEP, the College Scholarship Service (CSS), and CSS/Financial Aid PROFILE.

Common Application

A standard application form accepted by more than two hundred selective colleges in lieu of their own form is available online.

CSS/Financial Aid PROFILE

A financial aid form produced by the College Board required for students seeking aid at approximately 10 percent of the nation's four-year colleges (including the most highly selective institutions).

Deferred

When a student's application for early decision or early action is postponed, and will be considered with the regular applicant pool.

Early Action (EA)

A program that gives special consideration to a student who applies for admission by a specified date, usually in early fall. Students are not obligated to enroll if admitted (also known as early notification).

Early Decision (ED)

A program that gives special consideration to a student who applies for admission by a specified date, usually in early fall. Students are obligated to enroll if admitted, and to withdraw applications from other institutions.

Free Application for Federal Student Aid (FAFSA)

The need analysis form produced by the U.S. Department of Education that is required for students seeking aid by nearly all colleges and universities.

Open Admissions

Schools that take any high school graduate until all the openings are filled. Almost all two-year colleges have an open admissions policy.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides firsthand practice for the SAT and SAT II: Subject Tests. It also gives students a chance to qualify for National Merit Scholarship Corporation's (NMSC) scholarship programs.

Rolling Admissions

Admissions procedure by which the college considers each student's application as soon as all the required credentials have been received (e.g., school record, test scores). The college usually notifies applicants of its decision without delay.

SAT I

The SAT Reasoning Test is a measure of the critical thinking skills you will need for academic success in college.

SAT Subject Tests

One-hour, primarily multiple-choice tests that measure achievement in specific subject areas.

Student Aid Report (SAR)

The form sent to families in response to submission of the Free Application for Federal Student Aid (FAFSA) indicating the Expected Family Contribution (EFC.)

Student Search Service

A free information service for students who take the PSAT/NMSQT, SAT, or AP Exams. By participating in Student Search Service, students let colleges, universities, and scholarship programs know they are interested in hearing from them.

Waitlist

A list of applicants who may be considered for acceptance if there is still space after admitted students have decided whether or not they'll attend.

Work-Study

A federally funded program in which students take campus jobs as part of their financial aid package. To participate in a work-study program, students must complete the FAFSA.

Federal Work-Study Program

A Federal program that provides part-time jobs for students with financial need, allowing them to earn money to help pay education expenses.

Financial Need

The Student's cost of attendance less the expected family contribution. In determining a student's eligibility for a Subsidized Stafford Loan and FFELP borrower's total loan amount, the student's estimated financial assistance is also subtracted from the cost of attendance.

Gap

The difference between the financial need of a student and the financial aid package given to that student. Also referred to as unmet need.

Gift Aid

Money given to a student to cover college expenses that does not have to be repaid, such as grants and scholarships.

Grant

Money given to a student to cover college expenses that does not have to be repaid. Grants are awarded on the basis of financial need.

Honors Program

Programs within a college or university that offer greater challenges and opportunities for a select population of highly motivated and academically successful students.

NACAC

The National Association for College Admission Counseling, the professional association of high school counselors, college advisors, and college admissions officers.

NCAA

National Collegiate Athletic Association, it is the governing body for the college athletics and for students interested in playing in Division I or II sports, the group that determines student eligibility for participation.

Profile

Sometimes referred to as *School Profile*, It is a statement about each school that accompanies each student's transcript when it is mailed to the colleges' admission offices. It usually includes information about the high school, its grading system, the community, information about test scores, and what students do after high school graduation,



IMPORTANT WEBSITES

Naviance: <http://connection.naviance.com/dhhs>

College Board College Search: <apps.collegeboard.com/search/index.jsp>

The Common Application: www.commonapp.org

College Search Comprehensive websites:

www.collegeboard.org/csearch

www.collegenet.com/

www.petersons.com/

www.princetonreview.com/home.asp

www.collegebound.net/

www.mycollegeguide.org/

www.makingcollegcount.com/

www.careersandcolleges.com/cnc/login.do

www.nacacnet.org

American Association of Community Colleges (AACC): www.aacc.nche.edu/

Wired Scholar www.wiredscholar.com

US News College Information Organizer: or

US News College Search Engine:

<http://colleges.usnews.rankingsandreviews.com/best-colleges>

College Search Engine: www.collegedata.com

Campus Tours: www.campustours.com

Financial Aid, Loans and Scholarships

- FastWeb:** fastweb.com
- College Planning:** collegeplan.org
- College Scholarships:** www.college-scholarships.com
- Connecticut Family Education Loan Program (CT FELP):** www.chesla.org
- Connecticut Student Loan Foundation:** www.cslf.com
- CSS Profile On-line:** www.collegeboard.ocm/student/pay/scholarships-and-aid18374.html
- Electronic FAFSA:** www.ed.gov/prog_info/SFA/StudentGuide/
- FAFSA on the Web:** www.fafsa.ed.gov/
- Fastaid:** www.fastaid.com/
- FinAid!:** Financial Aid Information Page www.finaid.org
- Student Loan Funding:** www.studentloanfunding.com
- The Scholarship Page:** www.scholarship-page.com
- Wired Scholar: Paying for College:** www.wiredscholar.com/paying/content/index.jsp

SAT and Other Prep Sites

- ACT** www.actstudent.org
- College PowerPrep** www.powerprep.com
- CraniaMania.com** craniamania.com
- College Board** collegeboard.com
- Test Prep:** www.testprep.com
- Kaplan:** www.kaplan.com

College Reference in the Library Media Center



The Scholarship Manual: How to Find Money for College
By Sandra Taylor



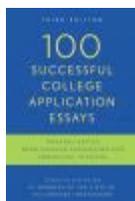
11 Practice Tests for the SAT and PSAT 2014
By the staff at the Princeton Review



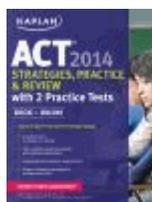
Financial Aid Smarts: Getting Money for School
By Lisa Wade McCormick



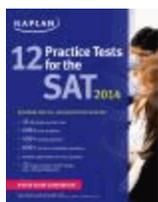
College Handbook 2014
By the staff of the College Board



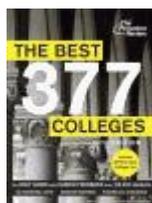
100 Successful College Application Essays
Compiled by the Harvard Independent



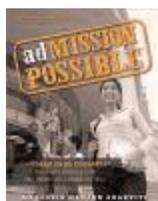
ACT 2014: Strategies, Practice, & Reviews
By the staff of Kaplan Test Prep & Admissions



12 Practice Tests for the SAT 2014
By the staff of Kaplan Test Prep & Admissions



The Best 377 Colleges
By Robert Franek



Admission Possible: The Dare to be Yourself Guide for Getting Into the Best College for You.
By Marjorie Hansen Shaevitz



The Official SAT Study Guide with DVD
By the staff of the College Board

AND MUCH MORE!

Don't Forget the **Prowler Series**, which presents student perspectives on different colleges and Universities around the country, providing statistics, facts, and opinions on academics, local atmosphere, safety and security, facilities, dining and housing, diversity, athletics, and other topics, and includes a summary of the top ten best and worst things about life on campus.

Scranton Public Library also has an **online college reference section** that offers SAT Prep and practice exams, college research information, and much more!



Family Connection from Naviance is our web-based service designed especially for students and parents. It is a comprehensive website that you and your child can use to help in making decision about courses, colleges, and careers. **Family Connection** is linked with Counselor's Office, a service that we use in our office to track and analyze data about your students' plans, so it provides up-to-date information that's specific to our school.

Family Connection will allow you and your child to:

- Get involved in the planning and advising process – Build a resume, complete on-line surveys, and manage timelines and deadlines for making decisions about colleges and careers
- Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past.
- Sign up for college visits – Find out which colleges are visiting our school and sign up to attend those sessions.
- Request transcripts, track college applications, submissions, and teacher recommendations
- Complete post-graduation plans survey

Family Connection also lets us share information with you and your child about up-coming meetings and events, local scholarship opportunities, summer enrichment programs and other Web resources for college and career information. In addition, the site includes a link that your child can use to send us e-mail messages.

To visit our school's **Family Connection** site, use your Web browser to connect to:

<http://connection.naviance.com/dhhs>

When you visit the site for the first time, please enter your personal registration code in the New User Box and follow the on-screen instructions to create your own account.

Guidance Information for College Applications

The following information will assist you in filling out college applications:

Proper name of high school: Daniel Hand High School

Street Address: 286 Green Hill Road, Madison, CT 06443

CEEB/ACT Code: 070370

Date of Entry: August/September of your freshman year: (Ex. 9/08)

Date of Graduation: Always the last day of school **or** month/year (Ex.6/12)

Counselor's Name & Email: Jennifer Hawley, hawleyj@madison.k12.ct.us
Michelle Catucci, catuccim@madison.k12.ct.us
Christine Coyle, coylec@madison.k12.ct.us
Mary Curran, curranmary@madison.k12.ct.us
Patricia Judson, judsonp@madison.k12.ct.us
Cynthia Skarsten, skarstenc@madison.k12.ct.us

Counselor's Title: School Counselor

Counselor's Phone: 203.245.6360

Fax number: 203.245.6356

JUNIOR MONTH TO MONTH CALENDAR 2013-14

<p style="text-align: center;"><u>AUGUST/SEPT.</u></p> <ul style="list-style-type: none"> • Register for PSAT/NSMQ beginning Monday, Sept. 16 to Oct. 4 only Fee: \$24 • 9/6 Registration deadline for 10/6 SAT • 9/21 ACT test • 9/16 ACT Registration Deadline for 10/26 test • Plan next two years of extracurricular and community service activities • Attend college rep meetings 	<p style="text-align: center;"><u>OCTOBER</u></p> <ul style="list-style-type: none"> • Read PSAT/NMSQT Bulletin • 10/3 Registration deadline for 11/2 SAT • 10/5 SAT Test Date • 10/19 – 7:30 am Saturday take PSAT at DHHS (given only once a year) • 10/26 ACT Test Date • Attend college rep meetings • Visit the college/career center 	<p style="text-align: center;"><u>NOVEMBER</u></p> <ul style="list-style-type: none"> • Talk to counselor about college interests and begin the college search process • 11/8 ACT Registration Deadline for 12/14 test • 11/8 Registration deadline for 12/7 SAT test • 11/2 SAT Test Date • Attend college rep meetings • Visit the college/career center 	<p style="text-align: center;"><u>DECEMBER</u></p> <ul style="list-style-type: none"> • PSAT/NMSQ to be reviewed • Using PSAT/NMSQT results and other data, begin to develop range of colleges with your counselor • Talk with graduates who are home from college • 12/7 SAT Test Date • 12/14 ACT Test Date • 12/27 - SAT Registration Deadline for 1/25 SAT 	<p style="text-align: center;"><u>JANUARY</u></p> <ul style="list-style-type: none"> • 1/10 ACT Registration Deadline for 2/8 test • 1/25 SAT Test Date
<p style="text-align: center;"><u>FEBRUARY</u></p> <ul style="list-style-type: none"> • Make appointment with your counselor to continue your college/Career search and to plan your senior courses • Attend Junior Class College/Career Workshop to be held 2/6 at 7:00 PM DHHS Dining/Assembly Hall • 2/7 – SAT Registration deadline for 3/8 SAT • 2/8 ACT Test Date 	<p style="text-align: center;"><u>MARCH</u></p> <ul style="list-style-type: none"> • Consider taking SAT II in courses you are finishing this year • 3/7 ACT Registration Deadline for 4/12 test • 3/8 SAT Test Date • AP Exam Deposits Due 	<p style="text-align: center;"><u>APRIL</u></p> <ul style="list-style-type: none"> • Obtain applications and college view books and begin college visits • File service academies and ROTC scholarship applications • Explore Early Decision/Early Action options • 4/4 SAT Registration Deadline for May 3 SAT • 4/12 ACT Test Date 	<p style="text-align: center;"><u>MAY</u></p> <ul style="list-style-type: none"> • Ask teachers for recommendations • 5/3SAT Test Date AP Exams – Begin Monday, May 5 to Friday, May 16 Check www.collegeboard.com for specific exam calendar • 5/9 ACT Registration Deadline for 6/14 test • 5/9 SAT Registration Deadline for 6/7 test 	<p style="text-align: center;"><u>JUNE</u></p> <ul style="list-style-type: none"> • Arrange college visits and/or interviews for summer • 6/7 SAT Test Date • 6/14 ACT Test Date <p style="text-align: center;"><u>SUMMER</u></p> <ul style="list-style-type: none"> • Review for SAT I • Keep up extra-curricular and community service activities

SENIOR MONTH TO MONTH CALENDAR 2013-14

<p style="text-align: center;"><u>AUGUST/SEPT.</u></p> <ul style="list-style-type: none"> •Consider carefully your responsibilities if applying for Early Decision or Early Action •Obtain applications on-line or hard copy and create an organizer for each college •Begin drafts of essays •Check dates of college representative visits in guidance office • Attend Senior College Planning Night •Review transcript with counselor 	<p style="text-align: center;"><u>OCTOBER</u></p> <ul style="list-style-type: none"> •Work on college essays/applications •Plan college visits/interviews •Follow up with teacher recommendations •If you are applying Early Decision or Early Action, be aware of deadlines • 10/3 SAT Registration deadline for 11/2 SAT • •ACT Test 10/26 •Add colleges and teacher recommendation requests into Naviance •10/9 - Attend Financial Aid Night at DHHS Dining/Assembly Hall 7:00 – 8:30 p.m. 	<p style="text-align: center;"><u>NOVEMBER</u></p> <ul style="list-style-type: none"> •Send Early Decision or Early Action applications •Pick up CSS/Financial Aid Profile form, if needed •Research sources of scholarships •11/8 ACT Registration deadline for 12/7 test •SAT TEST 11/8 •11/1 Registration deadline for 12/7 SAT •Begin FAFSA process 	<p style="text-align: center;"><u>DECEMBER</u></p> <ul style="list-style-type: none"> •Finish applications and essays •Check all application deadlines •Talk with graduates who are home from college •SAT TEST 12/7 •12/14 ACT Test Date •12/27 - SAT Registration Deadline for 1/25 SAT 	<p style="text-align: center;"><u>JANUARY</u></p> <ul style="list-style-type: none"> •File FAFSA or other appropriate financial aid forms after January 1 •Finish other college applications •1/10 ACT Registration deadline for 2/8 test •SAT TEST 1/25
<p style="text-align: center;"><u>FEBRUARY</u></p> <ul style="list-style-type: none"> •Continue to explore scholarship opportunities. •Check Naviance for scholarship opportunities • 2/7 SAT Registration Deadline for 3/8 SAT • 2/8 ACT Test 	<p style="text-align: center;"><u>MARCH</u></p> <ul style="list-style-type: none"> •Send any new material to colleges which may help acceptance •SAT Test date—3/8 •AP Exam Deposits Due by early March 	<p style="text-align: center;"><u>APRIL</u></p> <ul style="list-style-type: none"> •Review your college responses and aid offers with your parents and counselors •Plan college visits •Make final decision and send deposit by May 1st •Write withdrawal letters to colleges you will not be attending •You should have received your FAFSA acknowledgment and, if necessary, your CSS/Financial Aid Profile 	<p style="text-align: center;"><u>MAY</u></p> <ul style="list-style-type: none"> •Fill out dorm forms •Check arrangements for Stafford loan •Send original and signed SAR to your chosen college •AP Exams –Begin Monday, May 5 to Friday May 16 Check Collegeboard.com for specific exam calendar 	<p style="text-align: center;"><u>JUNE</u></p> <ul style="list-style-type: none"> •Graduation •GOOD LUCK! <p style="text-align: center;"><u>SUMMER</u></p> •Enjoy yourself! You deserve it!

