

Mark T. Sheehan High School

School Counseling Department Presents

DIRECTIONS

*A POST HIGH SCHOOL PLANNING GUIDE
FOR JUNIORS & SENIORS*

District School Counseling Mission Statement

The mission of the Wallingford School Counseling Department is to support the academic, personal/social, emotional, college and career development for all students in collaboration with parents, teachers, support staff, administrators and the community in order for students to achieve their personal best.

Sheehan High School Mission Statement

Mark T. Sheehan High School provides a challenging and supportive environment that inspires students to be critical thinkers, effective communicators, and responsible, contributing members of a dynamic global society.

School Counselor Assignments

Student Last Name	Grade	YOG	School Counselor
A—D A—Dig A—De A—E	09 10 11 12	19 18 17 16	Ms. Erica Forselius eforselius@wallingfordschools.org 203.294.5917
E—Man Dim—Ko Di—Leb F—Mid	09 10 11 12	19 18 17 16	Mrs. Wendy Eaton-Soto weaton@wallingfordschools.org 203.294.5914
Mar—Re Kr—Pe Leg—Pi Mil—So	09 10 11 12	19 18 17 16	Mrs. Maura Distante mdistante@wallingfordschools.org 203.294.5919
Ri—Z Ph—Z Po—Z St—Z	09 10 11 12	19 18 17 16	Mrs. Michelle Catucci mcatucci@wallingfordschools.org 203.294.5918

MARK T. SHEEHAN HIGH SCHOOL
School Counseling Department

Dear Student and Parent:

You are about to embark on a great journey that will take you beyond the safe harbor of Mark T. Sheehan High School and into the wider world. Like most new ventures, your future probably invokes feelings of both excitement and apprehension. This planning guide is provided to help you explore some post-high school options and to suggest directions for achieving them. High school counselors can help you clarify and supplement this information. We are available to help you formulate personal plans. Please set up an appointment to meet with your counselor. We look forward to meeting with you.

There is a lot to consider in selecting the best option for you from the many possible directions available in our rapidly changing world. The equation may truly be more complicated today than it has been in the past. Whatever your destination may be, thorough preparation, careful planning and a positive outlook are the keys to success. Start early; seek the counsel of parents, teachers, friends and recent graduates. Look inward to discover your interests, aptitudes and aspirations. Explore the possibilities. There is a career, college or vocational program that will match your preferences and help you to attain your goals.

For students seeking college admission, the procedure may appear to be complex. This is new territory for seniors and some parents. Campus visits, applications, standardized testing, deadlines, and financial aid can all seem overwhelming. The journey is manageable and can be enjoyable if taken one step at a time. The material contained in this booklet should provide clear guideposts along the way.

Remember we are eager to assist you in this process. It can be one of life's great adventures. Your counselor and your parents will be your navigators, but you are the pilot. Have a wonderful journey!

Sincerely,

Michelle Catucci, Department Chairperson/School Counselor
Maura Distante, School Counselor
Wendy Eaton-Soto, School Counselor
Erica Forselius, School Counselor

*"It's your road, and yours alone.
Others may walk it with you,
but no one can walk it for you."*

- Rumi

TABLE OF CONTENTS

Mission Statements	2
School Counselor Assignments	2
Introduction Letter	3
Post High School Options	6
Self- Evaluation	8
Employment: Finding a Job	10
Employment: Fastest Growing Jobs	12
Apprenticeships	13
Military Opportunities	15
What You Need to Know about Registering with the Selective Service	18
The CT Vocational/Technical School System	19
Factors when Choosing a Career-Related School	21
Community College	23
Choosing a College or University	24
Some Factors to Consider for College Choice	30
What Counts with Admissions Directors	31
College Admission Tests – SAT & ACT	32
Test Optional Schools	32
SAT & ACT Registration	33
The College Visit & Interview	34
The College Application (Includes CommonApp and Deadline Definitions)	38
Student Activity Resume Tips & Sample	39
Writing Your College Essay	41
Checklist for Monitoring the College Admissions Process	42
Guide to College for Learning Disabled Students	43
Questions for College Inquiry for Learning Disabled Young Adults	44
Planning Resources	45
Naviance	46
Useful Online Resources	47
How to Pay for College	49
What Parents and Students Should Ask about Financial Aid	51
Tips for Seeking Financial Aid	53
Financial Aid Worksheet	54
Don't Get Scammed on Your Way to College	55
Mark T. Sheehan Scholarship Watch List	56
Tuition Break	57
Cooperative Education	58
The Americorps Program	60
How to Get the Attention of College Coaches	61
How to Score an Athletic Scholarship	62
NCAA Eligibility Center Requirements	64
Sheehan NCAA Approved Core Courses	65
Glossary of Commonly Used Terms	66
Appendix: Junior Year Calendar for Post-High School Planning Senior Year Calendar for Post-High School Planning Transcript Request Form Comparing the Numbers Worksheet Notes & Next Steps	70

Below are some of the most common avenues that students take after graduation from high school. Are you familiar with each of them? Are you familiar with the benefits that each offers?

EMPLOYMENT

Description: Varies with interest, abilities, aptitude, and future goals.

Degree conferred: None; however on-the-job training and apprenticeships do exist in a variety of areas.

Benefits: Immediate earnings and employment training.

Things to consider: Availability of jobs that match your interests, skills, and future goals, as well as future job markets.



MILITARY

Description: Full-time and part-time opportunity to learn and earn while performing a service to your country.

Degree conferred: Various branches of the military provide opportunities to learn traditional as well as high tech skills in numerous areas. Many branches provide members a chance to earn college credits and/or an Associate Degree.

Benefits: A chance for advancement and a career in the military. The opportunity to learn an employable skill while getting paid. Travel, paid vacation and benefits, and a chance to earn free money for future college tuition. Special employment consideration is given for state and federal employment after completing tour of duty.

Things to consider: Military lifestyle is not for everyone. There is always a risk of going to combat. Health requirements must be met for entrance. Time commitments.

VOCATIONAL TRAINING SCHOOL

Description: Offers a more focused and practically oriented learning experience (examples: paralegal, automotive, cosmetology, computer repairs).

Degrees conferred: Varies depending on the field but, usually a certificate indicating mastery of the training course.

Benefits: Offers a concentrated curriculum in preparation for a specific career. Most programs are shorter in length. Vocational training schools offer excellent opportunity to gain practical experience to prepare you for the world of work. Many programs exist at State Vocational Schools that are very inexpensive.

Things to consider: The quality of the course can vary widely. Some school may not be accredited. There are fewer opportunities for financial aid. The tightly focused curriculum prepares you for a career, but doesn't offer a broad academic education.

COMMUNITY COLLEGE

Description: Offers certificate and two-year study programs. Frequently offers specialized job training in many areas.

Degrees: Associate's degree in most areas requiring two years of study and a certificate for programs requiring less study.

Benefits: Can provide a good transition from high school to a four-year college. Cost can be more affordable than at four-year college. Students can save money by fulfilling general education requirements before transferring to a four-year college.

Things to consider: Requires close planning to insure that credits earned will transfer to four-year colleges. Community colleges usually do not have campus housing. Most professors will be part-time.

FOUR YEAR COLLEGE OR UNIVERSITY

Description: Offers a full four-year program, including a general education requirement in addition to a major course of study. The emphasis is on broad intellectual development.

Degrees: Bachelor's degree. Many also offer graduate programs (master's, doctorate and professional degrees)

Benefits: Generally provides an extensive and stable intellectual community for students. Broader curriculum encourages and accommodates a variety of interests. Housing is usually provided and numerous activities provide for a sense of community. Degrees can be valuable in the job market.

Things to consider: Depending on the school you choose, a four-year school can very be expensive. The course of study is lengthy and rigorous. Courses may or may not prepare you to enter a career. Entrance requirements must be met both to the individual school as well as specific major be studied.

SELF EVALUATION

The questions that follow can help you focus on the best post high school options for you. You may feel embarrassed or self-conscious when you first consider these questions. Nevertheless, an honest and thoughtful self-evaluation can reveal what you should look for in a college, technical school or career. It can help you find the schools or training right for you. And, it can help you present yourself effectively to these institutions in essays and interviews when you apply.

YOUR GOALS AND VALUES

1. What aspects of your high school years have been most meaningful to you? If you could live this period over again, would you do anything differently?
2. What values are most important to you? What do you care most about? What occupies most of your energy, effort and/or thoughts?
3. How do you define success? Are you satisfied with your accomplishments to date? What do you want to accomplish in the years ahead?
4. What kind of person would you like to become? Of your unique gifts and strengths which would you like to develop? What would you most like to change about yourself?
5. Is there anything you have ever secretly wanted to do or be? If you had a year to go anywhere and do whatever you wanted, how would you spend that year?
6. What experiences have shaped your growth and way of thinking?



YOUR EDUCATION

7. What are your academic interests? Which courses have you enjoyed the most? Which courses have been most difficult for you? Why?
8. What do you choose to learn when you learn on your own? Consider interests pursued beyond class assignments: topics chosen for research papers, lab reports, independent projects; independent reading; school activities; job or volunteer work. What do your choices show about your interests and the way you like to learn?
9. How do you learn best? What methods of teaching and style of teacher engage your interest the most?
10. How much do you genuinely like to read, discuss issues, and exchange ideas? What has been your most stimulating intellectual experience in recent years?
11. How would you describe your school? Are learning and academic success respected? Has the school's environment encouraged you to develop your interests, talents and abilities? Have you felt limited in any way? What would you preserve or change about the school if you were able to do so?
12. How well has your school prepared you for college? In what areas of skills or knowledge do you feel most confident or least confident? Have you been challenged by your courses?
13. Have you worked up to your potential? Is your academic record an accurate measure of your ability and potential? How are your SAT scores? What do you consider the best measures of your potential for college work?
14. Are there any outside circumstances (in your recent experience or background) which have interfered with your academic performance? Consider such factors as: after-school jobs, home responsibilities or difficulties, excessive school activities, illness or emotional stress, parental influences, English not spoken at home, which are unique to your background.

YOUR ACTIVITIES AND INTERESTS

15. What activities do you most enjoy outside the daily routine of classes and other responsibilities? Which activities have meant the most to you? Looking back, would you have made different choices?
16. Do your activities show any pattern of commitment, competence or contribution to other individuals, your family and/or school?
17. How would others describe your role in school or your home community?
18. After a long, hard day, what do you most enjoy doing? What is fun or relaxing for you?

THE WORLD AROUND YOU

19. How would you describe your family and home? How have they influenced your way of thinking? How have your interests and abilities been acknowledged or limited by them?
20. What do your parents and friends expect of you? How have their expectations influenced the goals and standards you set for yourself?
21. What is the most controversial issue you have encountered in recent years? Why does the issue concern you? What is your reaction to the controversy? What is your opinion about the issue?
22. Have you ever encountered people who think and act differently from you? What viewpoints have challenged you the most? How did you respond? What did you learn about yourself and others?
23. What concerns you most about the world around you? Assuming obligation and opportunity to change the world, where would you start?
24. Do you have any current or historical heroes or heroines?
25. What books have you read which have changed your way of thinking? Who are some of your favorite writers? Why?

YOUR PERSONALITY AND RELATIONSHIPS WITH OTHERS



26. How would someone who knows you well describe you? Your best qualities? Your most conspicuous shortcomings? Would you agree with their assessment? How have you grown or changed during your high school years?
27. Which relationships are most important to you and why? Describe the people whom you consider your best advocates? In what ways are they similar to or different from you?
28. Describe the students at your school. Which ones do you feel you are close to? Do you feel alienated from any? What kind of people do you admire most? Generally, how do you respond to people who think and act differently from what you expect? How do you feel about your teachers?
29. How do others who are important to you influence you? How important to you are approval, rewards and recognition? How do you respond to pressure, competition or challenge? How do you react to failure, disappointment or criticism?
30. How do you feel about choices and making decisions for yourself? What are the best decisions you have made recently? How much do you rely on direction, advice or guidance from others? Have you ever chosen anything because it was new or interesting? How important are fads and fashions?

EMPLOYMENT: FINDING A JOB

It may take some people a great deal of time and effort to find a job they enjoy. Others may walk right into an ideal employment situation. Don't be discouraged if you have to pursue many leads. Finding a job is no different than finding a post-high school institution to attend. You need to plan your approach and use a variety of resources. A few resources are discussed below. Others can be found in the school or local library.

Where to Learn about Job Openings:

- Parents, friends, and neighbors
- School or college placement services
- Classified ads
- Local and out-of-town newspapers
- Professional journals
- Trade magazines
- Employment agencies and career consultants
- State employment service offices
- Internet networks and resources
- Civil service announcements (federal, state, local)
- Labor unions
- Professional associations (state and local chapters)
- Libraries and community centers
- Women's counseling and employment programs
- Youth programs
- Employers

Job search methods:

Internet networks and resources. A variety of information on jobs as well as job search resources and techniques is available online. These resources are available 7 days a week, 24 hours a day. You can use Naviance to find out more about careers you might be interested. Then you can use job search websites and online newspapers to find employment opportunities. Be careful to use well-known and reliable job search sites and be aware of scams.

Want ads. The classified section of newspapers lists hundreds of jobs. Realize, however, that many job openings are not listed here. Also, be aware that the classified ads sometimes do not give some important information. Many offer little or no description of the job, working conditions, or pay. Some ads do not identify the employer. They may simply give a post office box for sending your resume. This makes follow-up inquiries very difficult. Furthermore, some ads offer out-of-town jobs; others advertise employment agencies rather than employment.

Public employment service. The State employment service, sometimes called the Job Service, operates in coordination with the U. S. Employment Service of the U. S. Department of Labor. About 1700 local offices, also known as employment service centers, help jobseekers find jobs and help employers find qualified workers at no cost to themselves. To find the office nearest you, on the State government website under "Job Service" or "Employment."

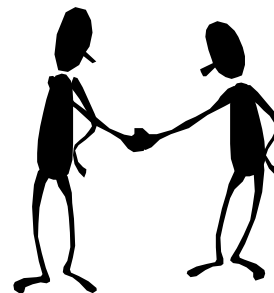
Federal job information. For information about employment with the U. S. Government, contact the Federal Job Information Center at <https://www.usajobs.gov>

Private employment agencies. These agencies can be very helpful, but don't forget that they are in business to make money. Most agencies operate on a commission basis, with the fee dependent upon a successful match. You or the hiring company will have to pay a fee for the matching service.

College career planning and placement offices. College placement offices facilitate matching job openings with suitable job seekers. You can set up schedules and use available facilities for interviews with recruiters or scan lists of part-time, temporary, and summer jobs maintained in many of these offices.

Community agencies. Many nonprofit organizations offer counseling, career development, and job placement services, generally targeted to a particular group, such as women, youth, minorities, ex-offenders, or older workers. These programs are sponsored by a variety of organizations, including churches and synagogues, nonprofit organizations, social services agencies, the State employment service, and vocational rehabilitation agencies. Many cities have commissions that provide services for these special groups.

Employers. It is possible to apply directly to employers without a referral. You may locate a potential employer doing online research, in directories of local chambers of commerce, and in other directories that provide information about employers. When you find an employer you are interested in, you can send a cover letter and resume or file a job application even if you don't know for certain that an opening exists.



Documents and procedures you should be familiar with:

Most jobs beyond entry level may ask for specific documents as part of the application process. A few of those documents are listed below. Be sure you are familiar with them. You should also familiarize yourself with **Job Interview Techniques** before going for an interview. Your school or local library can help. Books are also available in most bookstores.

Applications and Resumes: Resumes and application forms are two ways to provide employers with written evidence of your skills and knowledge. Most information is common to both the resume and application form, but the way the information is presented differs. Some employers prefer a resume while others require an application. And, some will require both.

Cover Letters: A cover letter should be sent with a resume or application form, as a way to introduce yourself to employers. It should capture the employer's attention, follow a business letter format, and include specific information about you.

Interview: An interview gives you the best opportunity to show an employer your qualifications, so it pays to be well prepared. Each interview is different. You must prepare for each one.

References: An employer usually requires references. Get permission from people before using their names, and make sure they will give you a good reference. Try to avoid using relatives. For each reference, provide the following information: Name, address, telephone number, and job title.

NAVIANCE is a wonderful tool for career exploration and research. Login to your personal account to review the career inventory you completed sophomore year and to continue learning more about career clusters and potential career paths. To access Naviance go to <http://connection.naviance.com/marktshs> and login in with your network login username and password.

EMPLOYMENT: FASTEST GROWING OCCUPATIONS

It is important to consider if the career you are interested in is growing or if the number of job opportunities/openings in that field is decreasing over time. You want to make sure that the career you choose will be around for all of the years you will be working. According to the U.S. Department of Labor, these are the 20 occupations with the highest percent change of employment between 2012-22:

OCCUPATION	GROWTH RATE 2012-22	2012 MEDIAN PAY
Industrial-organizational psychologists	53%	\$83,580 per year
Personal care aides	49%	\$19,910 per year
Home health aides	48%	\$20,820 per year
Insulation workers, mechanical	47%	\$39,170 per year
Interpreters and translators	46%	\$45,430 per year
Diagnostic medical sonographers	46%	\$65,860 per year
Helpers—brickmasons, blockmasons, stonemasons, and tile and marble setters	43%	\$28,220 per year
Occupational therapy assistants	43%	\$53,240 per year
Genetic counselors	41%	\$56,800 per year
Physical therapist assistants	41%	\$52,160 per year
Physical therapist aides	40%	\$23,880 per year
Skincare specialists	40%	\$28,640 per year
Physician assistants	38%	\$90,930 per year
Segmental pavers	38%	\$33,720 per year
Helpers—electricians	37%	\$27,670 per year
Information security analysts	37%	\$86,170 per year
Occupational therapy aides	36%	\$26,850 per year
Health specialties teachers, postsecondary	36%	\$81,140 per year
Medical secretaries	36%	\$31,350 per year
Physical therapists	36%	\$79,860 per year

Publish Date: Wednesday, January 8, 2014

Source: <http://www.bls.gov/ooh/fastest-growing.htm>

APPRENTICESHIPS:

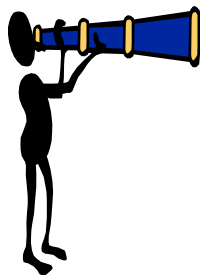
Valuable training for high paying jobs

Kenneth Edwards
Director of Technical Services, International Brotherhood of Electrical Workers

To remain competitive, America needs highly skilled workers. One of the best possible ways for you to obtain the skills that will lead to a career in a high-paying occupation is through a formal apprenticeship program.

Apprenticeships provide structured on-the-job training under the supervision of a qualified craftsperson, technician, or professional. This training is supplemented by related classroom instruction conducted either by the sponsor or by an educational institution.

The advantages of apprenticeships are numerous. First and foremost, apprenticeship leads to a lasting lifetime skill. As a highly trained worker, you can take your skill anywhere. The more creative, exciting, and challenging jobs are put in the hands of the fully skilled worker, the all-around person who knows his or her trade inside and out.



Skilled workers advance much faster than those do who are semiskilled or whose skills are not broad enough to equip them to assume additional responsibilities. Those who complete an apprenticeship have also acquired the skills and judgment necessary to go into business for themselves, if they choose.

ABOUT APPRENTICESHIPS

Although there are over 20,000 occupations listed in the *Dictionary of Occupational Titles*, the Bureau of Apprenticeship and state apprenticeship councils considers only 813 of these to be "apprenticeable." To be apprenticeable, an occupation must be commonly practiced in industry and must lend itself to sequential learning experiences accompanied by a program of related instruction.

Currently 262,704 apprentices are being trained by 41,205 programs registered with either the Bureaus of Apprenticeship and Training or with state

apprenticeship councils. Sixty to sixty-five percent of these apprentices are in the construction industry, with electricians and carpenters leading the industry in the use of apprentices. In addition to private industry apprentice programs, there are twenty apprenticeship programs in the military that train 64,253 participants for employment in high-paying occupations outside the armed services.

HOW APPRENTICESHIPS ARE REGULATED

Registration of an apprenticeship program with the Bureau of Apprenticeship and Training or with a state apprenticeship council is purely voluntary. Having such status is significant, however, as a "registered apprenticeship" must meet certain minimum standards of training established by federal regulations. Registration thus serves as an official stamp of approval. Virtually all apprenticeships in the construction industry are registered; in the printing, metal, and utility trades, one third to one half of these programs are registered.

This does not mean, however, that non-registered apprenticeships are not quality programs. Quite a number of major corporations have apprenticeship programs that have never been registered. If you want to inquire about the validity of a certain apprenticeship, you should contact a state apprenticeship agency or a regional office of the Bureau of Apprenticeship and Training; addresses of regional offices are listed at the end of this article.

National standards are in place for 160 recognized apprenticeable occupations. These standards are established in each field by a nationally recognized association of employers or by a recognized labor organization and an employer association. For example, the International Brotherhood of Electrical Workers and the National Electrical Contractors Association have established national standards for the training of

apprentices in the electrical construction industry. National standards ensure uniformity of training across the country, so an apprentice can seek employment anywhere in the United States and have his or her training accepted without question.

In general, apprenticeship is legally recognized only if it is recorded in a written contract or agreement called an "indenture," in which the employer promises to teach the worker the processes of his or her trade in return for services rendered to the employer. Recognized standards of training must be stated in the contract. These standards include qualifications that the apprentice must meet, the term of the apprenticeship, a work schedule listing the hours that the apprentice will spend learning each work process, and safety instruction to be provided. A statement that a certificate of completion will be awarded to each apprentice who finishes the prescribed training is also part of the contract.

WHAT TO DO IF YOU'RE INTERESTED IN AN APPRENTICESHIP

A person seeking an apprenticeship fills out what amounts to an application for employment. These applications may be available year-round or at certain times during the year. Because an apprentice must be trained in an area where work actually exists and where a certain pay scale is guaranteed upon completion of the program, waits for application acceptance may be quite lengthy in areas of low employment. Such a standard works to the advantage of the potential apprentice. Certainly no one would want to encourage you to spend one to six years of your life learning an occupation where no work exists or where the wage is the same as, or a little above that of common labor.

Federal regulations prohibit anyone under 16 from being considered as an apprentice. Some programs require that the individual has received a high school degree or has completed certain course work. Other requirements could include passing certain validated aptitude tests, proof of physical ability to perform the duties of the trade, and possession of a valid driver's license.

Once the applicant has met the basic program entrance requirements, he or she is interviewed to determine interest in the trade, to discover his or her attitude toward work in general, and to observe personal traits such as appearance, sincerity, character, and habits. Points are assigned for these items as well as for any additional education and experience. Openings are awarded to those who have achieved the most points.

FOR MORE INFORMATION

If you are considering an apprenticeship, the best sources of assistance and information are vocational or career counselors, local state employment security agencies, field offices of state apprenticeship agencies, and regional offices of the Bureau of Apprenticeship and Training. Addresses and phone numbers for these regional offices are listed below.

BUREAU OF APPRENTICESHIP AND TRAINING OFFICES

Website:

<http://www.dol.gov/apprenticeship>

National Office:

U. S. Department of Labor
200 Constitution Avenue, NW
Washington, D.C. 20210
1.866.4.U.S.A.DOL

MILITARY OPPORTUNITIES



The opportunity to further one's education... the freedom to gain focus and direction in one's life... to grow as an individual while meeting new people and experiencing new things... not to mention the chance of one day traveling to distant parts of the country or even the world... *Does this sound like the ideal college experience to you?*

Actually, these are some of the many reasons why young people join the U.S. Armed Forces. Surprised? You shouldn't be. If you are up to the challenge, the following military options can help you afford a college education, all the while affording yourself the opportunity of experiencing a well-rounded campus life.

The military's occupational diversity provides educational opportunities and work experience in literally hundreds of occupations. Military personnel hold managerial and administrative jobs; professional, technical, and clerical jobs; construction jobs; electrical and electronics jobs; mechanical and repair jobs; and many others. The military provides training and work experience for people who serve a single enlistment of 3 to 6 years of active duty as well as those who embark on a career that lasts 20 years or more. It also includes those who serve in the Army, Navy, Marine, Air Force and Coast Guard Reserves and Army and Air National Guard.

There are more than 360 basic and advanced military occupational specialties for enlisted personnel and almost as many for officers. Over 75 percent of these occupational specialties have civilian counterparts.

Working Conditions

Military life is much more regimented than civilian life, and one must be willing to accept the discipline. It is important to remember that signing an enlistment contract obligates you to serve for a specified period of time.

The needs of the military always come first. As a result, hours and working conditions can vary substantially. However, most military personnel not deployed on a mission usually work 8 hours a day, 5 days a week. Some assignments, however, require night and weekend work, or require people to be on call at all hours. All may require substantial travel. Military personnel are stationed throughout the United States and in many countries around the world.

Even in peacetime, most members of the combat arms branches of the military participate in hazardous training activities.

Employment

Military personnel enjoy more job security than their civilian counterparts. Satisfactory job performance generally assures one of steady employment and earnings.

Opportunities should be good in all branches of the Armed Forces because many qualified youth prefer civilian employment. Although there have been reductions in personnel due to the reduction in the threat from Eastern Europe and Russia, the number of active duty personnel is now expected to remain about constant through 2006.

Qualifications and Training

Requirements for each service vary, but certain qualifications for enlistment are common to all branches. Enlistees must be between the ages of 17 and 35, must be a U.S. citizen or immigrant alien holding permanent resident status, must not have a felony record, and must possess a birth certificate. Applicants who are 17 must have the consent of a parent or legal guardian before entering the service. Applicants must pass both a written examination—the Armed Services Vocational Aptitude Battery—and

meet certain minimum physical standards such as height, weight, vision, and overall health. All branches prefer high school graduation or its equivalent and require it for certain enlistment options.

Following enlistment, new members of the Armed Forces undergo recruit training. Better known as “basic” training, recruit training provides a 6 to 11 week introduction to military life with courses in health, first aid and military skills and protocol. Days and night are carefully structured and include rigorous physical exercise designed to improve strength and endurance.

After basic training, most recruits take additional training at technical schools that prepare them for a particular military occupational specialty. This formal training period generally last from 10 to 20 weeks, although training for certain occupations may take as much as 1 year. Recruits not assigned to classroom instruction receive on-the-job training at their first duty assignment.

Many service people get college credit for the technical training they receive on duty, which can be combined with off-duty courses taken through community college programs.

In addition to on-duty training, military personnel may choose from a variety of educational programs. Most military installations have tuition assistance programs for people wishing to take courses during off-duty hours. Tuition assistance can pay up to 75 percent of college costs.

Programs for Exceptional Applicants

Each service branch provides opportunities for full-time study to a limited number of exceptional applicants. Military personnel accepted into these highly competitive programs receive full pay, allowances, tuition, and related fees. In return, they must agree to serve an additional amount of time in the service. Other very selective programs enable enlisted personnel to qualify as commissioned officers through additional military training.

1. Federal Service Academies provide a 4-year college program leading to a Bachelor of Science degree. The midshipman or cadet is provided free room and board, tuition, medical care, and a monthly allowance. Graduates receive regular or reserve commissions and have a 5-year active duty obligation, or longer if entering flight training.

To become a candidate for appointment as a cadet or midshipman in one of the service academies, most applicants obtain a nomination from an authorized source (usually a Member of Congress). Candidates do not need to know a Member of Congress personally to request a nomination. Nominees must have an academic record of the requisite quality, college aptitude test scores above an established minimum, and recommendations from teachers or school officials. They must also pass a medical examination. Appointments are made from the list of eligible nominees.

Appointments to the Coast Guard Academy are made strictly on a competitive basis. A nomination is not required.

2. Reserve Officers Training Corps (ROTC) Programs train students at participating colleges and universities. Trainees take 2 to 5 hours of military instruction a week in addition to regular college courses. After graduation, they may serve as officers on active duty for a stipulated period of time, at the convenience of the service. Some may serve their obligation in the Reserves or Guard. In the last 2 years of an ROTC program, students receive a monthly allowance while attending school and additional pay for summer training. ROTC scholarships for 2, 3, and 4 years are available on a competitive basis. All scholarships pay for tuition and have allowances for subsistence, textbooks, supplies, and other fees.
3. College graduates can earn a commission in the Armed Forces through Officer Candidate School (OCS) or Officer Training School (OTS) programs in the Army, Navy, Air Force, Marine Corps, Coast Guard, and National Guard. These officers must serve their obligation on active duty.

Benefits

The Veterans Administration (VA) provides numerous benefits to those who have served at least 2 years in the Armed Forces. In addition, job counseling, testing, and placement services are available. Veterans who participate in the New Montgomery GI Bill Program receive educational benefits that can be applied to furthering education as a civilian.



In addition, each service provides its own additional contribution to put toward future education. This sum becomes the service member's educational fund. Upon separation from active duty, the fund can be used to finance an education.

Additional Information

Each of the military services publishes handbooks, fact sheets, and pamphlet describing entrance requirements, training and advancement opportunities, and other aspects of military careers. These publications are available in Sheehan's School Counseling Office or at all recruiting stations.

these very competitive schools have to offer. Here are some general guidelines: Acceptance is based on a combination of academics, leadership and physical aptitude. Applicants must be 17 years of age, unmarried, and a U.S. citizen with no dependents. You will need a nomination from your local congressional leader. You must also pass a medical exam and moral screening. According to Army Major Maura Gillen, the five Service Academies are "among the top 10 percent of all U.S. Higher Education Institutions."

For more information on what these schools have to offer in financial aid and scholarships, check out the following useful phone numbers and Web sites:

Army

www.army.mil

ROTC: 1-800-USA-ROTC

Enlisted: 1-800-USA-ARMY

Air Force

www.airforce.com

ROTC or Enlisted:

1-800-423-USAF

Navy

www.navy.mil

ROTC: 1-800-NAV-ROTC

Enlisted: 1-800-USA-NAVY

Marine Corps

www.usmc.mil

ROTC or Enlisted:

1-800-MARINES

Coast Guard

www.uscg.mil

1-877-NOW-USCG

Air National Guard

www.goang.af.mil

1-800-TO-GO-ANG

Army National Guard

www.1-800-GO-GUARD.com

1-800-GO-GUARD

U.S. Air Force Academy

www.usafa.af.mil

719-333-2520

U.S. Military Academy

www.usma.edu

914-938-4041

U.S. Naval Academy

www.nadn.navy.mil

410-293-4361

U.S. Merchant Marine Academy

www.usmma.edu

800-732-6267

What you need to know about registering with **SELECTIVE SERVICE**

Q: What is Selective Service?

A: The Selective Service System is a government agency whose job it is to provide untrained manpower for the Armed Forces if there's a national emergency.

Q: What is Selective Service registration?

A: By registering, you add your name to a list of all the men in the nation, ages 18 through 25. The list would be used to identify men for possible military service in case of a national emergency.

Q: What happens if there's a draft?

A: If there were an emergency sufficient for Congress to order another draft, Selective Service would conduct a birth date lottery to decide the order in which to call men. Men who turn 20 during that calendar year would be called first, in a sequence determined by the lottery. If more men were needed, those 21 to 25 would be called, youngest first.

Q: Who is required to register?

A: The law says that all 18-year-old men (including U.S. citizens living abroad and non-citizen immigrant males 18-25 residing in the U.S.) must register. The only young men exempt from registration are non-citizen males who are in the U.S. temporarily as tourist, diplomats and their family member or foreign exchange students; incarcerated or institutionalized men; men on active duty in the Armed Forces; and students at U.S. military academies.

Q: Why don't women have to register?

A: Selective Service law as it presently is written refers specifically to "male persons" in stating who must register and who could be subject to a draft.

Q: What if I don't register?

A: You are breaking the law. If prosecuted, you could be sent to prison for up to 5 years and may be fined up to \$250,000. In addition, if you fail to register, you cannot qualify for federal student grants or loans for college, job training benefits and many state and federal jobs.

Q: Is registration hard?

A: A young man can register with Selective Service in less than 2 minutes via the Internet at www.sss.gov. You can also register by going to your local post office and completing a registration form. It's as simple as filling in your name, address, telephone number, date of birth and Social Security number.

Q: When should I register?

A: Within 30 days of your 18th birthday. If you cannot register on time because you are hospitalized, you have 30 days in which to register after you are released.

Q: How do I prove I registered?

A: When registering via the Internet, you will receive your Selective Service number immediately. You will receive a Selective Service card by mail within 2 weeks confirming that number. If you registered by mail, you will receive a card confirming your registration within 60-90 days. If you don't get your card within 90 days, write to:

Selective Service System
Registration Information Office
P.O. Box 94638
Palatine, IL 60094-4638
or call 1-847-688-6888
www.sss.gov



THE CT VOCATIONAL/TECHNICAL SCHOOL SYSTEM

ADULT AND POST-HIGH SCHOOL TRAINING OPPORTUNITIES

Who is eligible for Adult or Post-High School Programs?

Any resident adult may apply for programs in the Vocational-Technical School System. Typically, adult students have completed high school or GED programs. For most courses, priority for enrollment is given to high school age students. However if there is an empty spot in trade/technical program, an adult may be enrolled in the program. There are also programs that are specifically for adults and not open for high school students. That means there are a variety of opportunities available to adults around this region.

How long are the Programs?

Programs begin each September and their length varies from 1 to 3 years. In most cases, a motivated adult will have sufficient skill after 1 year to gain entry level employment. Courses that are designed as 1-year programs will effectively prepare you for employment. Of course, students are encouraged to stay the full 2 years on some programs, but commitment is not mandatory. Evening programs exist so those adults who only complete 1 year of a program may elect to continue on their own.

What will it cost?

Tuition costs are very moderate. There is an annual Registration Fee. Tools, supplies, safety glasses, etc. may involve additional moderate expenses.

Is there Financial Aid?

Vocational-Technical adult students are eligible for financial aid. Students may apply for Pell Grants, Veteran's waivers, VA benefits, and Senior Citizen's waivers. There are also a limited number of waivers available for hardship situations. **LACK OF MONEY SHOULD NEVER PREVENT ANY MOTIVATED ADULT FROM LEARNING A JOB SKILL!**

Will I be treated like a high school student?

Adult students are expected to comply with school rules such as no smoking, attendance policies and procedures, etc. Adults realize the value of the training opportunity and are willing to comply with reasonable rules. Adult students are typically role models for younger students.

How do I apply?

Complete an application and send it to your school of choice. For a list of the schools and programs available, see your counselor.

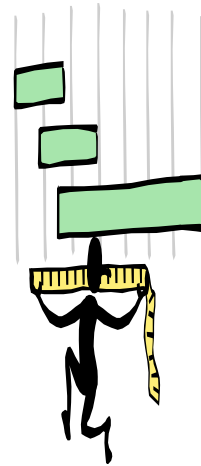
Is transportation provided?

The Vocational-Technical School System does not supply transportation to their schools.

SEE THE NEXT PAGE FOR PROGRAMS AVAILABLE THROUGH THESE SCHOOLS.

SERVICE OCCUPATIONS:

- Auto Body Repair
- Automotive Mechanics
- Baking
- Building and remodeling
- Carpentry
- Culinary
- Electrical
- Electro-Mechanical
- Electronics
- Engine Repair Diesel
- Fashion Technology
- Graphic Communications
- Hairdressing, Cosmetology
- Barbering
- Heating, Ventilation and AC
- Hotel/Hospitality Technology
- Masonry
- Painting and decorating
- Plumbing and Heating
- Welding



TECHNICAL OCCUPATIONS



- Aviation Mechanics
- Avionics
- Computer Repair
- Digital micro processing
- Drafting
- Micro Computer Software Technology
- Signal and Communications

MEDICAL OCCUPATIONS

- Dental Assistant
- Dental Laboratory Technician
- Health Technology
- Certified Nurse Assistant (CNA)
- Medical Assistant
- Licensed Practical Nurse (L.P.N.)
- Surgical Technician

FACTORS WHEN CHOOSING A CAREER RELATED SCHOOL

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 catalogues 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

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. Study careers in the Career Resource Center

1. Check career school catalogues for a list of schools which offer courses allowing you to train for a specific career. One such book is *Lovejoy's Career & Vocational School Guide*.
2. Write to several training programs for descriptive information.

There are three kinds of educational programs:

1. State-supported technical colleges and regional vocational/technical post-secondary graduate programs usually relatively inexpensive.
2. Continuing education programs for adults sponsored by the school system, which are minimal in price.
3. Private schools which are profit making institutions are considerably more expensive. Evaluate them carefully.



Be sure to check whether the program you want is offered at a state-supported college. 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 college/school located? How will you get there?
2. If the college/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 is part of the expenses.
4. Are SAT's 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.

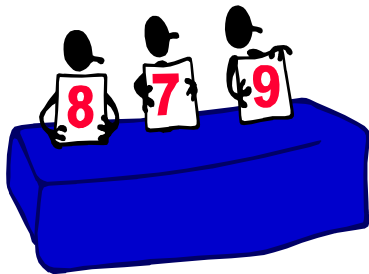
9. Does the school have a good Placement Office? Check this out with recent graduates. A good placement officer will have established relationships with local businesses that rely on the school to provide candidates for entry-level jobs.
10. Check with recent graduates and/or current students to assess 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.

COMMUNITY COLLEGE

LOW COST, SMALL SIZE AND QUALITY INSTRUCTION

Community Colleges offer two years of college. At most of them, you can train for a job or take your first two years of liberal arts college and then transfer to a four-year college. Some assume that a community college education isn't up to the standards of a four-year college education. Research is showing they're wrong.

Students who spend their first two years at community colleges, then go on to graduate from four-year colleges, are as well prepared academically as those who go directly to four-year colleges. That's the finding of a national study conducted by researchers at Penn State University and the University of Illinois at Chicago—and it held true even when community college students were pitted against students from some of the most prestigious colleges in the nation. The reasons:



- ❖ Qualified faculty. Educators at community colleges have the same credentials as those at four-year colleges.
- ❖ Dedication to teaching. The faculties at community colleges are primarily teachers – there are no graduate students doing the teaching. Faculties are not pressured to publish or to conduct research.
- ❖ Small classes. Substantially smaller class sizes are another community college draw. Lower class size means more one-on-one attention.

COST SAVINGS

These benefits come at solid cost savings. The tuition at a community college is about half that at a public four-year college and sometimes less than a quarter of the cost of a four-year private college.

Low cost doesn't shut out the possibility of receiving financial aid, either. Many people mistakenly believe that because the costs of tuition at a community college are low, they won't qualify for any financial aid. They don't understand that community colleges factor in living and transportation allowances that help students qualify for aid.

The federal government's New Hope Tax Credit and the Lifetime Learning Credit bills, passed in January 1998, are tailor-made for community college attendees. These two credits pay up to 75 percent of college tuition for the first two years of college, up to \$1500 and \$1000, respectively.

OTHER ADVANTAGES OF A COMMUNITY COLLEGE

- ❖ It gives a student a chance to test their interest without racking up big bills.
- ❖ A student can build remedial skills before taking the plunge at a four-year college or university.
- ❖ Most community colleges offer excellent job training courses that lead to a career in two or less years.

TRANSFERRING FROM A COMMUNITY COLLEGE

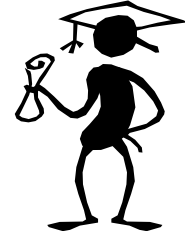
An important issue for those wanting to start at a community college: Make sure your credits will transfer to a four-year college. Look into the community college articulation agreements with four-year colleges that you might eventually attend. These agreements spell out courses and programs you must complete to enter the four-year college as a junior.

CHOOSING A COLLEGE OR UNIVERSITY

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.

RELAX. First, with the post baby-boom decline in population, most colleges need you as much as you need them. Second, if you don't think you're learning anything, you can always transfer. Third, the biggest reason freshmen aren't happy at college is they're not getting along with their roommates. If you can't stick it out for nine months, you can sometimes change roommates, though usually freshmen roommates stay friends for life. Last, the only really wrong college choices are uninformed choices.



The best source of information is your 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 college is 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, or 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're not studying.
- *What special programs do I want?* Try to identify colleges offering activities in which you are interested.

The way to answer these questions is to do research online and in books and jot down the name of any college that interests you. Then go back and read the description of the colleges on your list, crossing off a name if it does not offer programs, activities or a location, that interests you. When your list is narrowed, visit the websites of the remaining colleges and ask them to send you their catalogs or check your school counselor's office. Read catalogs thoroughly. If possible, visit the schools you are interested in. Generally, small, private schools encourage interviews, so your visit can be important to your chances of being accepted. The summer before your senior year is the best time for visiting. Be sure to make your appointments early. Dress up when you go—put your best foot forward. The interview is an opportunity for the college to get to know you. It is not really a pressure situation. You should have read the catalog; now, ask any other questions you have. If you like the interviewers and they like you, that's a good start. Remember that you are interviewing them as much as they are interviewing you.

When you're on campus, look for such things as the number of courses in your intended major, its liberal resources in your field of interest, and the student-to-faculty ratio. Look for the availability of off-campus programs, how friendly the students are the general campus appearance, cultural opportunities, housing, and health services and sports programs. Check the extracurricular activities, whether the student body is residential or commuter and, finally, the cost and availability of financial aid.

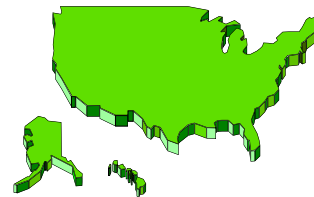
After all this, you still may worry that you'll be stuck somewhere you don't want to be for four years, doing things you don't want to do. It's a lot more likely that if you make an informed choice, four years won't be enough time to enjoy the people you'll meet and the things you'll learn. College can be the most significant and exciting experience in a person's life.

In deciding which colleges you want to attend, you should first evaluate yourself to determine your needs and what you have to offer. Then you should consider criteria to be met by the colleges in which you are interested: academic reputation, size, geographic distribution of the students, student-faculty ratio, campus facilities, co-ed/single sex, extracurricular programs, social opportunities, cost, financial aid, career counseling, academic competition, location, private/public, religious affiliation, etc.

During your junior year, you should form an idea of the kind of college that suits you best. Study each choice carefully. Be realistic. By early fall of your senior year, you should have selected between four and six colleges.

DECIDING WHERE TO APPLY

One of the questions asked most frequently is, "What should my final list of college include?" Inherent in this question are two considerations: first, how many schools should I apply to and second, what range of schools should be included with regard to admissions competition?



We discourage students from adopting the "shotgun approach" of applying to a multitude of schools. We also discourage students, regardless of academic ability, to "put all of their eggs in one basket" by applying to only one institution or one level or college. As a general rule, we advise the students to apply to approximately six schools which vary in terms of selectivity by have the most important features desired by the student. As long as a student does not overly limit himself/herself geographically, finding such a group of schools is not that difficult considering the large number of colleges and universities found in the United States. Generally, we recommend that a student's final list include schools from each of the following categories:

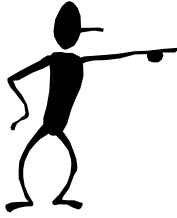
CATEGORY I: A student's top choice school. It is fine in this group to include a couple of "long shots."

CATEGORY II: Schools that possess the significant features a student desires and to which the probability of admission is even to slightly better than even. These are categorized as "realistic" schools.

CATEGORY III: Schools that have the most of the features a student desires and to which the probability of admission is "highly likely" to "certain." We refer to schools in this category as a student's "safety schools."

While there is no hard and fast rule, students usually include two or three schools from categories one and two and at least one or two schools from category three. Obviously, those schools that qualify as "long shots," "realistic," or "safety," vary tremendously from student to student.

Each student has an individual academic profile and should select schools accordingly, making sure that choices range through all these categories. We would like to emphasize that students are continually encouraged to apply to more than one "realistic" and/or "safety" school. This will insure two or more acceptances and provide each student with some choices.



A FEW POINTS OF CAUTION:

- A. Many students spend hours deciding on their few top choices and five minutes selecting one or two safer institutions. We strongly advise that you spend as much time and considerations selecting your fifth and sixth choice schools as you do your top choice institution. While it may not be as selective and prestigious as the top choice, you should insure that it has what you are looking for and is an institution where you stand a good chance of being happy and successful. If your few top choices are small, selective liberal arts colleges, it does not make a great deal of sense to include a large, multi-dimensional university as a safety choice. If you want a small, liberal arts college, you should spend the necessary time finding a school of similar type that will qualify as a safe choice.
- B. Many students feel that simply because a particular institution falls into Category II as opposed to Category I, it does not offer programs of equal quality. Such an assumption is, in many instances, incorrect. The selectivity of any institution is dependent on the size of its applicant pool which, in turn, may be affected as much by geographic location, popularity, and reputation as by actual academic quality. Many schools, for a variety of reasons, may be Category II schools from an admissions perspective yet offer programs equal in quality to the student's few top choices.
- C. We would like to dispel the notion that if you want to go to a good college or university you must look at an eastern school. There are many good schools throughout the country, and we encourage you to investigate options outside of New England. Such a regional approach can, in some instances, limit your ability to attain admission to the quality school that you desire. You may, for a variety of reasons, be considered a more unique and attractive candidate by a highly selective school outside of the New England area than by a school equal in quality within the area.
- D. While the applicant pools at some colleges and universities may be declining, this is not the case at many of the schools that students identify as top choice. At most of the so-called "prestige schools" that number of applications is continuing to increase and competition for admission remains exceptionally keen.
- E. Many students and parents still feel that they can select any one of the various state universities as a safety choice. This is no longer the case—if, in fact, it ever was. Students and parents must realize that state universities are becoming more and more competitive, both for in-state and out-of-state applicants. Many state universities have established quotas governing the number of out-of-state students admitted, thereby creating keen competition for a limited number of places.

KINDS OF SCHOOLS

College: A degree granting institution that offers educational instruction beyond the high school level in a four plus year program.

University: An academic institution which grants undergraduate and graduate degrees in a variety of fields and which supports at least two degree-granting professional schools that are not exclusively technological (such as medicine or journalism). It is composed of a number of "schools" or "colleges," each of who encompasses a general field of study.

Liberal Arts College: A four-year institution that emphasizes a program of broad undergraduate education. Pre-professional or professional training may be available but is not stressed.

Community College: A two-year institution of higher learning that provides career and vocational training and academic curricula (terminal and transfer).

Terminal Program: An academic program that is complete unto itself. A student who completes it may not be admitted to a four-year college for further study without completing additional course requirements.

Transfer Program: An academic program that is designed to lead into a four-year program at another college or university. The two-year graduate transfers as a junior to the four-year institution.

Engineering or Technological College: Independent professional schools that provide four-year programs in the fields of engineering and the physical sciences. They are often known as Institutes of Technology or Polytechnic Institutes.

Technical School: A two-year institution that offers terminal occupational programs intended to prepare students for immediate employment in fields related to engineering and the physical sciences. These schools may also offer one-year certificate programs in certain crafts and clerical skills.

Military School: Federal military academies educate and prepare students to be officers for the Army, Navy, Air Force, Coast Guard and Merchant Marines. These institutions (West Point, Annapolis, The Air Force Academy, Coast Guard Academy and Kings Point) require recommendations and nomination by U.S. Senators or U.S. Representatives. Private and state-supported military institutions, however, operate on a college application basis as does the U.S. coast Guard Academy. They all offer degree programs in engineering and technology with concentration in various aspects of military science.

Vocational Technical School: These schools offer specialized training in specific work fields such as cosmetology, computer technology, medical or dental technology, culinary arts or drafting.

Professional School: professional schools offer specialized study in areas such as art, music, drama, dance, photography, etc.

COLLEGE CHARACTERISTICS

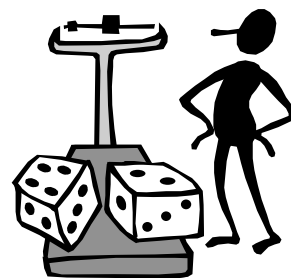
ACADEMICS

More than anything else, you go to a college to get an education. The type of academic atmosphere and variety of courses studied should be considered when choosing a school.

Colleges can be ranked according to the selectivity of their admissions. For example, some colleges only take students with a 3.2+ grade point average and very high (1200+) SAT scores. These schools are considered very selective in their admissions. Other schools simply require graduation from high school, or lower SAT/ACT scores. These schools have lower selectivity and some have open admissions.

You should try to match your academic abilities to the school's selectivity. If you are a very good student, then a more selective college may offer you the right amount of challenge and stimulation. If your record has been weak, a less selective school may best fit your needs.

Also, college offers a variety of majors, or courses of study. If you are fairly sure you want to major in business, for example, you should check the business department of the college you are considering. If you are unsure of what your major will be, then look for a school that has a wide variety of majors, usually called a liberal arts college.



SIZE

Colleges range in size from 150 to 80,000 students. There is a great difference between attending a small school (1,000-2,000), usually referred to as a college, and a large school (30,000-50,000), and usually referred to as a university. Small schools offer you more personal involvement, a community atmosphere, and smaller classes. Large schools tend to be more impersonal, allow you to be more anonymous and offer larger class sizes.

You should ask yourself:

Will I feel trapped at a small college?

Will I welcome the personal, friendly atmosphere a small college affords?

Will I feel lost and overwhelmed at a large institution?

Will I feel more independent and free at a large university?

Will I want large or small classes?

Would I like to have a good deal of interaction with my instructors or would I prefer a large, more impersonal style of institution?

Will I want a campus that offers sororities and fraternities, as do many of the larger colleges and universities?

Are the athletic facilities important to me? Generally, the larger universities offer the greatest range of athletic sports and facilities.

ATMOSPHERE

Colleges, just like any group of people working and living together, create their own atmosphere. Each college has a particular atmosphere or environment that affects the performance and satisfaction of each student there. Some facts that go into creating a college's atmosphere are:

Personal or impersonal handling of student questions, concerns and scheduling

An academic or less serious mood among the students and their approach to responsibilities

Whether the school is a single gender or coeducational environment.

The type of atmosphere a college offers can best be discovered by reading the catalog carefully, and, of course, by visiting the campus and talking to as many people as you can.

COST

Obviously, a major factor to be considered is the cost of attending a college. The total cost for a year, which includes fees, room and board, books, supplies, transportation, personal expenses can range from \$6,616 for a state community college to over \$58,000 for a private school.

While cost is undoubtedly very important, don't limit your choice of colleges to only those you can afford without financial assistance. Many of the more expensive private schools have solid financial aid programs depending on your need. A good plan would be to choose several colleges, including one you can afford and several for which you need aid. Although financial aid may seem uncertain at times, limiting prospective colleges on a cost basis alone may exclude some excellent colleges from your list.

LOCATION OF THE COLLEGE

There are many reasons why the location of the college may be important to you. You should always consider the expense of travel, the need for independence versus the desire to stay near family and the effects of living in a particular climate.

When considering the location of a college, think about the campus setting. The physical environment of the college you go to may be very important to you. Some people prefer the social, cultural and economic activities of a large city or metropolitan environment. Others would be unhappy if they could not be near the ocean, mountains or countryside. A major metropolitan area can offer many benefits, but a student must adjust to the life-style of a big city. A school located in the heart of a city is often comprised of multi-storied classroom buildings and high-rise dormitories. There are also many colleges

and universities in rural settings with widespread campuses located many miles from the nearest metropolitan areas. Other institutions are located close to, but not in large cities.

The decision of a location and campus setting for your college should ultimately include those schools where you will be most comfortable living for the next two to four years of your life.

STUDENT BODY TYPE

A student body can be comprised of all men, all women or both men and women. Students who may worry that they would be cloistered at a single-sex college should know that today virtually all colleges have exchange programs with other colleges whereby a student from one college may cross register at another college to take courses for credit. Also dorm privileges social activities and extracurricular involvement will vary due to the type of student body your colleges has.



Ask yourself these questions to evaluate your college preferences:

1. What satisfactions and frustrations do you expect to encounter in college? What are you looking forward to? What worries you most? What do you hope to gain from college? What is the overriding consideration in your choice of college?
2. Why do you want an education? Why are you going to college?
3. How do you want to grow and change in the next few years? What kind of environment would stimulate or inhibit the growth you would like to see?
4. Which interest do you want to pursue in college? Do your interests require any special facilities, programs or opportunities? Consider all your interests in terms of fields of study, activities, community and cultural opportunities? Are you more interested in career preparation, technical training or general knowledge and skills?
5. What degree of academic challenge is best for you? What balance of study activities and social life suits you best? How interested are you in the substance of intellectual life—book, ideas, issues and discussions? Do you want an academic program where you must work and think hard, or one where you can make respectable grades without knocking yourself out? How important is it to you to perform at the top of your class or would you be satisfied to be in the middle or bottom of your college class? How well do you respond to academic pressure and competition from others?
6. How would you feel about going to a college where you were rarely told what to do? How much structure and direction do you need?
7. How would you enjoy living in a different part of the country? How often do you want to be able to go home? What kind of change in your life-style and perspective might be exciting or distressing and overwhelming?
8. What kinds of surroundings are essential to your well-being? Are there places, activities, climate or pace of life, which make you happy? Do you prefer a fast-paced environment where something is happening most of the time or an organized environment where you can join a wide variety of planned activities? Do you prefer a more serene and relaxed environment where you can go your own way?
9. How would you feel about going to a college where the other students were quite different from you? How would you react? Would you find it an exciting or intimidating environment? Would you prefer to be with people who share your viewpoints and life-style or who challenge and make you question your values?
10. How free do you feel to make your own college decisions? Do you and your parents agree about your plans for college? How important are the opinions of your parents, teachers and friends, or considerations of familiarity, prestige or reputation in your community?

SOME FACTORS TO CONSIDER FOR COLLEGE CHOICE

Before you start a college search, it is helpful to know what attributes you are looking for in a school. This worksheet can help you prioritize these attributes. Rate the following factors according to the importance each has to you personally. Place a check in the appropriate rating column.

FACTOR	VERY	SOMEWHAT	NOT
Overall academic curriculum			
Good preparation for career/graduate school			
Outstanding department/program/professor			
Reputation of school			
Opinion of friends			
Parental pressure			
Part of country/beauty of campus			
Rural/urban/suburban setting			
Proximity of large city			
Proximity of parents' home			
Proximity to other colleges			
Proximity to home			
Coed or single sex			
Social life/activities			
Favorable impression of student body			
Size of school			
Housing set-up			
Cost of school			
Financial aid offered			
Good chance for admission			
Athletic facilities/organizations			
Religious and/or ethnic organizations			
Sister/brother/family alumni attended			
Possibility to exchange/transfer to another school			

WHAT COUNTS WITH ADMISSION DIRECTORS

The table below shows a complete overview of factors of importance to college admission directors according to a 2010 study by the National Association for College Admission Counseling:

Factor	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Grades in college prep courses	83.4%	12.3%	2.7%	1.6%
Strength of curriculum	65.7	25.7	4.7	3.9
Admission test scores (SAT, ACT)	59.3	29.4	7.0	4.3
Grades in all courses	46.2	42.1	10.2	1.6
Essay or writing sample	26.6	33.0	22.9	17.6
Student's demonstrated interest	23.0	30.9	26.6	19.5
Class rank	21.8	37.2	25.9	17.6
Counselor recommendation	19.4	45.0	23.1	12.4
Teacher recommendation	19.0	44.2	24.5	12.3
Subject test scores (AP, IB)	9.6	32.4	32.6	25.3
Interview	9.2	22.7	33.0	35.2
Extracurricular activities	7.4	42.3	35.1	15.2
Portfolio	5.9	12.9	32.9	48.2
SAT II scores	5.3	11.8	24.9	58.0
State graduation exam scores	4.2	14.0	28.5	53.4
Work	1.9	20.3	47.2	30.6

Source: NACAC Admission Trends Survey, 2010. Retrieved from:
<http://www.nacacnet.org/research/research-data/documents/2011soca.pdf>

COLLEGE ADMISSION TESTS – SAT & ACT

Standardized tests are only one of the many factor colleges use in making admissions decisions. Colleges that look at such testing believe it provides a reasonably accurate comparison of student performance on a nationwide basis and serves as a predictor of a student's potential to succeed in college. A brief description of the major tests follows:

- THE PSAT/NMSQT (Practice SAT/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT is an October practice test for juniors and sophomores designed to give you an idea of the procedures, questions, and a scope of the SAT. Detailed results are reported in a way that helps you to see your strengths and weaknesses. Only juniors are eligible for the National Merit Scholarship and approximately 1% of students who take the test will be designated as National Merit Semifinalists.

- SAT – Redesigned for March 2016

The Redesigned SAT is a three-hour exam that tests reading, writing & language, and math. Students receive a verbal score and a math score, each with a maximum score of 800 (for a total maximum score of 1600). There is an optional fifty-minute essay that is scored separately. CollegeBoard oversees the SAT and it is given at specified test centers throughout the year. It is required or recommended by many, but not all, colleges as a part of the admissions process. For more information, visit www.collegeboard.org

- ACT

The ACT is three-hour exam that tests reading, English, math, and science with a maximum. Each of the four sections has a maximum score of 36 and students also receive a composite score (maximum composite score is 36, as well). There is an optional twenty five-minute essay that is scored separately. ACT oversees the ACT exam and it is given at specified test centers throughout the year. It is required or recommended by many, but not all, colleges as a part of the admissions process. For more information, visit: www.actstudent.org

- SAT SUBJECT TESTS (SAT II)

Subject tests are diagnostic measures of actual knowledge acquired in specific areas. They are given in 15 different subjects. These tests are one hour in length and the scores range from 200-800. In general, you should not take a Subject Test until you have nearly completed a subject. However, you can take a Subject test during any year of high school. It is advisable if you plan on taking a Subject test to do so during the year you complete the course. Not all colleges require Subject tests; you only need to take them if they are part of the application process for the schools you are applying to.

TEST OPTIONAL SCHOOLS

The number of colleges putting less emphasis on the SAT and/or ACT in the admissions process grows every year. Many good colleges are “test optional” and do not require you to submit test scores as part of your application. These schools may still consider test scores for scholarships. To see a list of schools that are test optional, visit: <http://www.fairtest.org/>

SAT & ACT REGISTRATION

All Sheehan students will be automatically registered to take the PSAT during sophomore and junior year. However, when you take the SAT, ACT, or SAT II, you need to register for the exam yourself online, over the phone, or by mail. You may not take the SAT and SAT II exams on the same test date, so if you need both tests you will have to take them on two different dates. There are deadlines to register and test administrations do fill up, so be sure to register for the appropriate tests as early as possible.

Upcoming test dates:

SAT & SAT II

Online registration: www.collegeboard.org

December 5, 2015 (current SAT)

January 23, 2016 (current SAT)

March 5, 2016 (Redesigned SAT – No SAT II)

May 7, 2016 (Redesigned SAT @ Sheehan)

June 24, 2016 (Redesigned SAT @ Lyman Hall)

Note: NOT ALL SAT II SUBJECT TESTS ARE OFFERED EVERY TESTING DAY! Pick up a copy of the Registration Bulletin in the School Counseling Office to see what tests are offered when.

ACT

Online registration: www.actstudent.org

December 12, 2015

February 6, 2016

April 9, 2016

June 11, 2016

ADVANCED PLACEMENT (AP) EXAMINATIONS

Students currently enrolled in AP classes will have the opportunity to take the AP Exam for their course in the spring. These exams will be given on designated days at Sheehan May 2 – 13, 2016.

Mark T. Sheehan High School's CEEB code: 070813

THE COLLEGE VISIT & INTERVIEW

SUGGESTIONS FOR COLLEGE VISITS

Some colleges require an interview as part of the admission process, but most do not. It is still important for you to visit the college at which you may spend four years of your life. The visit or interview may help you in your selection of a college or to verify your choice.

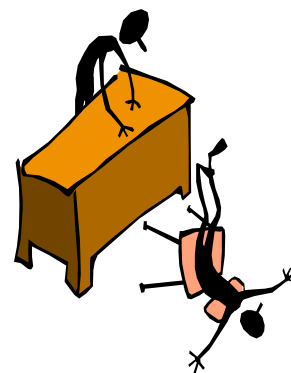
If you visit before applying, carry a copy of your transcript. A copy of an unofficial transcript can be obtained in the Counseling Office with sufficient notice.

When making an appointment for a college visit, keep the following suggestions in mind.

- If possible, plan time when high school is not in session, but college is.
- In your inquiry, request a definite date and time.
- Request an alternate time if this is inconvenient for the admissions office.
- Unavoidable delays require a telephone call to the admissions office.

If it is at all possible, make arrangements to stay overnight in the dormitory. You can get a good sense of the student body by eating in the college snack bar or cafeteria. Attending several classes is also an excellent idea. **BE SURE TO MAKE ARRANGEMENTS IN ADVANCE.**

Avoid a nonscheduled "drop in" to an admission office. But, if it turns out that an opportunity to visit a college at the last minute presents itself, be courteous and understanding about what the admissions staff is able to do for you. Sometimes you are able to join a tour. Rarely, you may find that an interview time is available due to a cancellation. However, "dropping in" is discouraged and is not a productive way to visit college.



TIMETABLE FOR COLLEGE VISITS

- Start visiting colleges as early as April of your junior year.
- Return in the fall to those colleges that you are most interested in for a day of visiting classes, talking to students, staying overnight, etc.
- Using a map, plan your trip roughly to visit no more than 2 colleges per day.
- In order for you to have the best choices, a good rule of thumb is to sign up for a visit 4-6 weeks ahead of time, and add two weeks during busy times (for example, 6-8 weeks for school vacation weeks and/or summer break). College interview and tour spots fill up remarkably quickly. The more popular colleges are full through January. They stop scheduling interviews by August.
- It is always nice to visit when a college is in session, but the demands of the fall of the senior year do not always make that practical or possible. A summer visit is generally more relaxed. Not only do you have more time, but the admissions staff often does also. Save the return, comprehensive, overnight visits are being offered at more and more colleges, not all do so. Do not assume that this is available.
- If you would like to see a coach or faculty member in an area of interest, mention that when you call. Colleges do their best to accommodate you.

THE INTERVIEW PROCESS

- Learn as much as possible about the college before your visit. Be prepared both to answer and ask questions.
- Give some advance thought to the things you want to look for and ask about. Having a list of questions with you is acceptable.
- Go alone rather than with a friend or a gang. Mom and Dad go along for the drive, but they do not participate in the admissions interview. Parents are sometimes invited to speak with the officer following the interview.

- Arrive on time or a few minutes early.
- Be yourself at all times – be honest, sincere, interested.
- Know your background and experience. Be prepared to present it in an orderly manner. An opening question may be, “Tell me a little about your self”.
- Be prepared to tell why you have chosen this particular college and what you expect to get out of your four years there.
- Be ready to answer questions about your SAT I score, class rank, latest grades, and courses you have taken.
- Smile! Speak distinctly. Look at the interviewer when you are speaking.
- State and defend opinions only if asked. Do not be argumentative. If you don’t know something, admit it. Don’t try to bluff.
- Dress neatly and attractively.
- Relax! Interviews are meant to be informative to both parties. Try to get as much out of the interview as you put into it.
- Thank your interviewer for his/her time and consideration.

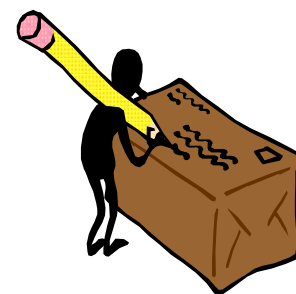
INTERVIEW FOLLOW-UP

Make notes on the interview and the college as soon as possible after the appointment.

- Likes
- Dislikes
- Important points to remember
- Name and title of the interviewer

Write a letter of appreciation

- This shows thoughtfulness, courtesy, and maturity.
- It reinforces the admissions officer’s memory of you as an individual.



SOME QUESTIONS TO ASK AT THE COLLEGE VISIT

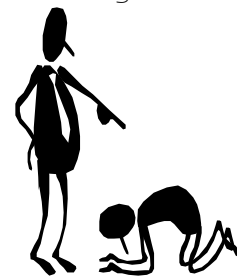
Visit when the college is in session so that you will be able to talk not only with the admissions officer, but also with the students who attend the college.

Some questions you might wish to have answered:

- What are some of the strongest departments at the college?
- What sizes are classes generally? For freshmen? For upperclassmen?
- How do I compare academically with students already attending this school?
- What do students do after they graduate? Do they go on to post graduate studies? What percentages are employed upon graduation?
- What kinds of cultural, sports, literary activities are offered on campus?
- Must one join specific organizations to be a part of the campus life or is there room to be included in other ways?
- How do students date and mix with the opposite sex?
- What percentages of students remain on campus during weekends?
- What kinds of living accommodations are there? Dorms? Foreign language houses? Private apartments? What percentages of students live in each?
- Can freshman select their own roommates?
- Are sports available for the average player? Ask about specific activities, which interest you.
- What kind of student is generally the most successful/happy at this college?
- If a student were to be successful/happy here, at what other colleges would he/she be likely to succeed as well?
- What percentages of the students receive financial aid?
- How much importance is placed on social activities and other extra curricular activities?
- What is the institutional policy for reporting security incidents? How safe is the campus?
- How large is the library? Are all the books available for any freshmen and undergraduate? What are its special features or resources?

- What support services are available to students? General counseling? Psychotherapy? Postgraduate 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 United States institution?
- Are cultural facilities such as musical instruments, movie or video cameras, "little" magazines, and so forth easily available on a relatively informal basis to undergraduates?

SAMPLE QUESTIONS ASKED BY COLLEGE INTERVIEWERS



- In what major fields are you interested? Have you had any experience in this field?
- Why are you interested in this field?
- What are you interested in doing after college and why?
- Who or what influenced you to consider this school?
- Do you know any alumni or present students of this college?
- What other colleges have you visited? Applied to?
- What do you know about this college?
- Why do you want a college education? What do you think a college education is?
- Why did you select this college? Is it your first choice?
- What do you like about this college?
- Tell us about your family.
- What are your strengths? Weaknesses?
- How would your best friend describe you?
- What is your rank in school? What are your SAT scores? Is there a discrepancy between your rank and scores? Can you explain it?
- What subjects have you taken in high school? What are your favorite ones and why?
- What books have you read that weren't required reading in the past year? What newspapers and magazines do you read? How often?
- Do you prefer fiction or non-fiction? Why?
- What television shows do you watch?
- Do you have any problems with your subjects?
- How much time do you use for studying? How do you plan your study time?
- Do you like a challenge? To try new things? Ideas?
- What events have been crucial in your life?
- What historical event do you feel has had the most important impact on the 20th century? Do you have any heroes, contemporary or historical?
- What do you do when not in school? Summers?
- Have you ever done volunteer work? Had a job?
- Do you have any questions to ask me?
- How do you see the role of the student on campus and in the community?
- What will you do if you are not accepted?
- What are some of the fine qualities that you have that set you apart from the other twenty applicants I spoke to today?

WHEN YOU TALK TO STUDENTS ASK

- How many hours a week do you study? Is that typical of students here?
- Are campus jobs readily available?
- Are faculty members interested in students and accessible outside of class?
- Do many students go home on weekends?
- Is the food good?
- Is it possible to study in your dorm room?
- What's the library like as a place to study? ...to do research?
- What do you like most about this college? ...least?
- How easy is it to get the classes you want at registration?
- If you had to do it again, would you still choose this college?

IF YOU ATTEND A CLASS, ASK YOURSELF

- Are students interested in the material?
- Is there time for questions and discussion? Do students participate?
- Are students prepared for the class?
- Am I intellectually challenged by what is taking place in the class?
- Do I feel that the students are learning – either new facts or new ways of thinking about a subject?
- Is there good rapport between the professors and students?
- Would I feel comfortable as a student in this setting?

AS YOU TOUR THE CAMPUS, ASK YOURSELF

- Are the older buildings in good repair?
- Are there new buildings as well as older ones?
- Is lab equipment up-to-date and plentiful?
- Are rooms in residence halls pleasant? ...quiet enough to study in?
- Are common areas in the residence halls attractive?
- What is the cafeteria like?
- Are the grounds well kept?
- Is the setting and architecture appealing?
- What's the surrounding town or city like? Would I feel comfortable here?



THE COLLEGE APPLICATION

The application is your way of introducing yourself to a college admissions office. As with any introduction, you should try to make a good first impression. The first thing you should do in presenting your application is to find out what the college or university needs from you. **Review the application process carefully** to find out the application fee and deadline, required standardized tests, number of essays, interview requirements, and anything else you can do or submit to help improve your chances for acceptance.



Most college applications are electronic and can be found on Common App or on the school's website. Information about what type of application (CommonApp, another electronic application, or a paper application) can be found on Naviance or on the "Admissions" section of a college's website. For a list of schools that accept CommonApp you can visit their website: www.commonapp.org.

TIPS WHEN FILLING OUT YOUR APPLICATION:

1. **Start Early!** Applications ask for a lot of information; you will not be able to fill it all out in an hour. Give yourself plenty of time to complete everything well in advance of your deadline.
2. **Know your deadlines!** There are different types of application deadlines. Here's a chart to help you understand the differences:

Type of deadline	What it means	When it happens
Early Decision (ED)	You apply to the school early, get notification early, and are committed to enroll if you are accepted. You can only apply ED to one school and should only do this if you are 100% sure you will attend the school, regardless of financial aid and housing. If you are accepted, you must withdraw all other applications. Not all schools have ED as an option.	October – December
Early Action (EA)	You apply to the school early, get notification early, but have the flexibility to wait to decide if you will enroll until you get all of your notifications back from all the schools you applied to. You can apply to multiple schools EA, however not all schools have EA as an option.	October – December
Regular Decision (RD)	This is the regular decision deadline for the school. For some schools, this is the only option you have.	January – March
Rolling Admissions (ROLL)	You apply when your application is complete and the school will notify you of their decision within 3-4 weeks of receiving your application. You have the flexibility of waiting to decide if you will enroll until after you hear back from all the schools you applied to. It is beneficial to apply to ROLL schools early, as they can close their application window once they have accepted their maximum number of students for the following year.	September – April

3. **Remember your login account information.** Keep a list of the email address, user name, and password you use for CommonApp and other electronic applications. You don't want to lose all the progress you made on your application because you forgot your account information!
4. **Follow the directions to the letter.** You don't want to be in a position to ask an admissions officer for exceptions due to your inattentiveness. Make sure you review the entire application process for each school so you don't miss anything and are prepared for extra essays, etc.
5. **Make sure all the information you include is accurate.** This is not a time to give your best guess or make things up when you don't know the answer. Do your research and answer all questions correctly and completely!
6. **Proofread all parts of your application,** including your essay. Again, the final product indicates to the admissions staff how meticulous and careful you are in your work.
7. **Submit your application as early as possible,** provided all of the pieces are available. If there is a problem with your application, this will allow plenty of time to fix it.

STUDENT ACTIVITY RESUME TIPS

The obvious goal of having a student resume is to be able to fill in those college and scholarship applications in your senior year. But a more basic reason for the student resume is to provide a framework to help you become a “total-package kid”. Why is that important? Developing a resume will help you not only keep track of your “stuff and activities” during high school, but can also help guide you with discovering areas outside the classroom where you might be weak. Juniors still have time to round out their resume.

The Activity Resume is also a great way to let a college or potential scholarship sponsor know about some of your non-academic related interests. It is the part of the application packet you have control over. It makes a statement about you! So, put your best foot forward first, in getting involved and second, in developing your resume.

Here are a few tips to help you develop your resume:

- ❑ Start recording your information now. It is really hard to remember it all the night before an application is due.
- ❑ Use the worksheet in this book or the template in Naviance as a starting point to listing your activities, volunteer work, employments, and awards.
- ❑ What to include:
 - ✓ Any activity which indicates a healthy diversity of interests
 - ✓ Any activity which represents a significant time commitment
 - ✓ Any activity in which you held a leadership position
 - ✓ Any activity that’s directly relevant to a job
- ❑ What not to include:
 - ✓ Anything you didn’t really do
 - ✓ Anything you didn’t really like
 - ✓ Anything you wouldn’t want an interviewer asking about
- ❑ Items that should always be at the beginning of your Activity Resume:
 - ✓ Your full legal name
 - ✓ Your current address and phone number
 - ✓ Your social security number
 - ✓ The year of your expected graduation

NOTE: Colleges are not interested in quantity but rather quality. A list of activities you’ve participated in for short periods of time is not what they are looking for. A few activities that you were involved with for a long time are much more likely to catch their attention. School or personal activities that are unique to you and different from the mainstream are also highly regarded. Work and sports are much more common than volunteering a summer to help others. Spending summers and/or vacations studying art, music, etc. or working on research projects at local colleges, etc. is also likely to draw a second look.

SAMPLE STUDENT ACTIVITY RESUME

Mark T. Sheehan High School
142 Hope Hill Road
Wallingford, CT 06492

Name: _____

Home Address: _____

Y.O.G.: _____ Phone # _____

Grade Hours per week Position

SCHOOL ACTIVITIES AND AWARDS:

COMMUNITY ACTIVITIES AND AWARDS:

EMPLOYMENT:

ADDITIONAL INFORMATION:

WRITING YOUR COLLEGE ESSAY

By John C. Conkright
Randolph-Macon College

Introduction

If you are like most students, you see the college essay as another hurdle that you must jump on the way to being accepted at the college of your choice. In fact, the essay is not a hurdle but a *rare opportunity*; it is a chance for you to “talk” directly to the college’s admissions committee and to help them “see” you as a thinking and feeling person, rather than simply a set of impersonal statistics. Except for the interview, it is your only chance to share your thoughts, insights and opinions; to highlight your accomplishments; and to convey your maturity and outlook on life. If you see the college essay in this way – as an opportunity – then it is clearly worth the effort to put some extra time, thought, and energy into writing it.

Purpose of the Essay

The college essay is extremely important for two major reasons: 1. It enables the college admissions office to evaluate your communication skills. Through your essay they can assess the clarity of your thinking and your ability to convey your thoughts in written form. 2. It enables the admissions office to learn more about you as a person, beyond what grades and SAT scores can convey. A well written essay can speak worlds about your attitudes, feelings, personal qualities, imagination, and creativity. For the admissions staff, it adds another important piece to the puzzle because it distinguishes you as an individual, different from any other student who is applying.

Choosing a Topic

The choice of a topic is frequently not an issue, because many colleges and universities will either give you a topic to write about or present several rather specific topics from which you must choose. Other colleges may simply “suggest” broad general topics or give you total freedom to write about something that interests or concerns you. Regardless of whether you must respond to a prescribed topic or come up with one of your own, here are a few general hints about the most effective way to approach your topic:

- Narrow your topic and try to be as specific and illustrative as possible.
- Easily, the easiest topic to write about is you. No one knows more about you than you. Since one important purpose of the essay is self-revelation, it is no place to be shy or modest, although you should not exaggerate. If you choose to write about yourself, remember that little incidents and facts are often the most revealing of character and outlook.
- Do not be afraid to write about something you think is a little different. A unique topic or approach is often refreshing to a college admissions officer who has been reading applications all day. Further, an unusual or offbeat essay is an excellent way to show your creativity.

Preparing to Write

Before actually sitting down to write a first draft of your essay, spend some time organizing your thoughts. Develop a framework for your essay so it will have a smooth and logical progression from one idea or incident to the next. Consider your purpose in writing, what you want to convey, and the tone that you think is most appropriate for the topic. Decide on a style that is comfortable for you, not one that you think the college admissions committee prefers. Finally, remember that organizing your thoughts and deciding on a framework does not mean you must be overly rigid at the start; leave room for flexibility and creativity as you actually begin writing.

Writing the Essay

You do not have to get it right the first time! Instead, write the first draft of your essay with the main focus on content – communicating your thoughts. Then set it aside for a day or two, reread it with a fresh perspective, and make any necessary changes. This is also the point at which you should consider matters of organization, style, grammar, spelling, and tone. Once you have rewritten your first draft, you may wish to try it out on your family, friends, English teacher, or school counselor. While the final product and final “voice” should be yours, they may be able to offer helpful suggestions for technical or other improvements.

Within this general outline for actually writing the essay, there are some “do’s” and “don’ts” which I would like to highlight:

Do’s

- Do think “small” and write about something that you know about.
- Do reveal yourself in your writing.
- Do show rather than tell. By giving examples and illustrating your topic, you help bring it to life.
- Do write in your own “voice” and style.

Don’ts

- Don’t write what you think others want to read.
- Don’t exaggerate or write to impress.
- Don’t use a flowery, inflated, or pretentious style.
- Don’t neglect the technical part of your essay (grammar, spelling, and sentence structure).

Your college essay, along with your high school record, standardized test scores, and extracurricular involvement, will provide the basis upon which the college makes its admissions decision. A thoughtful, well-written essay can affect in a very positive way that final decision. Keep this in mind and take full advantage of the opportunity that the college essay affords you.

CHECKLIST FOR MONITORING THE COLLEGE ADMISSIONS PROCESS

College Name:				
College Applications:				
Application deadline				
Application completed				
Resume completed				
Transcript requested				
Recommendations requested				
Mid-year grades sent				
Acceptance/Rejection received				
Notified school of intentions				
Testing Applications:				
What tests are needed				
Testing deadline				
Date tests are to be taken				
Test scores sent to colleges				
Financial Aid Applications:				
College financial aid deadline				
College application required				
Date completed and submitted				
CSS Profile required				
Date completed and submitted				
FAFSA required				
Date completed and submitted				
Financial award letter received				
Name of Scholarship				
Scholarship Applications:				
Name of scholarship				
Deadline for application				
Application completed				
Date application submitted				

GUIDE TO COLLEGES FOR LEARNING DISABLED STUDENTS

From: Bellmore-Merrick CHSD Planning Guide

It is important for parents and LD (Learning Disabled) students to believe that the LD child is able to attend a four-year college. Increasing numbers of students with learning disabilities are attending such schools and succeeding. With the passage of PL 94-142, some of this increased participation is a result of the improved identification of learning disabled children. The increased number of LD students going on to college is a result of several factors:

- Greater availability of appropriate education in elementary and secondary schools.
- More awareness by parents and professionals that college is a valid alternative.
- Greater acceptance by post-secondary institutions of the problems and successes of LD students.

To be successful in the quest for “the right” college, students and their parents must work together. They must carefully explore all the options.

A wide variety of options in post-secondary education are offered to learning disabled students. Generally, programs are one of two different types: those that offer separate admissions and standards for the LD student and those that do not.

1. Separate admissions and standards are offered to learning disabled students. The goal of special programs is to teach LD students to manage their disability through special support services so that they may eventually function successfully in regular college programs. Some classes may be specifically for learning disabled students. These colleges place emphasis on developing study habits and skills based on individual strengths and learning styles. Normally an LD specialist in a learning lab works with students in individual or small group sessions.
2. No special admission policies for LD students are followed. However, LD students able to meet college standards are provided with various modifications to traditional classroom learning environments as well as on campus remedial and tutorial help so that they may adjust to college academic work.

LD students should begin college planning by the end of the 11th year of high school. Students with disabilities should make certain to review the required regulations if they are thinking of taking college entrance examinations (SAT I, ACT, SAT II, etc.) under a non-standard administration. Please refer to the School Counseling department’s Testing Bulletin for more information and see your School Counselor for assistance.

Start early to accumulate necessary evaluations and test results that you will need to do intelligent planning for college. In addition to the standard application documentation for college, LD students may also be asked to provide the following:

- Written evaluations from LD teachers.
- Medical reports relevant to your learning disability.
- Testing results pertaining to your learning disability.

In addition to the criteria that all students should consider in selecting a post-secondary institution, LD students may also want to consider:

- Is there a special program for LD Students?
- How many full-time LD students are enrolled in the program?
- Is there a brochure or written description of the program available?
- Do LD students in special programs take regular college courses?
- Are special courses required of LD students? Do they carry college credit? Can credit be used toward graduation?
- Are there additional tuition or fee requirements for LD students?
- Are there special admission procedures for LD students?

SUGGESTED QUESTIONS FOR COLLEGE INQUIRY FOR LEARNING DISABLED YOUNG ADULTS

Martin S. Weiss, Treehouse Associates

1. What kinds of support services are available?
2. Where are they available?
 - Resource Center
 - Student guidance and counseling center
 - Special learning lab
3. Are professors sensitized to student's problems? If so how is this done?
4. Are alternative methods of learning permitted and are modifications made in regular course programs?
 - Taping lectures
 - Extra time for exams (reading and writing them)
 - Modifications in requirements
 - Taped books to accompany reading texts
 - Sets of additional notes and outlines available
5. How many hours of support service are available per week?
6. Is there any communication between support service personnel and regular professorial staff so that there might be carry over from one to the other?
7. Is there an extra charge for these services in addition to the regular tuition? If so – how much?
8. Does the college require any special testing before considering the student for entrance? If so – what tests are required?
9. Will the college accept the untimed SAT tests for admission?
10. How much stress (emphasis) does the college put upon SAT scores for admission?
11. Are there special counseling services available for students with special needs? If so – how does the student go about arranging for them?
12. Do students with special needs live in any special dormitory section or are they interspersed with other students?

PLANNING RESOURCES

Information on colleges and careers is all around us. All we have to do is look closely. Here are a few examples of what and where to look for information:

ONLINE:

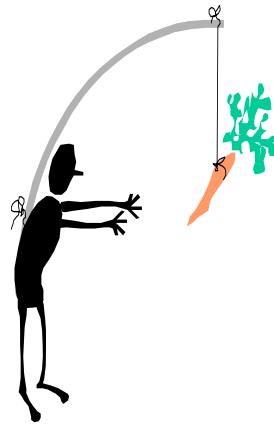
NAVIANCE (your best, most readily accessible tool for college and career exploration!)
Check out the sites listed in this book on page 48

IN SCHOOL OR THE LOCAL LIBRARY:

Barron's Profile of American Colleges
Dictionary of Occupational Titles
Orchard House College Admissions Data Handbook
The Occupational Outlook Handbook
Peterson's Guide to Four-year Colleges
Peterson's Guide to Two-year Colleges
Peterson's Vocational and Technical Schools and Programs
The College Handbook, by The College Board
The College Board, College Cost and Financial Aid Handbook
Individual school catalogs
Video tapes on specific schools
Local and national newspapers

FROM PEOPLE CONTACTS:

School Counselors
College & Career Specialist
Teachers
College Admissions Counselors
Parents
Relatives
Friends who attend college



OTHER:

Attend college open houses
Visit college campuses with your parents
Attend college fairs (National, Regional and Local)
Talk with college representatives when they visit the College & Career Center

NAVIANCE

NAVIANCE a web-based program you can access at school or at home. It can help you find, apply to schools, locate financial aid resources, and match your interests and abilities to future careers or college majors. The program is divided into the following broad information areas:

ABOUT ME –

Allows you create and update your personal profile. You can take learning style inventories, do career interest surveys, and create a resume.

CAREER –

Allows you to explore careers that fit your interests and abilities and outlines the training and course work that will prepare you for it. These areas contain databases from the Occupational Outlook Handbook, Dictionary of Occupational Titles, Military Occupation Title Database and Connecticut Department of Labor. Information on schools throughout the country that provide training for particular jobs is also available.

COLLEGE –

Allows you search databases of two and four year colleges and universities and view up to date and detailed profiles of each school. You can save schools that you are interested in using the “Colleges I’m thinking about” list.

COURSES –

We do not frequently use this section at Sheehan, but you can enter courses you are interested in taking based on your college and careers goals here, if you choose to.

MY PLANNER –

Allows you to set SMART goals and create an action plan so you are successful in reaching them.



To access Naviance go to <http://connection.naviance.com/marktshs> and login in with your network login username and password.

USEFUL ONLINE RESOURCES

Career Sites:

www.bls.gov/ooh

The online version of the Occupational Outlook Handbook provides information including nature of the work, necessary training and job outlook on thousands of careers.

www.todaysmilitary.com/working

Details on 152 enlisted and officer occupations as well as the civilian counterpart for every applicable occupation.

www.doleta.gov

Choose Advancing Your Career for links, interview tips, apprenticeship info and more.

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

Job listings, employment profiles, resume bank, a career forum and articles relating to the job-search process.

www.ctdol.state.ct.us/youth/main.htm

CT Department of labor website designed to help young people make informed decisions about their future.

College Sites:

www.collegeboard.org

One stop shopping for college planning. You can register for the SAT practice for it or search for colleges and scholarships that meet your criteria.

www.petersons.com

Test preparation, college and scholarship searches, as well as advice on college visits. There are sections on specialized schools such as nursing, culinary arts and visual and performing arts.

www.usnews.com

A College Personality Quiz that helps you identify the type of college that is compatible with your unique personality. Also features side by side comparisons of up to four different colleges.

www.ctmentor.org

CT Department of Higher Education web site provides comprehensive information about CT Independent Colleges.

www.campustours.com

Virtual campus tours including panoramic photos, interactive maps, campus movies and still pictures.

www.review.com

Princeton Review Website. Answer questions about yourself and search will suggest 15 specific colleges in three categories Reach, Good Match, and Safety.

www.commonapp.org

The Common Application website. Lists schools that accept the CommonApp and allows you to create an account and start your application.

www.fairtest.org

Lists "Test Optional" schools.

Help with Your Essay:

www.bartleby.com/99

This site offers some words of wisdom to enhance your essay? Check out this online edition of **Bartlett's Familiar Quotations**.

www.thesaurus.com

Use variety in your writing and **Roget's Thesaurus** can help.

www.conncoll.edu/admission/apply/essays-that-worked

Samples of real student essays that Connecticut College found to be standouts during their application process.

Financial Aid:

www.fafsa.ed.gov

The **FAFSA (Free Application for Federal Student Aid)** is required of all applicants for college financial aid. This site answers frequently asked questions, allows users to file the FAFSA online, or check the status of a previously submitted FAFSA.

<https://student.collegeboard.org/css-financial-aid-profile>

This site provides information on completing the CSS Profile and also allows you to complete the form online.

www.ed.gov

Financial aid information from the U.S. Department of Education.

www.fastweb.com

Largest online data base for scholarships. Also provides excellent information on all aspects of the college process.

www.cslf.com

A non-profit, private organization that administers guarantees, originates and services the Federal Family Education Loan Program. This site also has a calculator that can assist families in estimating their expected family contribution for their child's education.

www.scholarshipsforhispanics.org

Lists scholarships available for students of Hispanic origin.

www.collegegoalsundayct.org

Register for free help with FAFSA.

Other:

www.ncaa.org or
www.eligibilitycenter.org

The NCAA web site provides information on eligibility and recruiting rules. Sheehan students can use our school code 070813 to access a list of our qualifying "core courses."

www.sss.gov

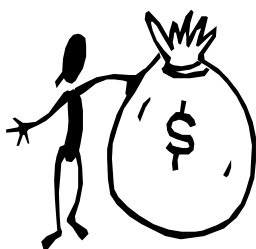
Register online for the selective service system. 17-year-old young men may file now and they will be automatically registered when they turn eighteen.

HOW TO PAY FOR COLLEGE:

The key is to start planning early and keep your options open.

Figuring out how to pay for college takes a great deal of effort. Costs are high and financial aid is limited so it's important to start early and investigate all your options—remembering that the more time you spend searching for financial aid, the more aid you are likely to find. Here's how:

1. Involve the whole family. One of your first steps should be to sit down with all your family members and have a frank discussion about paying for your college education. In today's economy, and with so many different family situations, the more everyone knows about the paying-for-college effort the better.
2. Do your financial aid research. The more you know about how financial aid works, the better prepared you will be to pay for college. If you are not eligible for financial aid, you should investigate any other options that are available to you.
3. Consider your educational goals. Because of the way the financial aid system works, don't automatically rule out high-cost colleges. Keep all your options open.
4. Get those applications going. If you're eligible for financial aid, complete the application process accurately and on time.



- ✓ Room and board,
- ✓ Transportation, and
- ✓ Personal expenses.

HOW FINANCIAL AID IS AWARDED

If you do qualify for financial aid, you will receive what's called a financial aid "package." It may contain a combination of three kinds of financial aid:

- ✓ Grants or scholarships: These awards do not have to be repaid.
- ✓ Loans: These awards do have to be repaid, but usually not until you've graduated or left college.
- ✓ Work: This award involves earning money through a job, usually arranged for you by the college.

WHERE DOES IT COME FROM?

There are four primary sources of financial aid:

- ✓ The federal government,
- ✓ The state government,
- ✓ The college or university itself, and
- ✓ Private agencies and civic groups.

Be sure to investigate all the requirements and application deadlines for each college's financial aid program. Your best source of information: the college financial aid office.

HOW MUCH DOES YOUR FAMILY HAVE TO CONTRIBUTE?

You can figure out approximately how much you and your parents will be expected to pay, according to federal rules, by completing the Family Contribution Worksheet and the Student's Expected Contribution Worksheet. Refer to the financial aid services and scholarships search pages at <http://www.collegeboard.org>. The worksheets ask for the same kind of information about your family and financial situation as you will be asked for on your financial aid applications.

Remember that these are just model forms. Later, you'll complete your college's form, a federal financial aid form, and very possibly a PROFILE form. More about this will be discussed at Sheehan's Financial Aid Workshop in December.

HOW FINANCIAL AID WORKS

The financial aid system works on one basic principle: Parents and students contribute to the cost of college to the extent they are able. If they are unable to contribute the entire cost, financial aid is available. The formula to determine financial aid eligibility is pretty simple:

What it costs to Attend Each College
– *What Your Family Is Expected to Contribute*
Financial Aid Eligibility

HOW MUCH DOES COLLEGE COST

As a consumer of a college education, you should know what a college education costs. Resources exist that can provide this information. You will find that the cost of attendance includes:

- ✓ Tuition and fees,
- ✓ Books and supplies,

HOW TO APPLY FOR FINANCIAL AID

The financial aid application process may differ from college to college. Different colleges require different forms and have different deadlines. You must find out what the specific requirements and deadlines are for each college to which you will be applying. The time to learn about the financial aid process is the same time you are investigating the admission process.

In order to apply for federal financial aid, your family must complete the Free Application for Federal Student Aid (FAFSA). This form can be obtained from your school counselor or by calling 1-800-4FED-AID. Some colleges and private scholarship programs also require applicants to complete the CSS PROFILE from the College Scholarship Service. CSS PROFILE information is available in the School Counseling Office. Both the FAFSA and CSS PROFILE can be completed and forwarded using the Internet.

HOW FINANCIAL AID CAN HELP YOU ATTEND THE COLLEGE OF YOUR CHOICE

In your initial investigation of colleges, it is important that you don't rule out a college because of cost. According to the financial aid formula given above, the college costs can vary, but your Family contribution remains the same.

Example: Say your Family Contribution is \$2,500 a year. According to the formula, your financial aid eligibility would look like this:

College X Total Costs	\$ 8,000
-Your Family Contribution	\$ 2,500
Your Financial Aid Eligibility	\$ 5,500

College Y Total Costs	\$ 14,000
-Your Family Contribution	\$ 2,500
Your Financial Aid Eligibility	\$ 11,500

Your Family Contribution stays approximately the same at each college; however, your financial eligibility increases as the cost increases. That is why you should not rule out any college initially because of cost.

Not all colleges will be able to meet your full financial aid eligibility. Still, a higher-cost college may offer you more financial aid than a lower-cost college. It depends on how a college

meets a student's financial aid eligibility and who gets financial aid. All this information is available as part of the college's financial aid policies.

WHAT IF YOU ARE NOT ELIGIBLE FOR FINANCIAL AID OR DON'T RECEIVE ENOUGH AID?

One reason it's important for you and your family to discuss paying for college early (when you are a junior in high school or before) is that you may not be eligible for financial aid. Or you may be eligible but, for whatever reason, you don't receive enough from the college of your choice. It helps if you are prepared for this so you can investigate every option.

OTHER FINANCING SOURCES

Each college offers different kinds of alternative financing sources. These sources may include a way to budget tuition expenses, a parent loan program, or help with your part-time job search. Some colleges may offer cooperative-education programs that will allow you to alternate semesters of work and school.

REDUCING YOUR COST OF ATTENDANCE

You should also consider strategies to lower your cost of attendance. You can:

- ✓ Reduce the number of credit hours needed for graduation by receiving credit for Advanced Placement (AP) course work completed in high school;
- ✓ Attend a local community college, where tuition and fees are lower, for a year or two or during the summer. The credits usually can be transferred to another college (but check out the requirements of the college to which you'll want to transfer before entering the community college);
- ✓ Live at home and commute to college.

A FINAL WORD

Looking ahead to your college experience is exciting. Pulling everything together to pay for college—your resources, your parents' help, financial aid, and other resources—is hard work. But it can be done and it can be a very rewarding experience for you and your family.

WHAT STUDENTS AND PARENTS SHOULD ASK ABOUT FINANCIAL AID

By Jack Joyce, College Counseling Connections

High school counselors and financial aid administrators at colleges and universities developed 20 questions for high school students and their parents to ask about financial aid during the college application process. They believe parents and students must be tough consumers in the higher education market to be fully informed and received all the financial aid benefits to which they are entitled.

APPLYING TO COLLEGE

1. What are the costs for tuition, fees, books, supplies, room, board, transportation, and personal expenses for the first year? What is the range of costs for rooms, meal plans, and special tuition rates? How much will total costs increase each year? Ask each college for a printout of its costs for tuition room, and board for the last three to five years.
2. Does applying for financial aid affect admission decisions?
3. Does applying for early admission affect a student's ability to receive financial aid?
4. Does the institution offer financial aid programs or other scholarships that are not based on financial need? How and when should applications for need-based and merit aid be completed? What application forms are required to complete the financial aid process? What is the priority deadline for applying for financial aid? When will students be notified about financial aid decisions?
5. What sources of aid and information are available outside the college or university? Check with the financial aid office regarding fee-based sources.
6. What application forms are required to complete the financial aid process? What is the priority deadline for applying for financial aid? When will the student be notified about financial aid decisions?

CHOOSING A COLLEGE

7. How much financial aid will the college grant? What costs are not included in the aid offer that students pay? When will students be billed for their share of the cost?
8. If students cannot pay their share of the costs, what financing plans are available?
9. Will the financial aid office provide students with an explanation of how their expected family contribution, financial need, and award package were determined?
10. If the financial aid package is not enough to allow a student to attend a particular institution, will the aid office recalculate its offer?
11. What are the terms and conditions of the award package? What are the academic or other requirements for renewing the financial aid?
12. How will aid packages change from year to year? Will loan amounts increase? How will increases in college costs impact the aid package? What happens to students' financial aid if their financial situations change?
13. How much loan debt is typical for students when they finish college?

BEFORE LEAVING FOR COLLEGE

14. When and how many times a year will students receive bills from the college? What are the penalties if a bill is not paid by the deadline? Does the college accept credit cards or monthly payments?

15. Will the college apply the entire financial aid to the student's account, or will the student receive checks for some or all of it? Will money students earn be applied to the financial aid or given to the student? If aid exceeds college charges, how does the student receive the excess fund?

16. How much money will students need for expenses during the first week of school? Are students allowed to use financial aid to pay for books and supplies? What out-of-pocket expenses do most students have during the year? Can books and supplies be charged to the student's account?

17. Do students receive information about how to manage money and use credit cards?

18. Are there ATM machines and places that cash checks on or near the campus? Does the college issue a debit card to students?

19. How does the college respond to a change in financial status of an enrolled student?

20. How are students assigned jobs for work-study programs? How many hours a week will a student be expected to or allowed to work? How often and in what manner will the student get paid? Will earnings be automatically credited to the student's account?

There is a great deal to know about financial aid, but if students and parents ask the right questions, they can get the financial aid package they need.

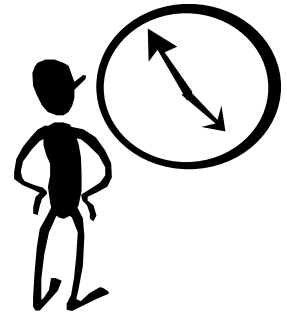


TIPS FOR SEEKING FINANCIAL AID

(Scholarships, Grants, Loans)

Researching scholarship and aid sources is a time-consuming process. Students willing to put in the effort may or may not succeed in receiving financial aid. One thing is certain: a student who does not apply, students who miss deadlines, students unfamiliar with items on the checklist below, definitely will not receive aid. Be familiar with every item on this checklist.

- ON A DAILY BASIS, listen to morning announcement and check Naviance. Do this right through May.
- College Admissions Websites: Read the section on financial aid and follow all directions. In most cases you must complete the "Free Application For Federal Student Aid" (FAFSA), and other forms the college may require. You also may be required to complete the "CSS Profile".
- For a loan from the Connecticut's Guaranteed Student Loan Program you will need to contact a bank or credit union.
- Have your parent's check with their employers or any organization they may belong to about scholarship opportunities.
- Read miscellaneous books on Financial Aid which are located in the School Counseling Office, College & Career Center, libraries, or on the Internet. **BEWARE: IF YOU MUST PAY TO APPLY FOR A SCHOLARSHIP, FORGET IT AND LOOK FOR DIFFERENT SOURCES.**
- Be sure to attend Sheehan's Financial Aid Night.
- Check out materials, in the School Counseling Office, on the military for college money and opportunities. Don't overlook ROTC, NROTC, National Guard, etc.
- Check out Connecticut State Scholarship Programs like:
The Capitol Scholarship Program, Aid for Public College Students, Independent college Student Grants, Robert C. Byrd Scholarships, etc.
- Consider community service with AmeriCorps to earn experience and money toward college tuition.
- Investigate participating in a college's Cooperative Education Program. You can earn valuable experience and get paid while pursuing your education.
- Don't overlook the idea of attending a community college for a year or two to reduce the overall cost of earning a four-year degree.
- If you attend a college in New England, be sure to investigate the New England Regional Student Program. You could be eligible for out-of-state tuition breaks.



FINANCIAL AID WORKSHEET

You can use this worksheet as a helpful planning tool after you've applied to colleges and received your financial aid package.

1. List the total cost of each school you'd like to attend.
2. List all the financial aid and loan options available to you.
3. Subtract the Total Financial Aid from the Total Cost of Attendance for each school. This is the amount that you and your family are responsible for paying toward your school costs.

School Name:	SCHOOL 1	SCHOOL 2	SCHOOL 3
Tuition and fees			
Room and board			
Books and supplies			
Transportation			
Miscellaneous			
A. Total Cost of Attendance	\$	\$	\$
Grants			
Scholarships			
B. Total Grants and Scholarships	\$	\$	\$
Work-Study			
Other Work			
C. Total Work Contribution	\$	\$	\$
Subsidized Stafford			
Unsubsidized Stafford			
Parent Loan for Underclass Students			
Other			
D. Total Loans	\$	\$	\$
E. Total Financial Aid (A+B+C)	\$	\$	\$
Financial aid gap (A minus E)	\$	\$	\$

DON'T GET SCAMMED ON YOUR WAY TO COLLEGE!

(National Fraud Information Center)

The sad truth is, there are scammers out there - posing as scholarship providers or scholarship matching services - who take your money and leave you with nothing. The good news is, you can protect yourself from scholarship scams by following these tips.

"This scholarship is guaranteed or your money back."

Wrong! No one can guarantee to get you a grant or scholarship. Remember, too, that school guarantees often have conditions or strings attached. Get school refund policies in writing.

"You can't get this information anywhere else."

Unlikely! Many free lists of scholarships are available. Check with your school counselor or librarian for free information about current scholarships before you pay someone for the same or similar information. For more information about paying for college, visit the U. S. Department of Education's web site for students at www.ed.gov/studentaid.

"May I have your credit card or bank account number to hold this scholarship?"

No way! It may be a setup for an unauthorized withdrawal from your account. Don't give out your or your parents' credit card or bank account number on the phone without first getting all the information in writing.

"We'll do all the work."

Don't be fooled! There's no way around it. You must apply for scholarships or grant yourself.

"The scholarship will cost you some money."

That doesn't make sense! Free money shouldn't cost a thing. Don't pay anyone who claims to have access to a scholarship for you.

"You've been selected by a "national foundation" to receive a scholarship or "You're a finalist in a contest" that you didn't enter!"

Be careful! Before you send money to apply for a scholarship, check it out. Make sure the foundation or program is legitimate. Some places imitate legitimate foundations, federal agencies, and corporations. They might even have official sounding names, using such words as "National," "Federal," "Division," and "Foundation" to fool students and parents into thinking they are legitimate enterprises.

To find out how to spot, stop, and report a scholarship scam, contact the Federal Trade Commission at FTC Consumer Response Center, 600 Pennsylvania Ave., NW, Washington, DC 20580. Telephone (National Fraud Information Center): 1-877-382-4357 or visit their web site: www.ftc.gov.

SCHOLARSHIP WATCH LIST

Below are some community scholarships usually available to Mark T. Sheehan students. This list is provided to help you in your search. It is not meant to be all-inclusive and should not be your only resource. Use dates as guidelines only. Be sure you visit Naviance regularly. Applications submitted through the School Counseling Office must be received by our office at least ten (10) school days prior to any deadlines. Good luck!

AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES SCHOLARSHIP	APRIL
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN SCHOLARSHIP	APRIL
ARTHRITIS FOUNDATION, CONNECTICUT CHAPTER	APRIL
ASSOCIATION OF RETIRED TEACHERS SCHOLARSHIP	MARCH
BART WILDERMUTH MEMORIAL SCHOLARSHIP	MAY
CAPITOL SCHOLARSHIP	FEBRUARY
COCA-COLA SCHOLARS FOUNDATION	OCTOBER
COMPASS LODGE	MAY
CONNECTICUT ASSOCIATION OF EDUCATIONAL OFFICE PROFESSIONALS	FEBRUARY
CONNECTICUT ASSOCIATION OF LATIN AMERICAN SCHOLARSHIP	APRIL
CONNECTICUT ASSOCIATION OF LEGAL SECRETARIES SCHOLARSHIP	MARCH
CONNECTICUT ASSOCIATION OF WOMEN POLICE SCHOLARSHIP	APRIL
CONNECTICUT BUILDING CONGRESS SCHOLARSHIP	MARCH
CONNECTICUT BURGLAR & FIRE ALARM ASSOCIATION SCHOLARSHIP	FEBRUARY
CONNECTICUT BUSINESS EDUCATORS ASSOCIATION	APRIL
CONNECTICUT NURSERYMEN'S SCHOLARSHIP	MARCH
CONNECTICUT PARKS ASSOCIATION SCHOLARSHIP	MAY
CONNECTICUT SPORTS WRITERS ALLIANCE SCHOLARSHIP	MARCH
CONNECTICUT WOMEN'S BOWLING ASSOCIATION SCHOLARSHIP	MARCH
CUNO FOUNDATION SCHOLARSHIP	MARCH
DAVID DOHERTY MEMORIAL SCHOLARSHIP	APRIL
DELTA KAPPA GAMMA LAMBDA CHAPTER SCHOLARSHIP	APRIL
DISABLED WORKERS SCHOLARSHIP	APRIL
ELKS CLUB SCHOLARSHIP	JANUARY
GEORGE GILHULY SR. MEMORIAL SCHOLARSHIP	MAY
GOVERNORS DISABILITIES SCHOLARSHIP	MARCH
GREATER NEW HAVEN LEGAL SECRETARIES SCHOLARSHIP	MARCH
GREATER NEW HAVEN WOMENS ITALIAN DIVISION MIGRATION SCHOLARSHIP	APRIL
HENRY S. KOLAKOWSKI JR. MEMORIAL SCHOLARSHIP	APRIL
IRMA ZOLA CHORAL ALUMNI SCHOLARSHIP	MAY
JANICE FALLON SCHOLARSHIP	MARCH
JERRY LEHMANN MEMORIAL SCHOLARSHIP	MAY
JOHN R. SHONECK MEMORIAL SCHOLARSHIP	MAY
JOHN T. BOYLAN MEMORIAL SCHOLARSHIP	APRIL
KIWANIS CLUB SCHOLARSHIP	MAY
LIBERTY BANK SCHOLARSHIP	MARCH
LISL KAREN STREETT SCHOLARSHIP	APRIL
MOSES Y. BEACH ELEMENTARY SCHOOL PTO SCHOLARSHIP	JUNE
OUR LADY OF FATIMA: MSGR. J. CONNELLY SCHOLARSHIP	MAY
OUR LADY OF FATIMA: REV. EDWIN O'BRIEN SCHOLARSHIP	MAY
PATRICIA M. COYLE MEMORIAL SCHOLARSHIP	APRIL
RECORD JOURNAL CARRIER SCHOLARSHIP	APRIL
RECORD JOURNAL JOURNALISM SCHOLARSHIP	APRIL
RICHARD F. SHEAHAN SCHOLARSHIP	MAY
SAE ENGINEERING SCHOLARSHIPS	DECEMBER
SANDRA JEAN VANBLARCOM MEMORIAL SCHOLARSHIP	MAY
SHEEHAN HIGH SCHOOL STUDENT COUNCIL SCHOLARSHIP	MAY
SOCIETY OF WOMEN ENGINEERS SCHOLARSHIP	JUNE
THOMAS C. KUBECK MUSIC SCHOLARSHIP	MARCH
TITAN FOOTBALL CLUB SCHOLARSHIP	MAY
TYLER MCANNENY MEMORIAL SCHOOL	MARCH
WALLINGFORD EDUCATION ASSOCIATION SCHOLARSHIP	APRIL
WALLINGFORD FALLEN FIREFIGHTERS AWARD	APRIL
WALLINGFORD YOUTH SOCCER LEAGUE SCHOLARSHIP	MARCH
YALE NEW HAVEN HOSPITAL MINORITY NURSING SCHOLARSHIP	MARCH
YALESVILLE-WALLINGFORD LIONS CLUB SCHOLARSHIP	MAY

REMEMBER! ALL SCHOLARSHIP APPLICATIONS SHOULD BE SUBMITTED TO THE SCHOOL COUNSELING OFFICE 10 SCHOOL DAYS PRIOR TO ANY DEADLINE TO ALLOW FOR PROCESSING.

TUTION BREAK

The New England Board of Higher Education's Regional Student Program (RSP) provides New England residents with a tuition break when they study certain majors at public colleges and universities in other New England states.

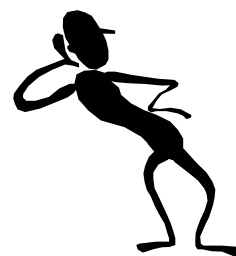
New England students get the out-of-state RSP tuition break when they enroll at public colleges and universities in the other New England states and study RSP-approved majors – majors which are not offered by public colleges in their home states. All 78 public colleges and universities in New England participate in the RSP. Together, these two-year and four-year higher education institutions offer more than 700 academic programs at reduced tuition to out-of-state New England residents.

The RSP tuition rate reflects a significant break on a college's out-of-state tuition rate. RSP tuition is usually 150 percent of the college's in-state tuition.

Eligibility for the RSP tuition break is not based on financial need. The RSP is a tuition-reduction program, not a financial assistance or scholarship program. A student accepted through the RSP is still eligible to apply for financial aid from other sources.

Applying for RSP status:

- You must be a resident of a New England state.
- You must enroll as a certificate or degree student at a participating college and study a major that is offered by that college to residents of your state through the RSP.
- No additional application is required. A participating college's application form usually includes a question regarding the RSP. If not, you should write clearly on the application that you are applying through the New England Regional Student Program and declare an RSP program as your intended major. Applicants who are accepted into eligible programs will be notified by the institution where they applied for admission whether they have been granted RSP status.
- RSP undergraduate applicants receive admissions preference over other out-of-state applicants at the participating colleges and universities.



For more information on programs, eligibility, and participating institutions, talk to your school counselor, visit <http://www.nebhe.org/programs-overview/rsp-tuition-break/overview>, or call (617) 357-9620.

COOPERATIVE EDUCATION

Learning while Earning

Over the past five years, application growth at the top cooperative education schools has far outpaced the national average. Nearly a quarter-million undergraduates, in fields from marketing to psychology, fuse several terms of paid professional work experience into their schedules.

How Co-op Works

Co-op is an education program that combines your studies with paid work experience in a field related to your major or career goals. Unlike a summer or part-time job, a co-op consists of an agreement between you, an employer and your college. It's different from an internship because you can have more than one work experience throughout the program. And, co-ops are real jobs. There are three different types of cooperative education:

- Parallel – part-time work and part-time study.
- Extended day – full-time study and part-time work or full-time work and part-time study.
- Alternating – a quarter, semester or year of full-time work alternated with a session of full-time study.

The Benefits of Co-op

- Teaches you job-search skills like career assessment, resume and cover letter writing and interview techniques.
- Enhances what you've learned in the classroom by adding "real world" work experience.
- Helps answer your question about your prospective career path.
- Makes college more affordable through employer-paid wages.
- Improves job opportunities after graduation by giving you valuable work experience and contact with potential future employers.

Undecided Majors and Co-op

Even if you haven't picked a major, you can take part in a co-op opportunity. That the great thing about co-op: You take on a variety of tasks in the workplace, so you can figure out what you want in a career.

Time Commitments

Co-op programs usually involve a long-term commitment that extends throughout your college career. Typically, you begin with an initial period of full-time study, which eventually becomes an integrated program of class time and relevant work experience. Others offer a five-year plan in which you graduate with a degree and a full year of work experience. How co-op affects your graduation date depends on your college and the specific program.



Co-op Credit

Colleges differ as to how they recognize and record participation in co-op programs. Some offer academic credit, some offer co-op credit and some don't offer course credit but include a notation on your transcript.

Financial Benefits

Co-op is a great way to help pay for tuition. Salaries will vary depending on your field of study, prior experience and your level of education.

Participating Employers

Large Multinational Corporation, smaller companies, non-profits and government agencies sponsor co-ops. The National Commission for Cooperative Education (NCCE) supports a network of over 50,000 employers – including many Fortune 100 companies.

To find out about cooperative education programs (including a list of participating employers and colleges), check out the National Commission for Cooperative Education at <http://www.co-op.edu>.

THE AMERICORPS PROGRAM

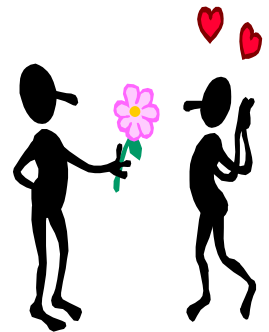
Educational assistance that makes a difference

AmeriCorps, the domestic Peace Corps, is a national service program designed to help students gain work experience and money for post-high school education while serving the community. As an AmeriCorps member, you are part of a no-profit organization serving your community and helping to meet educational, environmental, public safety or human needs

Full-time AmeriCorps members receive a modest living allowance, health insurance, and educational assistance. Educational assistance includes eligibility for education awards and postponement of student loan repayment for members who complete a full year of AmeriCorps service. Some participants might also qualify for childcare assistance and reimbursement for relocation costs. Part-time members receive adjusted living allowance and a pro-rated educational award.

Thousands of people every year help their communities and the country through AmeriCorps. All AmeriCorps volunteers must be 18 years or older. Some programs for students include the following:

- ◆ **The AmeriCorps National Civilian Community Corps:** Restricted to people age 18-24, this program is designed for volunteers who want a full-time experience, working with a team of people on environmental work, disaster relief, education and public safety.
- ◆ **AmeriCorps Volunteers in Service to American (VISTA):** This program is ideal for people interested in organizing and developing a community service program who have a talent for finding resources and motivating volunteers.
- ◆ **AmeriCorps State and National Direct Program:** Students who want to work part-time or specifically in their own communities can gain experience with education, public safety or environmental projects.



Education awards are proportionate to each volunteer's term of service. Award monies can be used for any number of authorized expenditures, including the payment of educational loans or for funding future educational endeavors. Awards must be used within seven years after the student's completion of service.

Want to learn more about AmeriCorps programs? Visit: <http://www.nationalservice.gov/>

For information about AmeriCorps, AmeriCorps Promise Fellows, Community-Based Learn & Serve and the Governor's State Employee Mentoring Program, contact:

Connecticut Commission on National and Community Service, Department of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326, or <https://www.ctohe.org/cccs/>

HOW TO GET THE ATTENTION OF COLLEGE COACHES

By: Wayne Mazzoni, College Bound Magazine

College coaches have a hard time recruiting. Due to the fact that they have limited time, staff, budgets, and difficulty with the number of areas that need to be covered, a college coach will not contact many high school athletes. To offset this, you need to put together a marketing kit about yourself and send it to all schools in which you're interested. The kit should consist of the following:

Letter. Introduce yourself to the coach and tell him why you are right for his or her program and that school. Make it specific to each coach, don't just write one and photocopy it.

Resume. Make resumes with all your contact information: name, address, phone number, and your high school's name, address, and phone number. List your academic information, too: GPA and class rank, test scores, intended major, and career goals. Next, include your athletic information: height, weight, positions played, pertinent statistics, awards/honors, and other sports you play. List your skills relevant to the sport you're interested in: speed, strength, vertical leap for basketball, MPH for pitchers, bench press for football, number of goals in soccer or hockey, 40-yard-dash time for most sports, etc.

Game Schedule. Coaches will keep your schedule on file and may pay you a visit to scout you out if they are interested.

Photo. If you have a current photo, send it along. First, it allows the coach to see your physical appearance. Second, if and when they come to see you play, they'll already know who you are.

Press Clips. Most of the time, press clippings from the newspaper are an instant source of verification of your ability. Such third-party exposure by someone who is unbiased in making a positive statement about your abilities can be helpful. Often, coaches are wary of unusually high statistics if they are not familiar with the league in which you play. If you are a softball player who hit .750 for the season, some coaches may think you play in a weak league and thus have inflated statistics. Unless, that is, they are already familiar with your level of competition. An unbiased account of this can help.

References. What can further separate you from the crowd are your references. List your team's coach or a scout or alumni member who can attest to your athletic abilities and personal characteristics. Remember, when a coach receives your letter and resume, the first thing he or she will do is try to verify your information.

Video. All the work you have done with the letter, resume, schedule, newspaper clippings, and references are designed to do one thing: get the coach to see you in action. But there is one major stumbling block in this process. Your season is their season. If you are playing football every Saturday, so are they. If you have a practice, so do they. Because of this, it may be difficult for them to get a proper look at your playing skills. Videos will set you apart from the crowd and will almost always be looked at by a coach. It is simply the best way to show your skills.

Camps. Another way to gain exposure and get college coaches interested in recruiting you is by attending sports camps on college campuses. Camps are held yearlong and offer the valuable chance to learn from quality coaches. Coaches from various colleges staff many summer camps. It's an ideal time to make contacts and show off your stuff. (It also gives you the chance to spend time on a college campus to get a feel of what it is like!)

Showcases. A recent phenomenon in recruiting is the showcase camp. These often take place over a two-day span and serve as an opportunity for coaches to see many players at once. Here you'll have the opportunity to be seen in an individual workout and during game situations. You may get lost in the shuffle sometimes, but by participating in a reputable showcase, the letters will come.

HOW TO SCORE AN ATHLETIC SCHOLARSHIP

College Bound Magazine

FREQUENTLY ASKED QUESTIONS...AND ANSWERS

What are NCAA, NAIA, and Division 1, 2, or 3 schools? What does all this mean? More importantly, how can you tap into the scholarship money available?

NCAA is the National Collegiate Athletic Association and is divided into three divisions. Each division has its own leagues and rules:

A **Division I** school looks for the top-rated athletes every year. Athletes usually participate summer camps that are known to recruiters. They cross train and work on their sport year round. Division I athletes have usually been named all state, all-league, or all-conference. These colleges are very competitive and can give scholarships for sports play.

Division II schools look for students that have competed on their school teams and at the regional level. These schools are not quite as competitive, but they do look for the best players. Division II schools can also give scholarships for athletes.

Division III schools are less competitive and are not able to offer sports scholarships.

The **NAIA** is the National Association of Intercollegiate Athletics. This is another association that regulates college athletics. NAIA colleges must compete with NCAA schools for athletes, so they are generally looking for the same athletic qualifications.

Knowing the difference in these programs can aid in your athletic marketing program and allow you to continue to compete in the sport while helping to pay for college.

GETTING TO FIRST

The first step, and often the hardest, is an honest appraisal of your athletic abilities. Talk to your coaches to find out at what college level they feel you can participate. Compile a statistical sheet showing your athletic accomplishments in school and community sports program, as well as academic achievements and any community service projects that you have participated in during your high school career. Be sure to include the names and telephone numbers of your coaches, both from high school as well as any other community or traveling teams you played for. Your GPA, test scores, high school ranking, and projected major is also important to include.

Students should send this "Stats" sheet and a letter of introduction to coaches. In this letter, highlight any of your important accomplishments like championship play, important tournaments you participated in, and awards you received. Be sure to research all schools in your state, and other states if you desire in order to find appropriate schools and the level of competition for you. Do not ignore small schools!

Coaches will generally return a response or a questionnaire once this introductory letter is sent. It is very important that you keep communication going with the coaches. Answer their letters promptly and offer them updates on your activities and progress. It is very important to keep your name in front of the coaches. Continue to keep them updated as your senior year progresses.

The most important thing that you, as a student athlete, can do is keep your grades and test scores as high as possible. A student with a 3.5 or higher GPA is a much more attractive athlete than one with a 2.5 GPA. Stress those high grades and test scores on your stats sheet, they're very important.

THE RULES AND REGULATIONS

The NCAA has minimum eligibility requirements. Division I schools require a minimum 2.3 GPA in core courses, with a combined score of 900 on the SAT or a sum of 75 on the ACT (You can qualify as an Academic Redshirt with a minimum 2.0 GPA in core courses, with a combined score of 1020 on the SAT or a sum of 87 on the ACT). With a higher GPA, SAT scores can be as low as 820. Division II schools require a minimum core GPA of 2.0, 820 on the SAT, or 68 on the ACT. Core courses are defined as English, math, social sciences, and additional academic classes that add up to a total of 16 courses. To be eligible for recruitment, a student must register with the NCAA Clearinghouse. The Clearinghouse will verify the classes taken, your test scores, and your GPA.

The rules in the recruiting process are very strict. Parents and students should be aware of their rights, what a coach or college representative can and cannot do, and what the student can do and say.

TERMS TO TACKLE

Here are a few of the important words and phrases in the recruitment process. Do not be deemed ineligible because of a mistake made out of ignorance.

- A "CONTACT" is a face-to-face meeting between any staff or athletic representative at a college and you or your parents or legal guardians. During this meeting, if anything more than "Hello, how are you"; is said, that is a contact.
- A "CONTACT PERIOD" is when authorized coaching staff members are permitted to contact you, usually after July 1st of the summer between your junior and senior year of high school.
- A "DEAD PERIOD" is the time when no one is allowed to contact you. This is usually a different time for different sports.
- A "QUIET PERIOD" is when authorized staff is allowed to make in-person contact on your campus. In-person, off-campus contacts and evaluations are *not* permitted. What constitutes a telephone call? In Division I, a telephone call does not include a fax or e-mail correspondence. In Division II, however, fax or e-mail messages *are* considered telephone calls.

TIPS FOR WINNING

Keep records. As the recruitment process continues, details are important; Which coach said what? Which college had the right majors? These and hundreds of other details will eventually help in the big decision—which offer to accept. Be sure to have a list of questions ready whenever a coach or representative of a college calls. Some families find that it is essential to keep a file for each college. Keep it up to date. When you get off the phone with a coach, make notes on the conversation and put it in the file. These notes can become invaluable once negotiations get started.

The goal that you are striving toward is the day when everyone has agreed and the "National Letter of Intent" is signed. This is the letter that will explain the offer between you and a college and your intent to attend. Find out the specific "Signing Dates" for your sport. A National Letter of Intent is not valid unless it's signed on the deemed signing date.

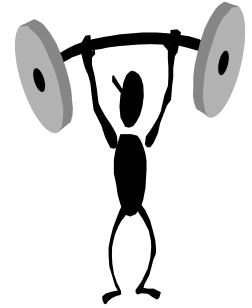


NCAA CLEARINGHOUSE REQUIREMENTS

To be certified by the clearinghouse (so that you may participate in college sports), you must:

1. Graduate from high school.

You should apply for certification before graduation if you are sure you wish to participate in athletics as a freshman at the college to which you will be admitted. The clearinghouse will issue a preliminary certification report when you have had all your materials submitted. After you graduate, the clearinghouse will review your final transcript to make a final certification decision according to NCAA Standards.



2. Earn a grade-point average of at least 2.3 (for D1) or 2.0 (for D1 Academic Redshirt or D2) on a 4.0 scale in NCAA Core Courses.

In a core curriculum of either 16 successfully completed courses for Division I, or 16 for Division II, during grades 9 through 12. Only courses that satisfy the NCAA definition of a core course can be used to calculate your NCAA GPA. See next page for Sheehan courses that qualify.

For Division I, students must complete 10 of the 16 core courses before the seventh semester (senior year) of high school AND 7 of those 10 core courses must be in English, math, or science.

3. At a national test date earn a combined score of at least 37 on the ACT, or a 400 on the SAT with appropriate CORE GPA (Grade Point Average).

For Division I: The minimum grade-point average in the 16 core courses and required ACT or SAT score vary according to the **partial** Initial-Eligibility Index below. The **entire** Eligibility Index is located on the NCAA web site identifying all GPA, SAT, and ACT ranges.

Core GPA	SAT (CR & M)	ACT Sum	Core GPA	SAT (CR & M)	ACT Sum
3.550	400	37	2.350	880	73
2.725	730	60	2.325	890	74
2.700	740	61	2.300	900	75
2.675	750	61	2.299	910	76
2.650	760	62	2.275	910	76
2.625	770	63	2.250	920	77
2.600	780	64	2.225	930	78
2.575	790	65	2.200	940	79
2.550	800	66	2.175	950	80
2.525	810	67	2.150	960	81
2.500	820	68	2.125	970	82
2.475	830	69	2.100	980	83
2.450	840	70	2.075	990	84
2.425	850	70	2.050	1000	85
2.400	860	71	2.025	1010	86
2.375	870	72	2.000	1020	86

Academic Redshirt

Students should register with NCAA Clearinghouse via website at www.ncaaclearinghouse.net

NCAA APPROVED CORE COURSES FOR ELIGIBILITY

Mark T. Sheehan High School

ENGLISH

Creative Writing A
English 3 AP, H, A
English 4 AP, H, A
Literary Themes & Genres H, A
World Literature H, A

MATHEMATICS

Advanced Topics in Math A
Algebra 1 A, H
Algebra 2 H, A
Calculus 1 AP
Calculus 2 AP
Geometry H, A
Pre-Calculus H, A
Probability and Statistics AP, A
Trigonometry H, A

SOCIAL SCIENCE

Africa A
American Government AP
China & Japan A
Civics H, A
Comparative Politics AP
Contemporary Global Issues A
European History AP
Economics AP, H, A
Psychology AP, A
Sociology H, A
United States Government & Politics A, AP
United States History AP, H, A
World History AP, H, A

NATURAL / PHYSICAL SCIENCE

Anatomy & Physiology A
Astronomy 1 A
Astronomy 2 A
Biology AP, H, A
Chemistry AP, H, A
Earth Science H, A
Integrated Science A
Physics AP, A
Topics in Biology A

ADDITIONAL CORE COURSES

French 1 A
French 2 A
French 3 H
French 4 H
French 5 AP
German 1 A
German 2 A
German 3 H
German 4 H
Italian 1 A
Italian 2 A
Italian 3 H
Italian 4 H
Spanish 1 A
Spanish 2 A
Spanish 3 H
Spanish 4 H
Spanish 5 AP



COURSE LEVEL:

AP =Advanced Placement, A = Academic,
H= Honors

GLOSSARY OF COMMONLY USED TERMS



ACCREDITATION – A recognition and maintenance of standards for specialized institutions.

ACT - American College Testing Assessment is an entrance test accepted by many schools in place of the SAT (Scholastic Assessment Test). The ACT includes four curriculum-based tests that measure students’ educational development in English, mathematics, reading, and science reasoning. The tests are based on the major areas of instruction in American high schools and colleges.

ADVANCED PLACEMENT (AP) – The Advanced Placement Program gives students the opportunity to pursue college level studies while still in secondary school and to receive advanced placement and credit, or one of these, upon entering college. The Program provides descriptions and examinations on twenty-nine (29) introductory college courses in fourteen (14) fields.

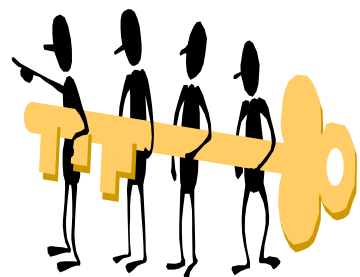
ASSOCIATE’S DEGREE – A degree granted by most two-year colleges and some four-year colleges at the end of two years of study. A student may earn the Associate of Arts or Associates of Science degree, depending on the course of study.

BACHELOR’S DEGREE – A degree granted by four-year institutions after completing four years (or in some cases, five years) of study. A student may earn a Bachelor of Arts or Bachelor of Science degree depending on the course of study.

CANDIDATE’S REPLY DATE AGREEMENT (CRDA) – Originated by the College Board, this agreement establishes a common date, May 1, that is the earliest a subscribing college may require an accepted applicant to say whether he or she plans to attend. About three hundred (300) colleges distribute acceptances in early April and have agreed to wait until May to require an accepted candidate to reply to their offer. This allows students to make informed decisions when all alternatives are known.

CLASS RANK – A student’s standing based on his/her academic record as compared with the other members of the class. In a class of one hundred (100), the “best student” would be number one (1) and the poorest, number one hundred (100).

COLLEGE ENTRANCE EXAMINATION BOARD (CEEB) – The organization which sponsors the most widely accepted battery of tests for college administrations. It is also commonly referred to as the College Board. Registration materials are available in the School Counseling Office. These publications will be helpful to you and your parents in keeping track of registration dates, understanding the format of the tests and interpreting scores.



COLLEGE FAIR – A gathering of college representatives at a central location. Students can walk from booth to booth to collect information. Often accompanied by presentations on admissions, financial aid, etc.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) – Credit by examination is one way for students to receive college credit without taking a course. CLEP is a series of tests that allow students to show what they know in a variety of college disciplines. CLEP offers general examinations in five broad liberal art areas and it offers over thirty (30) examinations in specific subjects, such as Freshman English.

COLLEGE SCHOLARSHIP SERVICE (CSS) – This is the financial aid division of the College Board. It provides a need analysis service for financial aid applicants.

COLLEGE WORK/STUDY PROGRAM – A government supported financial aid program coordinated through financial aid offices whereby an eligible student (based on need) may work part-time while attending classes at least half-time, generally in college related jobs.

COMMON APPLICATION - The standard application form distributed by the National Association of Secondary School Principals to private colleges who are subscribers to the Common Application Group.

COOPERATIVE EDUCATION – A program in which the student alternates between full-time college study and full-time paid employment related to the area of study. Under this plan, the bachelor's degree often requires five years to complete.

CSS PROFILE –Financial aid form required by some private colleges and universities. Very similar to the Free Application for Federal Student Aid but asks for additional information.

DEFERRED ADMISSION – This is an admissions plan whereby a student applies to a college and is notified of acceptance during the senior year of high school. The student then may take off a year for travel, work, or other projects before attending college.

EARLY ACTION – An optional college application plan. Under this plan, highly qualified candidates who apply early, may receive offers of admission by mid-December. Unlike the Early Decision Plan, the Early Action Plan does not allow an institution to request an applicant to make a prior commitment to matriculate, indicate college preferences, or make any response to an offer of admission until the traditional May 1 candidate's reply date.



EARLY DECISION – Some colleges offer to notify applicants of acceptance or rejection during the first semester of their senior year. If a student is accepted it is binding agreement that the student will definitely attend the institution and will withdraw *all* other college applications.

EDUCATIONAL TESTING SERVICE (ETS) – The operational phase of many College Board program including the development and administration of the Board's major testing programs, are carried out under contract by the Educational Testing Service. ETS is a separate and independently governed nonprofit organization.

ENGLISH LANGUAGE PROFICIENCY TEST (ELPT) - An SAT II: Subject Test designed for students with English as a second language or limited English proficiency, who have had at least two years of English-language study in a U.S. high school. The test measures both reading and listening skills.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) – A need analysis form completed by parents and student to determine eligibility for federally sponsored financial aid.

GRADE POINT AVERAGE (GPA) – An indicator of the student's overall scholastic performance. The GPA is computed by totaling the number of grade points earned in each course (generally A = 4, B = 3, C = 2, D = 1, F = 0) and dividing the sum by the total number of courses carried.

MAJOR – The student's academic field of specialization. In general, most courses in the major are taken at the degree-granting institution during the junior and senior year.

OFFICIAL TRANSCRIPT – Most colleges will only accept a transcript that bears the high school seal and is *mailed directly* from the high school to the college. (See TRANSCRIPT)

OPEN ADMISSIONS – The policy of colleges of admitting virtually all high school graduates regardless of academic qualification such as high school grades and admission tests.

PELL GRANT – A grant funded and administered by the federal government for United States citizens or nationals enrolled as college undergraduates. Selection is based on financial need. A free application for Federal Student Aid (FAFSA) needs to be filled out.

QUALIFIED ACCEPTANCE – Occasionally an institution postpones action on an application and will suggest that the applicant pursue a particular course in its summer session or take a reduced course load in his or her freshman year. Upon satisfactory completion of this course, the college agrees to accept the student for its regular degree programs at the beginning of the first or second semester.

RESERVE OFFICERS' TRAINING CORPS (ROTC) – Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy. This combined military education with baccalaureate degree study, often with financial support for those students who commit themselves to future service in the Armed Forces. Local recruiting offices and participating colleges of these services can supply detailed information about these programs.



ROLLING ADMISSIONS – A plan adopted by some colleges whereby students are notified of acceptances or rejection to that college usually within ten (10) days after receipt of a completed application. Colleges using Rolling Admissions continue to accept students until their freshman class is filled. Usually, it is wise to apply early to such colleges, since applications are normally not accepted after the admissions quota has been reached.

SAT REASONING TEST – This test is a four-hour test that measures developed verbal, mathematical reasoning, and writing abilities.

SAT SUBJECT TEST – Subject tests that are more diagnostic measures of actual knowledge acquired in specific areas. These tests are one hour in length.

SAT SUBJECT TEST SCORE CHOICE – An option that allows students to put a hold on all Subject Tests scores at a test administration. After they receive their score reports, they can decide whether or not to release any of their scores to colleges and scholarship programs. Fees are required.

SINGLE-CHOICE EARLY ACTION – An optional college application plan. This program is like other non-binding plans in that candidates who are admitted early need not respond to the offer of admission until May 1, and may apply Regular Decision to other schools.

STAFFORD LOANS – A loan to United States citizens or permanent resident aliens enrolled at eligible post-secondary institutions. While the borrower is in school, the government pays the interest. Selection is based on financial need.

STATE CERTIFICATION – State certification in a particular trade or profession indicates that you meet minimum competency requirements.

STUDENT AID REPORT (SAR) – Detailed analysis from the Pell Grant Program of the applicant's financial aid status based upon his or her filing of certain core data from the FAFSA.

TERMINAL PROGRAM – An education program designed to prepare students for immediate employment. These programs usually can be completed in less than four years beyond high school and are available in most community colleges and vocational-technical institutes.

TERMINAL DEGREE – The highest degree level attainable in a particular field.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) – The test is designed for students for whom English is a native language and whose scores on the SAT I would obviously be affected by the language difference.

TRANSCRIPT – A chronological listing of all subjects taken and grades received. Also may include standardized testing and other objective information. (See OFFICIAL TRANSCRIPT)

UPPER DIVISION – The junior and senior years of study. Some colleges offer only upper-division study—students must have completed the freshman and sophomore years (lower division) before applying and getting accepted to the upper division.

VIEW BOOK – A short colorful book published by a college to highlight its programs, services and activities.

WAITING LIST – In addition to accepting and rejecting applicants, many colleges place students on a waiting list for admission. As accepted applicants decide to attend other colleges, the school will offer their places to students from the waiting list.



WORK-STUDY – A pre-arrangement where a student combines employment and college study. The employment may be an integral part of the academic program (as in cooperative education and internships) or simply a means of paying for college (as in the Federal Work-Study Program).

APPENDIX

Junior Year Planning Calendar
Senior Year Planning Calendar
Sample Transcript Request Form
Comparing the Numbers
Notes & To Do's

JUNIOR YEAR PLANNING CALENDAR



<p style="text-align: center;">September/October</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step up academic efforts - Junior year grades are <u>VERY</u> important! <input type="checkbox"/> Begin identifying sources of college and career information <input type="checkbox"/> Attend college fairs and “parent nights” (Sheehan College Fair – Oct. 6th @ Oakdale Theater) (Choate College Fair – Oct. 12th) <input type="checkbox"/> Meet with college representatives when possible SIGN UP IN NAVIANCE (using your network login) <input type="checkbox"/> Take the PSAT (October 14th, in school) <input type="checkbox"/> Get or stay involved in extra-curricular activities <input type="checkbox"/> Investigate job shadow and internship opportunities in the College and Career Center at Sheehan <input type="checkbox"/> Familiarize yourself with the Sheehan School Counseling webpage, the College and Career Center webpage, and follow the School Counseling Department on Twitter @MTS_Counselors for news and updates <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">November/December</p> <ul style="list-style-type: none"> <input type="checkbox"/> Familiarize yourself with School Counseling college/career computer programs, such as Naviance <input type="checkbox"/> Develop a preliminary list of potential schools or careers that meet your needs <input type="checkbox"/> Discuss your progress with your counselor in your individual planning meeting <input type="checkbox"/> Prepare for SAT by using PSAT Score Report results <input type="checkbox"/> Attend Financial Aid Night (at Lyman Hall HS – Dec. 1st) <input type="checkbox"/> Continue to meet with college representatives when possible - SIGN UP IN NAVIANCE! <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">January/February</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare for semester exams <input type="checkbox"/> Plan your senior year program with your counselor <input type="checkbox"/> Start to develop your list of schools <input type="checkbox"/> Schedule school visits for upcoming vacations <input type="checkbox"/> Continue investigating your school and career options using Naviance and other college search tools <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">March/April</p> <ul style="list-style-type: none"> <input type="checkbox"/> Register to take SAT I, SAT II, ACT, and/or AP Tests <input type="checkbox"/> Register and attend Junior Student/Parent Planning Seminar (at Lyman Hall HS - March 8th) <input type="checkbox"/> Visit schools during vacation <input type="checkbox"/> Begin to identify people you can ask for letters of recommendation <input type="checkbox"/> Naviance college search lesson <input type="checkbox"/> Attend spring college fairs <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">May/June</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take SAT, ACT, or SAT Subject Tests (if needed) <input type="checkbox"/> Take AP Exams, if applicable <input type="checkbox"/> Begin working on applications for military academies and/or ROTC, if applicable <input type="checkbox"/> Schedule college visits for summer vacation <input type="checkbox"/> Prepare for final exams <input type="checkbox"/> <input type="checkbox"/> 	<p style="text-align: center;">July/August</p> <ul style="list-style-type: none"> <input type="checkbox"/> Volunteer some time in areas of your career interest <input type="checkbox"/> Review and analyze your SAT scores <input type="checkbox"/> Visit schools you have researched <input type="checkbox"/> Reduce your list of schools to approximately 4-8 <input type="checkbox"/> Develop a draft of your Activity Resume <input type="checkbox"/> Create an account on commonapp.org or individual school’s websites and begin filling out your applications <input type="checkbox"/> <input type="checkbox"/>

Write in other activities and dates that may be relevant to your individual plan!

SHEEHAN SCHOOL COUNSELING DEPARTMENT
SENIOR YEAR PLANNING CALENDAR

SEPTEMBER/OCTOBER	NOVEMBER/DECEMBER
<ul style="list-style-type: none"> <input type="checkbox"/> Finalize list of schools/college <input type="checkbox"/> Note all deadlines: testing, admissions, financial aid <u>for each school</u> <input type="checkbox"/> Register for SAT Reasoning, SAT subject or ACT <input type="checkbox"/> Process all applications in Naviance & Common App <input type="checkbox"/> Schedule tours and interviews, visits, auditions, etc. <input type="checkbox"/> Review your plans with your counselor <input type="checkbox"/> Complete and submit Activity resume (bring copy to counselor) <input type="checkbox"/> Meet with College Reps/Attend College Fairs <input type="checkbox"/> College fair at Oakdale: Tues, Oct. 6th 6:30-8 <input type="checkbox"/> Request faculty recommendations (verbally & in Naviance) <input type="checkbox"/> Complete NCAA Eligibility Form, if appropriate <input type="checkbox"/> Process applications for early decision, ROTC, Military Academies if appropriate <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Take appropriate SAT, subject test or ACT exam <input type="checkbox"/> Process applications in Naviance & Common App. <input type="checkbox"/> Complete CSS Profile for private schools if necessary <input type="checkbox"/> Investigate and apply for scholarships/Financial aid <input type="checkbox"/> Go to FAFSA.ED.GOV website to apply for financial aid <input type="checkbox"/> Attend Financial Aid Workshop December 1 from 6:30 to 8:00 at LHHS <input type="checkbox"/> <input type="checkbox"/>
JANUARY/FEBRUARY	MARCH/APRIL
<ul style="list-style-type: none"> <input type="checkbox"/> Take appropriate SAT, subject test or ACT exam <input type="checkbox"/> Complete and submit FAFSA <input type="checkbox"/> Still time to complete CSS Profile, if necessary <input type="checkbox"/> Process remaining college applications in Naviance <input type="checkbox"/> Continue searching and applying for scholarships and financial aid. Look for these in Naviance under the colleges tab - scholarship link <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue searching and applying for scholarships in Naviance <input type="checkbox"/> Review acceptance letters <input type="checkbox"/> Review financial aid packages <input type="checkbox"/> Let your counselor know of your status/decision <input type="checkbox"/> Notify college of your choice by May 1st <input type="checkbox"/> Register for AP Exam, if appropriate <input type="checkbox"/> <input type="checkbox"/>
MAY/JUNE	JULY/AUGUST
<ul style="list-style-type: none"> <input type="checkbox"/> Notify schools you have decided not to attend (via letter/email) <input type="checkbox"/> Take "Advanced Placement Tests" if applicable <input type="checkbox"/> Continue search/applying for scholarships <input type="checkbox"/> Begin applying for necessary students loans, if needed <input type="checkbox"/> Finalize your financial aid package with college <input type="checkbox"/> Start your search for summer job <input type="checkbox"/> Continue searching and applying for scholarships and financial aid <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete and submit all materials requested by your selected school <input type="checkbox"/> Schedule and attend college orientation <input type="checkbox"/> Finalize any student loans <input type="checkbox"/> Enjoy your post-secondary journey!

- Students should fill-in any other important dates that pertain to their specific plans
- Student should investigate the New English Student Aid Program, if applicable
- **Males 18+ must register with the Selective Service System. Your college financial aid depends on this.**
To do this go to www.sss.gov.

SHEEHAN HIGH SCHOOL
Transcript Request

STUDENT NAME

TEACHER/OTHER RECOMMENDATIONS:

ON FILE?

1. _____

2. _____

3. _____

Students must identify schools to which you are applying by using the reverse side of this form and submitting it to the clerical staff in the Guidance Department. **It is the responsibility of the student to forward standardized test scores from the testing agency. This should be done at time of test registration.**

* I understand that I am required to identify my requests with the Guidance Department **at least 10 school days before each college deadline**. This gives the Guidance staff sufficient time to process and mail the required documents to the schools I have indicated on the reverse side of this form. The Guidance Department will not be responsible for meeting the deadline of any request that is less than the 10 days required for processing.

* Parent Signature

* Student Signature

PLEASE NOTE PROCEDURES FOR SUBMITTING APPLICATIONS:

STUDENT RESPONSIBILITIES:

1. **Student** sends electronic or hard copy application, fee, and essay to each schools admission office.
2. **Student** requests official SAT or ACT scores be mailed directly to schools.
3. Identify each school/college on back of this form.
4. Request recommendation letters in advance of deadline & follow up with staff.
5. **Student** submits counselor section of application and mid year report to guidance.

GUIDANCE RESPONSIBILITIES:

1. After receipt of this signed form **Guidance** will mail student transcript senior schedule, counselor/teacher recommendation, resume, and profile.
2. Send Mid-Year transcript if required.
3. Send final transcript to school/college student plans to attend.

COMPARING THE NUMBERS

A good way for students to compare their academic standing with a college/university is to do a numbers comparison. Not all admissions decisions are rendered solely on the basis of these numbers but roughing-in selectivity levels of different schools and making comparisons to your numbers is an excellent beginning point. Use this worksheet to help you make comparisons. Begin by filling in your personal profile in column four. Then research interested schools, fill in the data and compare.

<i>School Name:</i>	1.	2.	3.	YOUR INFO
Number of freshmen applications:				
Percent of applicants accepted:				
Percent of accepted applicants ranking in the:				
Top fifth				
Second fifth				
Third fifth				
Bottom two fifths				
Average GPA:				
Average SAT score (V/M):	/	/	/	/
Average ACT score (Composite):				
Require SAT II scores?:				
Average SAT II scores:				
Subject 1:				
Subject 2:				
Subject 3:				
Number of required high schools courses in:				
English				
Math				
Science				
Same World Language				
Social Studies				
Other				
Is this a Reach / Possible / Probable school for you?				

NOTES & NEXT STEPS:

