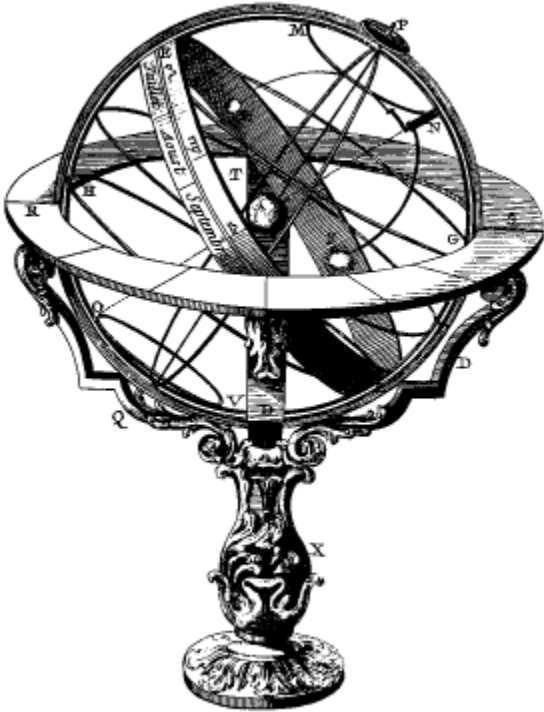


CLASSICAL MAGNET SCHOOL



COLLEGE PLANNING GUIDE

HOW TO USE THIS PLANNING GUIDE

The purpose of this college planning guide is to aid you in preparing for the college application process. Ninety percent of the class of 2012 was accepted to a four year college or university.

The guide begins with a section on *determining your future* which describes the importance of self-evaluation and gives you ideas on how to decide which option to pursue after graduation. Approaches are offered to learn more about career choices and assessment tools are identified that help you match your interests with specific occupations.

Planning calendars are included which highlight the key activities you should complete during each year of your high school career.

The *college planning and application preparation* section offers detailed information on all major aspects of the college planning process. Please pay close attention to this section as it provides important 'how to' information on the college admissions process.

Since college is a major investment, a section on *financial aid* is provided to help you and your parents understand the various sources of aid and how to apply for them.

You and your parents are encouraged to meet with the school counselor for assistance in all of your college and career planning activities.

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Table of Contents

	Pages
Section 1: Determining Your Future	3-7
* Deciding What To Do After High School	3
* Self Evaluation Form	4
* Planning Calendar	5-8
Section 2: College Planning and Application Preparation	9-25
* Definition of College Terms	9-11
* College Admissions Criteria	12
* How to Become a Strong Candidate for College	12
* College Admissions Strength Assessment	13
* Classical Magnet High School Offerings	14
* Types of Colleges and Universities	15
* What to Consider When Selecting Colleges	16
* Finding Information About Colleges and Universities	17-18
* Strategy for Determining Your Final List of Schools	19
* Completing College Applications	20
* Preparing a Resume	21-22
* College Interview	23
* Types of Admission Decisions	24
* Taking Standardized Tests	25
Section 3: Financial Aid	26-30
* Applying for Financial Aid	26
* Sources of Financial Aid	27
* Loans	38
* Major Sources of Financial Aid for Connecticut Students	29-30

DETERMINING YOUR FUTURE

Deciding What to Do After High School

This guide provides information to help you proceed down a path toward college. It is important for you to think carefully about what you want to do and to seek guidance from others about which college best suits your interests, talents, and abilities.

A serious self evaluation is critical to making good decisions about your future. Look at yourself honestly and objectively and ask the following questions.

1. What are my interests?
2. What are my abilities?
3. What are my talents and skills?
4. What experiences have I enjoyed most?
5. What are my career or life goals?
6. What kind of education is necessary to meet my goals?
7. If I could do anything in the future what would it be?

Talk to others that you respect (parents, teachers, counselors, peers) and ask them for their opinions about you based on these questions. Chart your answers on the Self-Evaluation form provided.

SELF EVALUATION FORM

My Ideas

**Ideas of parents, teachers,
counselors and peers**

Interests

Abilities

Talents/Skills

Experiences I
liked

Career/life
goals

Education
needed

If I could do
anything

PLANNING CALENDAR

Planning for college is obviously most intense for students in their junior and senior years. However, the choices that students make as freshmen and sophomores have a dramatic impact on the options and opportunities that they will have after they graduate. Consequently, the planning calendar begins in the freshman year and concludes with graduation four years later.

Freshman Year

September:

- Choose electives each year that will help you define your interests and abilities

Remainder of freshman year:

- Meet with your counselor to talk about colleges and careers.
- Continue working hard to get good grades.
- Concentrate on your academics, develop good study habits, and earn the highest grades you can obtain.
- In addition to our enrichment program, explore opportunities to get involved in extracurricular activities outside of school and join one or two that interest you; but be careful to manage your time so that your grades are not negatively impacted. Remember that you must complete sixty hours of service learning before graduation.

Sophomore Year

Fall:

- Take the PSAT

Spring:

- Take the CAPT
- Continue working hard to get good grades.
- Meet with your counselor to talk about college requirements.
- Try to expand your involvement in school and community activities.
- *Note: if possible, seek out leadership positions in clubs, teams, student government and other organizations. The idea is to become an active participant in school and community related activities. Involve yourself in activities that interest you and where you feel you can make a contribution. It is usually better to commit yourself to a smaller number of activities and be a reliable participant, than to spread yourself too thin by trying to get involved in too many things.*

Junior Year

Fall:

- Take the PSAT exam.
- Notify subject teachers if you intend to take AP Exams in May since they need to be ordered by November.

Winter:

- Review PSAT scores with your counselor.
- Continue working hard to get good grades.

Spring:

- Register by March for the May SAT Reasoning Test register by May for the SAT Subject Tests in June and for the ACT exam in June.
- Research and request information from schools you are interested in attending.
- Attend College Fair to begin to gather information on colleges and/or the military.
- Prepare for the SAT and/or ACT exam by completing their Test Preparation Guides and reviewing your PSAT Report.
- Meet individually with your counselor to develop an action plan
- Create a list of potential college choices, pick 8 to 12 schools. Make sure that your list includes safety, realistic and reach schools.
- Visit schools you are interested in.
- Take AP tests in May
- Take the SAT Reasoning Test, SAT Subject Tests, and ACT exam
- Begin to compile a resume or a list of your extracurricular activities, community service activities, awards, etc.
- Determine the topic of the essay or personal statement that the college you are most interested in requires. Write a draft of that essay or personal statement.
- Distribute three teacher reference forms to teachers who are familiar with you.
- Visit the [fafsa4caster.ed.gov](https://fafsacaster.ed.gov) site and begin the online application.

Senior Year

September:

- Complete a resume listing your activities and accomplishments. Due by October 1st. (See section titled *Preparing a Resume*.)
- Make sure that you have requested recommendations from at least 3 teachers.
- Register for the SAT or ACT exam in October or November. Discuss with your counselor which exam to take.
- Finalize a list of 4 to 6 schools to which you plan to apply. (Be sure your grades and test scores are a good match for the schools to which you apply.)
- Ask appropriate teachers to write recommendation letters for you. Provide them with a copy of your resume and college essay to help them prepare their letters for you.
- Students applying for early action/early decision must have recommendations in to the guidance office by October 1st.
- Visit the [fafsa4caster.ed.gov](https://fafsacaster.ed.gov) site and complete the online application if you haven't already done so.

October/November/December:

- Notify subject teachers if you intend to take AP Exams in May since the need to be ordered by November.
- Prepare your college applications and admissions essays
- Submit completed applications to your counselor. Print or photocopy an extra copy for your records.
Note: Keep a folder or envelope for each school to which you apply. On the outside of the folder or envelope keep a cover sheet with information including the name of the college, phone # for the admissions office and financial aid office, names of contacts at the school, deadlines for applications and financial aid forms, dates when the application and other documents were sent, etc.
- Determine whether the schools you are applying to require the CSS Profile. The CSS Profile can only be completed online and must be paid for (if applicable) by major credit card, debit card or personal check. Fee waivers are automatically given to students who qualify.
- Research sources for financial aid and scholarships. Perform web searches and use local resources including the scholarship booklet from the *Greater Hartford Foundation for Public Giving*.
- Attend financial aid workshop for parents and students.

January/February:

- Prepare and submit the FAFSA (Free Application for Federal Student Aid) as soon after January 1st as possible.
- *Note: all students who want to receive federal or state financial aid must complete the FAFSA form.*
- Prepare and submit the additional financial aid forms that some colleges require.
- Complete and submit applications for scholarships.
- Contact the schools to which you have applied to be sure they have all necessary information.
- Continue working hard to get good grades.

April:

- Review the acceptance and financial aid offers you receive.
- Notify the college of choice you have accepted their offer and send in your deposit before May 1st.
- Sign and return the financial aid forms for the school you will attend.

May:

- Take AP tests

June:

- Graduation!

DEFINITION OF COLLEGE TERMS

Accreditation: Recognized as maintaining standards that qualify the graduates for admissions to higher or more specialized institutions.

Admission Tests: See SAT Reasoning Test, SAT Subject Test and ACT.

Advanced Placement Program (AP): A service of the College Examination Board that provides schools with course descriptions and Advanced Placement Examinations in those subjects. Schools administer the examination to qualified students and several hundred participating colleges offer advanced placement, or college credit, or both to students who obtain a grade of “B” or better on the AP Exam.

ACT (American College Test Assessment): Test battery of the American College Testing Program. It includes tests in English, Mathematics, Social Studies, Natural Science, and an optional Writing section.

Additional Score Reports: Procedure that permits an applicant to send scores to colleges that were not listed on the original SAT or ACT form. This may be done online or through regular mail.

Alumni Interview: Admissions interviews conducted by graduates of colleges to which you have applied.

Associate Degree (AA, AS): The degree given for completing certain college programs of at least two but less than four years of study, usually in a two year institution such as a community college. Typically, an associate degree requires 60 credit hours or completion of 20 courses (3 credits per course).

Bachelor Degree (BA, BS): The degree given for completing certain undergraduate college programs that typically require four years of undergraduate study. Typically a bachelor’s degree requires 120 credit hours or completion of 40 courses (3 credit hours per course).

Calendar: The system by which an institution divides its year into shorter periods for instruction. The most common calendars use semesters, trimesters, and quarters.

Candidates Reply Date Agreement (CRDA): A college subscribing to this agreement will not require any applicant offered admission as a freshman to notify it of his/her decision to attend (or to accept an offer of financial aid) before May 1st. The purpose of the agreement is to give applicants time to hear from all of the colleges they have applied to before they have to make a commitment to any one of them.

CEEB: The College Entrance Examination Board is a non-profit testing organization and produces the PSAT/SAT and is sometimes referred to as ETS. Classical Magnet School’s CEEB number is **070306**.

Class Rank: A student’s approximate position in his/her graduating class, figured according to the student’s grade point average. It may be stated as a particular position, such as second decile (top 20%) or some fraction of the class such as top one-third or the top one-fifth of the class. Classical Magnet School does not rank its students, but we do state the decile.

Common Application: An application form that is used by hundreds of colleges and can be duplicated and thereby saving a lot time and work. It is available in the Guidance Suite or online at www.commonapp.org.

Co-op Program: This is a work-study plan offered by a number of colleges and universities. Campus studies are alternating with terms of full-time related employment.

CSS/Financial Aid Profile: A financial aid service from the College Scholarship Service of The College Board required by some colleges. Students can register at <https://profileonline.collegeboard.com>. After registration, students will receive a customized profile application packet which they will complete and return to CSS for processing and distribution to appropriate colleges and scholarship programs. Remember: not all colleges require this form. Students should contact Financial Aid Offices at all schools to which they apply to determine what forms are needed.

Consortium: Several colleges or universities in an area often join together in a cooperative association which gives students the opportunity to use libraries or enroll in courses at all member institutions, e.g., Five College Consortium in the Amherst, MA area.

Decile: The class ranking of all students in a grade is divided into ten equal sections. Thus a student's rank may be expressed as in the third decile or the top 30% of the class.

Fee Waivers: If you need to take a PSAT/SAT or ACT but cannot afford the test fee, you may ascertain your eligibility for fee waiver by speaking to your counselor. Fee waivers can also be used for the college application fees, but only if they were used to take the SAT.

Financial Aid: A financial package offered to students accepted at post-secondary schools. Need is determined by the FAFSA or other needs analysis methodologies (e.g., CSS Profile). Financial Aid packages usually include a student loan, a grant, and work-study funds.

Free Application for Federal Student Aid (FAFSA): An application that requests information about income and assets of both students and parents to determine eligibility for federal student aid. **All students applying for financial aid must complete this form.** The application may be completed on-line at www.fafsa.ed.gov or you may visit the site to request forms. Forms must be submitted as soon after January 1st as possible.

Grade Point Average (GPA): A student's cumulative average computed by totaling the number of grade points earned and dividing the sum by the number of credits attempted.

Honors Program: Any special program for strong academic students, usually offering the opportunity for academic enrichment, independent study, acceleration, or some combination of these. Consult with individual colleges to determine your eligibility.

Ivy League: A group of very selective colleges: Brown, Columbia, Cornell, Dartmouth, Harvard, Princeton, UPENN, and Yale.

Mid-Year Report: Some colleges require first semester senior grades; a transcript that includes those grades is sent to those colleges.

National Collegiate Athletic Association (NCAA): A clearinghouse that establishes rules about academic eligibility for participation in division I and II athletics in college. Brochures and applications are available in the Guidance Suite.

Need Aware Admission: College includes the ability to pay as a factor in their decision to admit or not admit the applicant.

Need Blind Admission: College makes admission decision to admit or not admit without regard to the applicant's ability to pay.

Official Transcript: Colleges accept only a transcript that bears the high school seal and is mailed directly from the high school to the college.

Pell Grants: A federally sponsored and administered program that provides grants (free money) based on need to undergraduate students. By completing the FAFSA form, students apply for Pell grants.

Reserve Officers' Training Corps (ROTC): A program conducted by certain colleges in cooperation with the United States Air Force, Army, and Navy. Local recruiting offices of the services themselves can supply detailed information about these programs, as can participating colleges.

School Profile: A description of the Classical Magnet School's course offerings, size, test scores, grading system, etc. is sent to all post-secondary schools with all transcripts. Also included are statistics about recent Classical Magnet graduates. This report helps colleges know more about us.

School Recommendation: Your counselor will write a school recommendation that deals with your overall performance in academic subjects and assesses your involvement in co-curricular activities. The counselor includes information from teacher recommendation letters.

Semester: A period of about 16 to 18 weeks making up half of the usual academic year in a college that follows this type of calendar.

Study Abroad: Any arrangement by which a student is enabled to complete part of his/her college program – typically the junior year but sometimes only a semester or a summer – study in another country. The college may operate the campus abroad or it may have a cooperative agreement with some other American college or an institution in another country.

Terminal Program: An educational program to prepare students for immediate employment after completing it. The term usually refers to a program that takes less than four years beyond high school to complete, such as many of the programs at community colleges and vocational/technical institutes.

Transfer Program: An educational program in a two-year college that is offered primarily for students who plan to continue their studies in a four-year college or university.

Trimester: A period of about 15 weeks, three of which, with breaks in between, comprise the academic year. A student makes normal progress by attending all three trimesters each year.

COLLEGE ADMISSIONS CRITERIA

When colleges review your application for admission the following are the criteria that they generally use. These criteria are listed in order of importance.

1. High school record – including courses taken, level of courses, grades received, and total academic load carried.
2. Grade Point Average (GPA).
3. Test results for the SAT or ACT.
4. Extra-curricular activities including school, community, and work experiences. Evidence of leadership roles in these activities.
5. Recommendation letters.
6. Personal interview (not typically required).

HOW TO BECOME A STRONG CANDIDATE FOR COLLEGE

Based on the admissions criteria above, students need to evaluate themselves throughout all four years of high school to determine if they are doing the things that are necessary to become a strong candidate for college.

The next page is a “College Admissions Strength Assessment” that students should review and update during each year of high school to stay on track in making themselves strong candidates for college.

The form provides a solid foundation for becoming a well rounded candidate for college. However, it does not cover everything and students should add or substitute their own ideas and include any unique skills, talents, and experiences that the form does not address.

Colleges look for students who will be able to succeed academically in their schools and who will be good school citizens and to contribute to the life of the school.

COLLEGE ADMISSIONS STRENGTH ASSESSMENT

Keep an up-to-date record of all the categories listed and add any of your own unique strengths, activities, advantages, and experiences that the form may not specifically address.

<u>STRENGTHS</u>	<u>ACTIVITIES</u>	<u>OTHER ADVANTAGES</u>
Academic	School Activities	Strengths of Character
Grades_____	School Gov. _____	Independence_____
GPA_____	Class Officer_____	Reliability_____
Test Scores_____	Publications_____	Courage_____
Honors_____	Officer_____	Persistence_____
Special Projects____	Music_____	Patience_____
Extra Credit_____	Drama_____	Tolerance_____
Outside Courses____	Clubs_____	Concern for Others_____
Internships_____	Sports_____	Other_____
 Other Activities	 Skills/Talents	
Community Service_____	1._____	
Work_____	2._____	
Internship_____	3._____	
Religious_____	4._____	
Political_____		
Unique Travel_____		

CLASSICAL MAGNET COURSE OFFERINGS

9th Grade

Literature
Biology
Geometry
Civics and Greek and Roman Empires
Latin III

10th Grade

Modern Mythology
Chemistry
Algebra II
World History
Latin IV

11th Grade

American Literature
Physics
Pre-Calculus
United States History
Advanced Latin: Republic

12th Grade

British Literature
Physiology
Calculus
Philosophy
Advanced Latin: Empire

TYPES OF COLLEGES AND UNIVERSITIES

Large Universities

Generally 10,000 to 30,000 students, offering the widest range of educational and social experiences, many options for undergraduate majors and degrees, as well as masters and doctoral degrees, usually composed of several smaller colleges.

Examples: University of Connecticut, University of Massachusetts, Florida State University

Liberal Arts Colleges

Smaller schools, under 5000 students providing a general “liberal arts” education, small classes, more individual attention, usually less diversity, fewer choices for majors.

Examples: Trinity College, Springfield College, Connecticut College

Small Universities

Generally around 4,000 to 8,000 students, competitive admissions policies, offer variety in majors as larger universities do and more individual attention as liberal arts colleges provide. They usually have graduate programs.

Examples: Wesleyan University, University of Hartford, University of Vermont

Specialized Colleges/Religious/Single Gender

Technical or specialized schools, whose goal is to offer specialized and saturated experience in a particular field; might be limited to engineering and science, performing arts, or business; students need to be certain about their field of study.

Examples: Worcester Polytechnic Institute, Bentley College, Smith College

Community Colleges/Junior Colleges

Two year schools, provide associate degree and non-degree programs; many students attend community colleges for the first two years and then transfer to a 4-year college. This is good low cost approach to getting a college education.

Examples: Capital Community College, Manchester Community College

WHAT TO CONSIDER WHEN SELECTING COLLEGES

There are a number of characteristics that students should consider when evaluating different colleges. The list below includes several factors for you to think about, perhaps most important among them are the academic program availability, selectivity of the school, how much it costs to attend, and the availability of financial aid.

Academic Program Availability

Does the college you are considering offer the programs/majors you are interested in? Are there any special programs at the college that would benefit you? (Honors programs, special learning programs, tutoring programs, etc.) If you are undecided about your major, does the school offer a wide variety of choices so you can change your mind without needing to transfer to another school. Universities are often good choices for students who are unsure of their major because of the flexibility they offer.

Selectivity of School

How difficult is it to get into the school? Compare your grades, test scores and GPA with the averages for the schools you are interested in attending. This information can be found in online databases such as www.petersons.com, www.princetonreview.com, and www.collegeboard.com. Be realistic when evaluating your chances to get into a school.

Geographic Location

Where is the school located? Do you prefer being in the city, the suburbs, or a rural setting? What part of the country do you want to be in? How often do you want to be able to come home? Remember you may live at this school for four years so think about where you would be most comfortable.

Size of School

What is the size of the student body? How large are the classes? Would you prefer going to a small school, a large school, or something in between? Do you want to stand out at your school or disappear in the crowd? Perhaps, more important than the size of the student body is the average size of most of the classes.

Student Population/Social Atmosphere

What is the make-up of the student body? How diverse is it? You can find this information in the college databases such as Petersons and Princeton Review. Are you going to feel comfortable on campus. If possible, try to visit the campuses of the schools you are most interested in attending. It is the best way to determine if you will be comfortable attending that school. Find out if the school has support programs for new students, is there a fraternity/sorority system, are athletics the focal point of the school?

Cost to Attend/Financial Aid

Think carefully about how much you and your family can afford to pay for each year of college. Determine how much financial aid is generally available to students. This information can be found in the college databases mentioned above. Remember that the state universities in Connecticut (UConn, Central, Southern, Eastern and Western) are good choices because the state offers reduced tuition rates for Connecticut residents. Community colleges are also an excellent bargain and students may transfer from a community college to a four-year college after two years.

Housing

What are the dorms like? Do most students live on campus? If not, will you be able to find off-campus housing? If you have a car, is parking available?

Other

Other factors to consider are graduation and retention rates and the university's endowment fund (money available for scholarships).

FINDING INFORMATION ABOUT COLLEGES AND UNIVERSITIES

DATABASES

In order to make good decisions about the schools to which you want to apply, it is essential that you gather information about those schools. Begin by using databases that contain profiles of colleges and universities in the United States. Available databases include:

www.collegeboard.com

www.petersons.com

www.princetonreview.com

www.collegedata.com

www.collegeanswer.com

www.mycollegeoptions.org

These databases allow you to establish specific search criteria so you can narrow your potential choices by geographic location, size of school, programs offered, and a wide variety of other criteria. **All students who take the PSAT also have free access to MyRoad™, the College Board’s Web-based careers, majors, and college exploration tool. In addition, those students have access to My College QuickStart, which provides a free personalized planning kit based on PSAT results.**

USING THE COLLEGE BOARD DATABASE TO DEVELOP A COLLEGE LIST

Go to www.collegeboard.com and register to establish your College Board account.

Write your user name and password in a safe place!

Select **For Students** and under **Find a College** choose **College Search**. Under **College MatchMaker** click on the **Start** button. Work your way through the sections, making the choices that are important to you.

Type of School	Search for 2-year or 4-year schools or both.
Location	Search for schools within 150 miles of your zip code or select specific states or regions.
Campus Life	Select anything that is critically important, but selecting too many options may restrict your list.
Activities and Sports	Select any activities or sports that are critically important to you.
Majors and Academics	Broad categories of majors will result in a bigger college list. If you are too specific you may not get much of a list.
Admission	Look this over, but don’t choose anything.
Cost and Financial Aid	Skip this section for your first list.
Deadlines	Skip this section for your first list.

PRINTED INFORMATION

Once you have reviewed the profiles of the schools that interest you, visit the individual websites of those for which you have a continuing interest. College websites typically contain a wealth of information about the school and are worth your time to take a closer look. Often you can request catalogs and brochures via the website if you want even more information and you can also download application materials.

COLLEGE VISITS

Spending time on the campus is perhaps the best way to determine if the school is right for you. After having reviewed the websites and other materials you may have requested, the following additional steps are recommended.

Try to talk to people who attend or have attended the school to get their opinions and insight about it.

Speak with representatives from the school by attending college fairs, information sessions, or by calling the admissions office. Be sure to get all your questions answered.

If possible, arrange a visit to the campus to take a tour, sit in a class, and perhaps stay overnight in a dormitory.

STRATEGY FOR DETERMINING YOUR FINAL LIST OF SCHOOLS

By the end of September of the senior year, students should have made a final decision regarding the schools to which they plan to apply. This is a decision that students should take great care in making by having a strategy in mind when selecting schools.

For most students, it is best to select a range of schools in terms of entrance difficulty. Usually, selecting four to six schools is appropriate. Use a strategy as described below:

Reach Schools (1 to 2)

Choose one or two schools that you would really like to attend, but when you compare your grades, GPA, and test scores to the averages for that school, you are not sure that yours are quite high enough to get in. Since reach schools are the most competitive schools to which you apply, remember that if you are accepted to one of these schools, they will likely be the most challenging for you academically.

Realistic Schools (2 to 3)

Choose two or three realistic schools which are your primary choices. These are the schools that you feel you are best suited to attend and appear to be the best match when you compare your grades, GPA, and test scores to the averages for those schools.

Safety Schools (1 or 2)

Students should select one or two schools that they would be satisfied to go to and where they are certain they will be accepted.

COMPLETING COLLEGE APPLICATIONS

Sell Yourself

Completing college applications is important and time-consuming work. It can be made easier if you are well organized and get an early start. Remember that your application is what you are using to ‘sell yourself’ to the college or university. Most colleges have competitive admissions policies and are selective in determining which candidates to accept into their school.

Be Concise

When filling in information about extracurricular activities, community service, or other work experiences take the time to prepare a draft copy on a separate piece of paper. List your activities in order of importance from most to least. Further when describing your activities, be concise and provide enough information so the reader understands the activity and your role in it.

For example: Do not say: “Youth group participant, 200X to 200Y”

 Say: “Youth Group counselor taught arts and crafts to
 6 to 8 year old children at Community Center, summers of 200X and 200Y”

Show Leadership and Commitment

Colleges and universities are especially interested in any leadership roles and experiences you may have had, as well as any organizations or causes to which you made a significant commitment. Be sure to highlight any such leadership roles you played or major commitments that you made during your high school years.

Make the Essay Count

Most colleges require an essay or personal statement. It is your opportunity to tell the college what you want them to know about you. They want to know what kind of person you are and how well you can express yourself. Your college essay should be your best work. Plan it, outline it, draft it, have others (parents, teachers, counselors) review and edit it, revise, revise, revise, and proofread!

Complete and Submit the Application

Make your application the most positive reflection of yourself as possible. That means to take great care in filling it out. Neatness counts and if handwritten, print as clearly and legibly as you can, or if possible, type your application. Do not use white out or erasures. Keep the application crisp and clean with no wrinkles or folds. Complete your application well before the deadline; often the earlier you submit it, the better your chances to be accepted. You may submit the application on-line or through the guidance office. Applications submitted to the guidance office need to be submitted **2 WEEKS** before the application deadline. If you submit your application on-line you must submit a Transcript Request Form to the Guidance Office.

PREPARING A RESUME

What is a Resume?

A resume is a one-page summary of your skills, accomplishments, experiences and education and is designed to capture a prospective college or employer's interest in you.

Your resume is an important tool to supplement your effort to gain admission to college or to obtain a job. Think of the resume as a brochure or advertisement designed to sell a product. In this case, you are the product.

Tips for Preparing your Resume

1. Resumes should be limited to one page.
2. Prepare the resume on a computer and use high quality paper to print it.
3. Resumes must always be truthful and accurate.
4. List the activities starting with the most recent. There is no set list of headings that must be used.
5. Make your resume pleasing to the eye. Use spacing, indenting, underlining, and boldfacing to highlight and separate. Do **not** go overboard and use several different fonts and pitch sizes.
6. Explain briefly any activity that might need clarifying, or list a particular role you played or duties you had. List hours per week of any activity or job that took a significant amount of time.
7. Resumes for employment should include a job or position objective, highlight work experience, and any special training/skills you have. You should also have at least two references (get permission to use these people as references) that you can supply to the potential employer. Indicate on your resume that references are available upon request.
8. Proof read your resume carefully, and ask others to edit and proof read it for you.
9. Review the sample on the following page for ideas regarding the type of information to include on your resume and how to format it.

SAMPLE COLLEGE RESUME FORMAT:

John Doe
100 Main St.
Hartford, CT 06115
(860) 555-5555
jdoe@hotmail.com

Education: *(Include information about your H.S. education.)*

Hartford Public High School, 2000 – present
Expected to graduate in June 2004

Academic Honors:

Math Honor Award, 2003
National Honor Society

Community Service: *(List any volunteer and community service activities in which you participated.)*

Neighborhood clean-up, summer 2002
Reading tutor at grammar school, 2001
Volunteer at Hartford Hospital, summer 2000

Activities: *(List your extracurricular activities including school, community, church, etc. Include any positions of responsibility..)*

Varsity basketball, 2003-2004
Student Council, 2003
Debate club, 2002
Church Youth Group

Skills: *(Include your important personal attributes and skills.)*

Reliable
Self-motivated
Excellent interpersonal skills
Strong math abilities
Certified in CPR

Work Experience: *(List any work experience you have along with a brief job description and the dates you worked.)*

Lawn Service, summer 2003
Retail clerk, GAP 2002 – 2003
Baby sitter, 2001 to present

COLLEGE INTERVIEWS

Some colleges require interviews, some state that they are desirable, and some do not offer interviews. If there is any chance for an interview, you should take it, as it is your best opportunity to make a good impression and let them see the kind of addition you would make to their campus. Interviews most often are with experienced admissions staff, but some colleges (like Trinity) have trained undergraduates conduct the interviews. Interviews typically last about twenty to thirty minutes. Here are some steps you should take before the interview:

- Call or register on-line at least two months before you plan to make the trip for an interview
- Become as knowledgeable as you can about the school, its programs, and its admissions process. Prepare yourself to talk about characteristics you know they seek in applicants.
- Bring an unofficial copy of your transcript to the interview (you can get it from your school counselor).
- Bring a perfectly typed, brief college resume.
- Bring a professional-looking portfolio of your work if you have one available.
- Prepare and practice your answers to some of the commonly asked questions. Bring a list of questions that you want to ask.
- Dress well! (No jeans!)
- Arrive on time or a few minutes early.
- Parents do not participate in the admissions interview, but may be invited to speak with the admissions officer after the meeting.
- Relax! Smile! Make eye contact! Enjoy yourself – admissions interviewers are usually engaging and personable people!
- Send a thank-you note when you return home.

COMMONLY ASKED QUESTIONS

1. What do you know about our college?
2. What are your career goals
3. What are your academic strengths and weaknesses?
4. What kinds of things do you do outside of school?
5. What have you been doing this summer? (If interviewed in summer or fall)
6. If you had high school to do over again, would you do anything differently?
7. Discuss your most stimulating academic experience.
8. What is the most significant contribution you have made to your school?
9. What are your priorities in selecting a college?
10. What book/movie has made a lasting impression on your way of thinking?
11. If you were the admissions officer, why would you admit a student like you to our college?

TYPES OF ADMISSION DECISIONS

Most colleges offer a variety of options regarding admissions decisions to their school. Below are the most common options available to applicants:

Regular Decision – is most common and students submit their applications in the time frame between November and February. The school notifies the student of acceptance or rejection in March or April. Some schools have specific application deadlines and students should review the application carefully to be sure and submit it before the deadline date.

Early Decision – Students who are very sure of their first choice college early in the senior year may apply for what is called Early Decision. Students electing this plan usually agree to withdraw any applications to other schools if their first choice college accepts them. This is a binding agreement to attend if accepted. Such decisions may occur as early as November of the senior year. Remember, you cannot compare financial aid packages under early decision.

Early Action – Many colleges offer a plan known as Early Action. This differs from Early Decision because students are not committed to enrollment. They have the more customary candidates' reply date to indicate their decision, usually May 1st. Students may apply under Early Action to as many colleges as they choose, with the exception of some Ivy League colleges that allow only one early action application when applying to their schools.

Rolling Admissions – Some colleges indicate decisions as soon as they have evaluated a student's credentials and they are complete. These decisions are made any time during the year and in most cases they do not require a response until May 1st; no commitment to attend is expected until that date.

Open Admissions – Colleges admit high school graduates and adults generally without regard to specific academic qualifications. Thus virtually everyone who applies is accepted. Community Colleges have open admissions policies.

Wait List – Students who are qualified for admission but whose credentials are not as strong as others in the applicant pool may be placed on a Wait List or Alternate List. This means that they might be offered a place after the May 1st Candidates Reply Date. The college knows at that time how many students plan to enroll. In some years colleges may not accept anyone from the Wait List because the number of students who were accepted and decide to attend that school fills their quota for the fall. If you want to be admitted from the wait list, you should make sure to let the admissions office know that it is your first choice school.

Deferred Admission: An admission policy whereby a student applies to college and is accepted during the senior year. The student may then defer attending the college for a year and, instead, travel or work.

TAKING STANDARDIZED TESTS

Most colleges require students to take entrance examinations as part of the application process. There are two entrance examinations that colleges utilize, the SAT and the ACT. Students, with the help of their counselor, should determine which of these examinations better reflect their abilities.

Standardized tests are a major factor that colleges use to determine which students they will accept. **Students should do as much as possible to prepare for these examinations.** Students should obtain the booklet “*Taking the SAT-I: Reasoning Test*” from the Guidance Suite.

It is recommended that students plan to take entrance examinations at least twice, once in the spring (May or June) of their junior year, and again in the fall (October or November) of their senior year.

SAT Reasoning Test – is a three hour and forty-five minute exam designed to measure critical reading, mathematical, and writing skills and then compare them on a national scale with other students planning to attend college. Students may register at www.collegeboard.com. It is important to pay attention to registration deadlines. Students who are eligible will receive two fee waivers for this test.

SAT Subject Test – in addition to the SAT Reasoning Test, a number of colleges (generally the more competitive schools) require one, two, or three SAT Subject Tests. Each test is one hour in length and measures what a student has learned in a given subject area. Only after you know which colleges to which you will apply is it possible to know the subjects for which you must take the SAT Subject Tests. In most cases students are advised to take the SAT Subject Tests when they are completing a subject. Remember you cannot take the SAT Reasoning Test and SAT Subject Tests on the same day. Students may register at www.collegeboard.com. Students who are eligible will receive two fee waivers for the Subject Tests.

ACT – this examination measures your abilities in five areas – English, Mathematics, Social Studies, Natural Sciences, and an optional Writing section. As is done with the SAT, the scores are compared on a national scale with other students planning to attend college. Students may register at www.actstudent.org if not using a fee waiver. Students who are eligible will receive one fee waiver for the ACT and must submit registration by mail.

IMPORTANT: Exam schedules, registration dates and forms for the SAT and ACT are available in the Guidance Suite. Registration deadlines are usually four to five weeks before the exam date. Fee Waivers may be used only when registering prior to the deadline. All late registrations must be paid for in full by the student.

APPLYING FOR FINANCIAL AID

Most students will need some financial assistance when they attend college. In order to obtain aid you must follow all the financial aid application instructions provided by each school to which you apply. All public colleges and universities and most private schools require that you complete the Free Application for Federal Student Aid (FAFSA). This form is available on-line or can be obtained in the Guidance Suite. The form is completed by you and your parents in January. The FAFSA requests income information about you and your parents and it is easier to complete if you fill out your federal income tax return before doing the FAFSA; you may also use your previous years Federal Income Tax Returns as an estimate.

Based on the information provided on the FAFSA, an estimated family contribution (EFC) is calculated which is the amount of money you and your family are expected to pay for one year of college. The colleges to which you apply use your EFC to determine the amount of aid you are eligible to receive. Since only limited funds are available, colleges may or may not be able to award you the full amount you are eligible to receive. See the example below:

20,000	cost of attendance (will vary for each college)
<u>-2,000</u>	expected family contribution (EFC)
18,000	amount of aid you are eligible to receive

Some colleges require you to complete forms in addition to the FAFSA, some of which may carry a fee. The **CSS Profile** is a requirement for many private colleges. It is your responsibility to go to <http://profileonline.collegeboard.com> by October and complete the process before the colleges deadlines.

The best source of information on financial aid is the Financial Aid Office of the colleges to which you apply. Contact them directly to get specific information on the forms they require and the deadline dates to complete them. If you have any special circumstances that are not covered by the forms you fill out, contact the Financial Aid Office to discuss them.

CONNTAC (www.conntacinc.org) is also a great resource for students and parents needing help with financial aid, the application process, scholarship searches, etc.

The colleges to which you are accepted will send you a Financial Aid Package along with their acceptance letter or shortly thereafter. The package may meet all or part of your financial need. Students are encouraged to call the financial aid office of the school you are planning to attend if the package does not meet your need.

Financial Aid Packages may include grants and scholarships, part-time jobs and loans. Remember grants and scholarships are outright gifts of money that you do not have to repay. Loans are borrowed funds that usually must be repaid with interest.

Keep copies of all financial aid documents that you prepare including the FAFSA. Maintain a file folder, with the financial aid information for each college to which you apply. Include in the folder records of phone calls to the Financial Aid Office, the name of the person spoken to and their phone number.

SOURCES OF FINANCIAL AID

FEDERAL GRANTS

Pell Grants are awarded to students based on financial need as determined by the FAFSA. Grants may be up to \$5,500 per year. Students apply by filling out the FAFSA and any other financial aid form required by the college.

Supplemental Educational Opportunity Grants (SEOG) are awarded on a very limited basis to students with exceptional need. Maximum award is \$4,000 per year. Grant is determined by the college financial aid office and requires FAFSA and any other financial aid form required by the college.

INSTITUTIONAL AID

Colleges and universities have their own financial aid funds which are used in conjunction with federal money to award scholarships, loans, and employment opportunities to needy students.

CONNECTICUT FINANCIAL AID

The state operates the Capitol Scholarship Fund. Students must complete a Capital Scholarship application and will be required to submit a FAFSA form. Forms are available in the Guidance Department. To be considered for the award students must have a cumulative rank in the top twenty percent of their class at the conclusion of their junior year **or** have scored 1200 or above on any SAT test taken in December or before. Within funding limitations, awards will be given to the most financially needy students who meet either of the criteria noted above.

Note: Grants awarded under the Capitol Scholarship Fund can only be used in colleges located in states that permit their residents to bring their state grants to Connecticut colleges. In addition to colleges located in Connecticut, other eligible colleges are those located in Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, and Vermont.

LOCAL SCHOLARSHIPS

Many local and state businesses offer scholarships and often the employer of a student's parents may offer scholarships for the children of employees. Also, scholarship listings are published periodically by the Guidance Department. The **Greater Hartford Foundation for Public Giving** lists numerous scholarship programs available for Hartford students in their online guide. This guide is an outstanding source of information on local scholarships and should be carefully reviewed by all students searching for scholarships. Students should visit www.hfpg.org/scholarship for more information.

LOANS

In most cases, loans are part of the financial package offered by colleges. Students should think carefully about the amount of debt they must be prepared to payback after college. However, they should also remember that investing in their education is usually a wise decision since a college education will greatly increase their earning power in the workplace.

Perkins Loans

The Perkins Loans program is a federally funded program administered by colleges and universities.

The student is the borrower.

Students may borrow up to \$4,000 a year and a total of up to \$20,000 over four years.

Repayment begins 9 months after the student graduates or leaves college.

Students are considered for Perkins loans by indicating interest in loans when completing the FAFSA form.

Loans are awarded based on need and satisfactory academic progress must be maintained.

Stafford Loans

The student is the borrower.

Students may borrow a total of \$23,000 for undergraduate study.

Repayment begins six months after the student graduates or leaves school.

Plus Loans

Plus Loans are available to parents of dependent undergraduate students.

The parent is the borrower.

The parents may borrow up to the cost of education minus other aid received.

Repayment begins within 60 days of origination.

Parents apply by completing an application available from the college financial aid office or participating lending institutions.

Major Sources of Financial Aid for Connecticut Students*

Grants & Scholarships				
Program	Who is Eligible	Amounts (may vary)	Basis of Selection	How & When to Apply
Federal: Pell Grant	U.S. citizen or permanent resident alien enrolled as a college undergraduate.	For 2010-11, up to \$5,550 a year.	Financial need	Submit a FAFSA and contact college financial aid office.
Federal: Supplemental Educational Opportunity Grant (SEOG)	U.S. citizen or permanent resident alien enrolled as a college undergraduate.	Up to \$4,000 a year.	Financial need	Submit a FAFSA and contact college financial aid office.
Federal: TEACH Grant	U.S. citizen or permanent resident alien enrolled as an undergraduate or graduate student. Be enrolled, or plan to enroll, in course work necessary to begin a career in teaching. Students must score above the 75th percentile on a college admissions test or maintain a cumulative GPA of at least 3.25.	Up to \$4,000 a year. If a student does not follow through with all teaching requirements, the total amount of the grant converts to an unsubsidized Stafford Loan with interest due from the date of the first TEACH Grant.	Intent to teach and academic merit	Submit a FAFSA and contact college financial aid office.
State: CT Aid for Public College Students	CT resident attending a CT 2- or 4-year public college or university.	Up to amount of unmet financial need.	Financial need	Submit a FAFSA and contact college financial aid office.
State: CT Independent College Student Grant Program	CT resident attending a CT independent college or university.	Up to \$8,332 a year.	Financial need	Submit a FAFSA and contact college financial aid office.
State: CT Minority Teacher Incentive Grant/Weisman Teacher Scholarship	Minority junior or senior enrolled in a CT college or university teacher preparation program. Weisman nominees enrolled in math or science middle or high school teacher preparation programs.	Grants up to \$5,000 a year for 2 years; loan reimbursement of \$2,500 a year for up to 4 years of teaching in a CT public school.	Nomination by education dean	Nominations due October 15. Contact education deans at CT colleges listed on application or call the EEIC Hotline at (800)842-0229.
Loans for Undergraduates				
Program	Who is Eligible	Amounts (may vary)	Basis of Selection	How & When to Apply
Federal: Perkins Loan	U.S. citizen or permanent resident alien enrolled at an eligible postsecondary institution.	Undergraduates can borrow up to \$4,000 a year; \$20,000 total with a 5% fixed interest rate.	Available federal funds and financial need	Submit a FAFSA and contact college financial aid office.
Federal: Stafford Loan (interest paid by government while borrower is in school)	U.S. citizen or permanent resident alien enrolled at an eligible postsecondary institution.	Up to \$5,500 a year for 1st-year students, \$6,500 a year for 2nd-year students, \$7,500 a year for 3rd-year students and beyond. Total amount for undergraduate study: \$23,000. Fixed interest rate of 3.4% for new loans since 7/1/11.	Financial need	Submit a FAFSA and contact college financial aid office.
Federal: Unsubsidized Stafford Loan (interest paid or accrued by borrower while borrower is in school)	U.S. citizen or permanent resident alien enrolled at an eligible postsecondary institution.	For dependent undergraduates, the annual and aggregate limits are the same as the Stafford Loan (see above); for independent undergraduates, beginning July 2008, up to \$9,500 a year for 1st-year students (no more than \$3,500 of this amount may be in subsidized loans), \$10,500 a year for 2nd-year students (no more than \$4,500 of this in subsidized loans), \$12,500 a year for 3rd-year students and beyond (no more than \$5,500 of this in subsidized loans). Fixed interest rate of 6.8% for loans since 7/1/06.	Cost of attendance	Submit a FAFSA and contact college financial aid office or obtain an application from a CT bank or student lending institution.

Loans for Graduate Students

Program	Who is Eligible	Amounts (may vary)	Basis of Selection	How & When to Apply
Federal: Stafford Loan	U.S. citizen or permanent resident alien enrolled at an eligible postsecondary institution.	Annual maximum loan amount is \$20,500. Up to \$8,500 of this amount may be subsidized. Cumulative loan limit of \$65,500 for undergraduate and graduate borrowing. (Certain medical school students may be able to borrow up to \$40,500 a year with a cumulative limit of \$189,125.) Fixed interest rate of 6.8%.	Financial need and cost of attendance	Submit a FAFSA and contact college financial aid office.
Graduate PLUS Loan	Graduate or first-professional student who is a U.S. citizen or permanent resident alien enrolled at an eligible postsecondary institution.	Annual maximum is determined by the Cost of Attendance (COA) less any financial aid received, including Federal Stafford loan eligibility. Fixed interest rate of 7.9%.	Credit history	Submit a FAFSA and contact college financial aid office.

Loans for Families

Program	Who is Eligible	Amounts (may vary)	Basis of Selection	How & When to Apply
Federal: PLUS Loan	Parents who wish to borrow to help pay for their child's education.	May annually borrow up to full cost of education less other aid. Graduate students also may borrow through the PLUS loan program. Fixed interest rate of 7.9%.	Credit history	Contact college financial aid office.
State: CHESLA Loan Program	Families with a student enrolled at least half-time in a CT non-profit college or a CT resident enrolled at least half-time in a non-profit college anywhere in the U.S.	May annually borrow up to full cost of education less other aid at a low fixed interest rate (6.80% or APR between 7.16% to 7.33%). Family only pays interest during in-school years. Graduate and professional students may capitalize interest while in school. Upon completion of college, the loan is paid off over 140 months.	Ability to repay loan and credit history	See online application.

Loan Forgiveness

Program	Who is Eligible	Amounts (may vary)	Basis of Selection	How & When to Apply
Federal: Perkins Loan	Perkins Loan borrowers who have served full-time in a public or nonprofit elementary or secondary school as a teacher in a school serving low-income students or a special-education teacher or a teacher in the fields of mathematics, science, foreign languages or bilingual education or other state-designated teacher shortage field.	Cancellation up to 100% of loan balance; 15% canceled for the 1st and 2nd years of teaching, 20% canceled for the 3rd and 4th years of service and 30% canceled for the 5th year of service.	N/A	Contact college financial aid office.
Federal: Direct Loan Program Public Service Loan Forgiveness	Borrowers who enter or are in full-time public service jobs and have made 120 payments on any of the following non-defaulted loan types: Federal Direct Stafford loans (subsidized and unsubsidized), Federal Direct Graduate PLUS loans, Federal Direct Parent PLUS loans and Federal Direct Consolidation loans.	Any remaining balances after the borrower has made 120 consecutive, on-time payments, on their eligible loans.	N/A	See online application.

Work Opportunities for Students

Program	Who is Eligible	Amounts (may vary)	Basis of Selection	How & When to Apply
Federal: Work-Study	U.S. citizen or permanent resident alien enrolled as an undergraduate or a graduate student.	Varies, based on wages and hours worked.	Financial need	Submit a FAFSA and contact college financial aid office.

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