



MONTVILLE HIGH SCHOOL

800 Old Colchester Road . Oakdale . CT 06370 . P: 860.848.1285 . F. 860.848.8067

SCHOOL COUNSELING DEPARTMENT

COLLEGE & CAREER PLANNING GUIDE



2014-2015

Dear Students & Parents,

Welcome to the college planning process! We would like to congratulate the students who have made it to senior year. Now is the time to begin the college application process. We know you have worked hard to reach your goals and are eager to get started planning for your future beyond high school. Montville High School has been very successful in matriculating students into many colleges over the years, so we are prepared to guide you as you navigate this process. Our primary goal is to help you be successful in finding the college that is the right fit for you.

College is a tremendous investment, in terms of money, time and energy. The planning can be an exciting time and a time of considerable stress. Students and parents are faced with many decisions so it is important to keep the lines of communication open between students and parents, and to keep things in perspective. It is important to consider all of the options and make an educated decision on what is the best plan for the student and his/her future.

The process of college admission has become increasingly competitive, mixed with uncertainties, surprises and disappointments. Those who are successful with their outcomes are those who stay realistic through the process. Not every student will attend a “top tier” school, win a full scholarship, or be accepted to every school of their choice. Remember –college is a match to be made, not a prize to be won.

There will be many questions throughout the application process; that’s where we come in. Please do not hesitate to utilize your resources. Additionally, this packet was designed to ease the process with guidelines, tips, and forms that you will need.

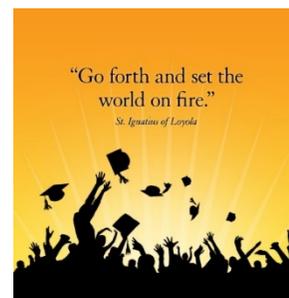
The more that you read, the more things you will know.
The more that you learn, the more places you will go.
Dr. Seuss

Contacting the School Counseling Office

800 Old Colchester Road Oakdale, CT 06370
Phone: 860-848-1285 / Fax: 860-848-8067

Office Hours: 7:30 AM – 3:00 PM

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IMPORTANT FACTORS IN PREPARING FOR COLLEGE ADMISSIONS

ACADEMIC PREPARATION:

- **Four years of English.** Students should to take challenging courses.
- **At least three and preferably four years of Mathematics.** This usually should include Algebra 1, Geometry, and Algebra 2. Students who are able to take more advanced mathematics courses should do so to open more options for college study. Students interested in applying to ECSU, CCSU, SCSU or WCSU need 4 years of mathematics.
- **At least three years of Science.** This should include at least three years of science classes with lab experience (Integrated Science, Chemistry or Physics).
- **At least three years of History and Social science.** Students with interest and ability should be encouraged to take more.
 - **A minimum of two years in a single World Language.** Many colleges prefer three years.

ATHLETICS, EXTRA-CURRICULAR ACTIVITIES

Participation and/or leadership in these areas is important. Skills and attitudes learned through these activities can play a significant role in determining a student's success in college and in life.

ADMISSION TESTS

Usually the SAT or ACT is required. The best preparation, in addition to keeping up in course work, is taking the PSAT in the sophomore and junior year. Reading and vocabulary is extremely important in order to do well on the verbal section of the SAT. SAT preparation classes or materials can be helpful.

EXPOSURE TO THE ARTS

Experience in this area enriches life and can help academic performance.

COMPUTER COMPETENCY

Students must be fluent in the use of computer technology.

A STRONG APPLICATION

This can include recommendations from counselors and teachers, and an essay that is carefully thought out and well-written.

PERSONAL COMMUNICATION

with college representatives, admissions officers, and/or department members (visitations, interviews, phone calls, written correspondence).

REMEMBER

It is never too late to gain skills or experience necessary for further education and career success.

There are many types of careers, colleges and other higher education programs, some with unique requirements. Learn about them and keep in touch with your counselor.

Do not be discouraged by what you feel might be low-test scores or by past difficulties. Be persistent in your college and career plans and goals.

PREPARATION TIMELINE FOR COLLEGE PLANNING

This is by no means exhaustive list, but can serve as a general guideline for planning.

11th Grade

- Meet with your school counselor to review your high school program, graduation requirements, and future plans.
- Explore ways in which classes relate to career opportunities and work situations.
- Plan for taking any appropriate Advanced Placement or University of Connecticut Early College Experience (ECE) courses.
- Sign up for the College/Career Pathways program for earning college credit if appropriate, and take the required courses.
- If you are planning to play a sport or receive an athletic scholarship at a Division I or II college, be sure courses meet NCAA Eligibility Center requirements.
- Complete Student Success Plan tasks
- Utilize the collegeboard.org website for college planning (under "bigfuture," and for PSAT and SAT preparation).
- Take the PSAT/NMSQT (October).
- Utilize the Career Center.
- Look carefully at costs and budgeting for further education.
- Study financial aid and scholarship opportunities.
- Check to see if applications for certain programs need to be made this year, for example appointments to a military academy.
- Take the Armed Services Vocational Aptitude Test Battery (ASVAB) to help explore vocational aptitudes and career possibilities.
- Explore job shadowing options with your school counselor.
- Register for and take the Scholastic Aptitude Test (SAT I and any appropriate SAT II Subject Tests) and/or the ACT. Juniors usually take these in May.
- Read the [Counseling and Career Scholarship News](#) online regularly for updated information.
- Plan visitations and attend college speakers in the Career Center. Take college tours, talk to faculty members and students, and get to know the institutions thoroughly.
- Attend the College Planning Night.
- Carefully select courses for the senior year.
- Learn about the Senior Internship program at Montville High School.
- Plan summer experiences that might develop new skills.

12th Grade

- Take courses which are challenging and which will prepare you well for your goals.
- Meet with your school counselor to review your high school program, graduation requirements, and future plans.
- Complete Student Success Plan tasks
- Complete college or vocational program search utilizing the Career Center, *Naviance*, collegeboard.org, and all possible resources.
- Utilize the collegeboard.org website for college planning (under "bigfuture," and for SAT preparation).
- Know the application process via Common Application and other options. Complete college applications. Watch deadlines, especially for early action or early decision. Many may need to be in during or before November. Some scholarships require early application.
- Apply for scholarships. These are announced throughout the year; deadlines vary. Read the [Counseling and Career Scholarship News](#) online every week.
- Attend the College Planning Night.
- Attend the Financial Aid Evening Workshop.
- Apply for financial aid. Complete the Free Application for Federal Student Aid (FAFSA) in January, and the College Board *Profile* earlier if applicable. Complete all special financial aid application forms for individual colleges. [Watch deadlines](#).
- Register for and take the Scholastic Aptitude Test (SAT I and any appropriate SAT II Subject Tests) and/or the ACT. Seniors usually take the SAT in October or November.
- If you are planning to play a sport or receive an athletic scholarship at a Division I or II college, be sure courses meet NCAA Eligibility Center requirements. Be sure all NCAA Eligibility Center Student Release Forms are completed and submitted.
- Read the [Counseling and Career Scholarship News](#) every week for updated information. Pay very careful attention to deadlines.
- Speak with graduates who have attended college or vocational programs, or who have entered careers about their experiences.
- Plan visitations and attend college speakers in the Career Center. Take college tours, talk to faculty members and students, and get to know the institutions thoroughly.
- Plan summer experiences that will develop or expand career skills and opportunities.

NAVIANCE

<https://connection.Naviance.com/montvillehs>

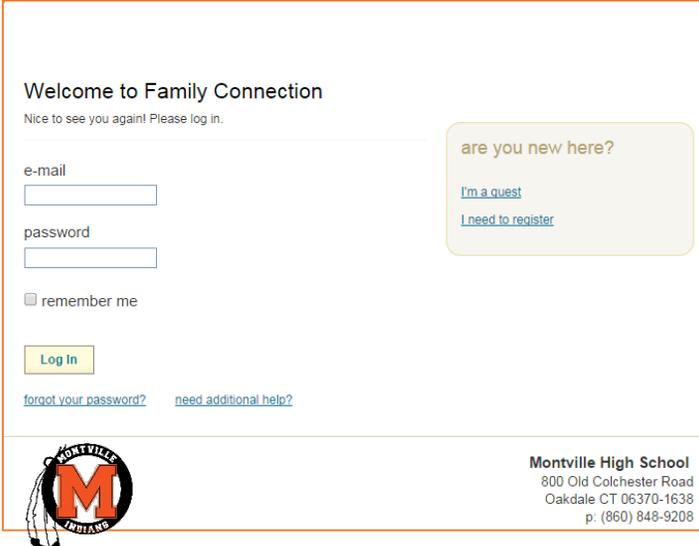
The MHS Department of School Counseling is very pleased to offer *Naviance* for all students. This service provides the very best possible resources for course, college, and career planning. Family Connection is a preparation and advising website for students and parents that is powerful, up to date, secure, and free from any advertising and sponsorships.

Naviance is customized to Montville High School, **and is required for:**

- Requesting all transcripts for colleges and scholarships
- Applying to Common Application Colleges
- Sending transcripts and documents electronically to colleges
- Obtaining forms for:
 - Permission to release transcripts
 - Student "Resume" Sample
 - Letter of Recommendation Request
 - Student Record of Activities
- Completing required interest inventories and student portfolio information
- Signing up for college visitations in the Career Center
- Exploring personal career preferences and interests
- Researching careers
- Researching local, state, and national scholarships
- Searching for colleges and viewing multimedia college profiles
- Accessing Web links and custom pages from our school
- Completing customized student, parent, and alumni surveys

To access Family Connection, students need a registration code provided by Naviance. These are given to students at scheduled times, but can also be obtained from the school counselor .

Parents, can access Naviance as a “guest” by using “indians” as the password.



The screenshot shows the login interface for Family Connection. At the top, it says "Welcome to Family Connection" and "Nice to see you again! Please log in." Below this are input fields for "e-mail" and "password", a "remember me" checkbox, and a "Log In" button. To the right, a box asks "are you new here?" with links for "I'm a guest" and "I need to register". At the bottom, there are links for "forgot your password?" and "need additional help?". The Montville High School logo is in the bottom left, and the school's address and phone number are in the bottom right.

Montville High School
800 Old Colchester Road
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MAKING YOUR LIST

As a senior you probably you have been researching schools for a while, if you are a junior you may be just starting the process either way it is important to pick schools that fall into the three following categories.

What is a “safe” school for me?

These are schools where your chances are highly likely or certain for admission.

What is a “target” school for me?

These are realistic schools or those that match your credentials well. You’re GPA and test scores are in line with the averages of those students accepted.

What is a “reach” school for me?

These are schools that are considered a long shot. Your profile may not match exactly that of an accepted student. However, you are encouraged to apply to at least one reach school. You never know what a college may be looking for, beyond the numbers. You may have “it” and your reach school becomes a reality.

Use the information on Naviance to compare your profile with that of the colleges on your list. We also suggest using the college’s admission profile, which can be found on the admissions section of their website. The statistics will represent GPA and test score averages of those students who were accepted from the entire applicant pool.

Factors to Consider

The most important factor to consider in creating your list is FIT. How do you know if a college is a good fit for you? Ask yourself these questions:

Does the college offer a program of study that matches my interests and needs?

- If you know your major, it makes sense to target schools that will accommodate your interests and strengths. It is also wise to look for colleges that may have strength in your desired major, but not necessarily colleges that focus only on your major, (what if you change your mind?)
- At least 60% of college student change their major, so if you are undecided that is OK. You may want to consider a college that has a wealth of majors and options.

Does the college provide a level of academic rigor that matches my aptitude and preparation?

- Evaluate your comfort level. Are you OK with just “getting by”? Do you prefer to play it safe in a less-challenging environment? Do you need to work extra hard to get average grades? Do you like to challenge yourself?
- MHS has prepared you well for what lies ahead, but you must match the academic environment at the college without getting in over your head. Look for a challenge but do not overwhelm yourself.

Does the college offer a community that feels like home?

- Maybe you have already visited a campus that feels very comfortable to you, or maybe that is yet to come. You may have an intuitive reaction to a campus, and just know that you've found a good match.
- Consider the people that will surround you at college, along with the environmental factors. Do these things match your personality and characteristics? Would you have to leave your comfort zone to fit in?

Does the college value you for what you do well?

- Consider your contact with admissions prior to being accepted – did you feel valued?
- Are your talents recognized with scholarships or other academic opportunities?
- Are your questions answered in a timely manner?
- Does the college feel genuine to you?

In addition to the above considerations, here is a longer list of factors to consider when narrowing down your list:

- Campus size
- Public vs. Private
- Cost
- Location
- Distance from home
- Residential opportunities (dorms, suites, apartments)
- Student body size
- Faculty
- Diversity
- Availability of special programs and diversity of majors
- Quality of programs
- Athletics, clubs, and activities
- Student support services
- Research opportunities

STUDENT INSTRUCTIONS FOR SUBMITTING APPLICATIONS

- Students must be registered on Naviance Family Connection.
- Students are responsible for requesting school-related documents for applications, including transcripts and recommendations, through Naviance Family Connection.
- Students are responsible for providing the following information to colleges.
NOTE: This information will no longer be provided on transcript.
 - SAT/ACT scores (forward from Collegeboard.com or ACT.org)
 - List of school/sports/community service activities (*in the form of a student resume*)

For the Common Application

1. Create a Common Application account at: <https://www.commonapp.org> (also under *links* on Naviance Family Connection home page). Save your username, password, and Common App ID number!
2. Log onto Naviance. Make sure you have done the transcript release permission form!
 - a. Click on *colleges* tab. Make sure you have selected and listed "colleges I am thinking about" and have moved them to the "applying to" list.
 - b. Click on *colleges I'm applying to*
 - c. Complete the FERPA privacy notice for the Common Application. You must completely fill out the education part of the Common Application before you can sign the FERPA waiver. Once you have completed the waiver, you need to go to Naviance to match up Common Application and Naviance. You will need to use the email address that you used on the Common Application and password in the boxes where indicated.
3. Check to see if the school(s) you are applying to are Common Application, Naviance participants without the Common Application, or Neither (not accepting electronic applications). These are indicated by symbols under *colleges I am applying to*.
4. Request through *Naviance* that transcripts be sent to colleges you are applying to.
5. Make sure your SAT and/or ACT scores are sent to each appropriate college. You may have had this done when you took the SAT or ACT.

If the college is a Common Application or Naviance participant, then

1. Request teacher recommendations via Naviance (as soon as a teacher agrees to write a recommendation).
 - a. Click on *colleges* tab
 - b. Click on *colleges I am applying to* tab
 - c. Click on *add/cancel requests* under Teacher Recommendations, selecting the appropriate teachers
 - d. Complete all portions of the application and submit electronically before the deadline
 - e. Be sure your transcripts release form has been signed and returned to your counselor.
 - f. Do not submit envelopes or extra forms – everything is done electronically.

If the school does not accept electronic documents

1. Complete all student portions of the application and submit prior to the deadline.
2. Be sure your transcripts release form has been signed and returned to your counselor.
3. Request through *Naviance* that transcripts be sent to colleges you are applying to.
4. Make sure all secondary school report forms are turned in well before the deadline.
5. Give teachers who have agreed to write recommendations a stamped, addressed envelope for each school along with any necessary teacher

Application Icons



means the college is a Common Application college, and the student will be able to submit transcripts and letters of recommendation electronically, provided the student is applying online using the Common Application.



means the college does not use the Common Application, but documents and transcripts can be sent electronically.



means the college is not able to receive documents or transcripts electronically through *Naviance*.

COLLEGE ADMISSIONS POLICIES

Regular Application Deadline and Candidate's Reply Date

Most colleges have an application deadline such as January 1 or February 1. All students are then notified of acceptance, non-acceptance, or wait list status, often on a common date such as April 1. If accepted, applicants must usually notify the college by a certain date, such as May 1.

Rolling Admissions

Under this program, colleges consider each applicant when all required materials are in. Notification of acceptance or non-acceptance is sent as soon as a decision is made, on a continuous basis.

Early Decision

This plan is for students who definitely know they will attend that college if accepted. Early Decision deadlines can be as early as November 1, with a decision usually made by mid-December. This is a binding decision, and if accepted, the student is under obligation to attend that college and withdraw all other applications.

Early Action

Under an Early Action the student is not under obligation to withdraw all other applications if accepted. This is the best way to go if a student has a strong preference, but still wants to keep options open for other colleges and financial aid opportunities.

APPLYING TO COLLEGE AS A STUDENT WITH A DISABILITY

Students with a disability must self-advocate by knowing their disability and by being able to describe it and how it impacts their learning to others. At the college level, students are responsible for identifying and requesting appropriate support services. However, a college is not required to follow an IEP or high school 504 plan, and does not have to provide any accommodation or service that would fundamentally alter the nature of a course.

Students with an Individual Education Plan (IEP) or a Section 504 Plan should work with their case manager or school counselor to determine testing and other information that may need to be sent to colleges in order to access possible services such as tutorial support, academic advising, reduced course loads, or study skills programs. Testing to document a disability must be done within three years of graduation. If a college has a special support program, the student should be in contact with the director of that program during the admissions process to discuss the types of services he or she has received in high school and may need in college.

Juniors and seniors in high school with documented hearing, learning, visual, or physical disabilities may wish to request special accommodations for college entrance exams, such as additional time or large type. In order to qualify, the student must have a current IEP or 504 Plan and must be currently receiving the same accommodations in school. Eligibility guidelines and necessary forms are available through the School Counseling office.

HOW TO WRITE A COLLEGE APPLICATION ESSAY

*By Margaret Metzger
Brookline High School, Massachusetts*

Many colleges require a short essay as part of the application process. The directions for the essay vary from college to college. Most colleges offer some variation of the topic. "Tell us more about yourself."

Like most students, you might hate this subject and dread writing the essay. You know that it is a crucial piece of writing and that it must be done, but secretly you hope somehow to avoid the task. Like most tasks, the tension created by procrastinating is worse than the work itself in this case, just sitting down and writing the essay.

You can use the college essay to strengthen your application. In fact, your essay can be the strongest part, presenting you as a thoughtful, sincere, interesting applicant. You can use the college essay to explain mistakes of the past—failed courses, low SAT® scores, or few extracurricular activities. Best of all, you can demonstrate that you know how to write well, an ability all colleges value.

FIND A TOPIC

Colleges genuinely want to know who you are. Although it is difficult to believe, they do not have an "ideal student" in mind. They want a variety of students. They understand that they can't know everything about you by your grade point average and your SAT scores. They want to know what kind of person you are, what aspirations you have, what struggles you have gone through, what is important to you. They ask you to write an essay about yourself because they want more personal information.

Before you write, think about how you may be different from other applicants. What unusual experience would you bring to the college? What interests, activities, travel, struggles, or situations have had a particular impact on you? You are probably thinking, "Nothing is special about me; I'm just an average kid." That's what most students think. Sometimes it helps to ask other people what they think is unique about you.

If you know exactly what you want to write about, you are lucky. Use that topic. Be sure to consider the traditional, but appropriate and effective, topics, such as academic achievements, extracurricular activities, travel and work experiences, and life-changing events.

Also think of more subtle accomplishments. What kind of student are you? In which class did you learn to think, to study? What do you do with your free time? What have you done for the past two summers? What words would

you use to describe your personality? Do you belong to any organizations outside high school? What jobs have you held? What have you learned about organizing your time? Who is your most unusual friend? What magazines, newspapers, columnists, or authors do you like to read? What are some of the failures or disappointments in your life? What kind of plans do you have for the future? Who has been influential in your life? What responsibilities do you have at home? What do you do for other people? What does music (particularly playing or composing) mean to you? How have you changed (besides physically) in the last four years?

BE SPECIFIC

Remember that the admissions board is reading hundreds of applications, and you must make yours memorable. Some students resort to gimmicks: 8-inch-by-10-inch glossy pictures of themselves hang gliding, or a videotape or a cartoon book about themselves. You may have heard stories about an ordinary student getting into an exclusive college by taking a creative or startling approach. But gimmicks are high risk. Maybe the admissions board does not have the time or the equipment to play the videotape of your band. Maybe you will seem egocentric or cute or, more likely, as though you are dodging the difficult task that everyone else has done: writing an essay.

You can make yourself stand out from the crowd and stress your individuality by a less risky method. Your English teachers have been telling you for years to use specifics when you write. Specifics make a piece of writing memorable. This basic principle of good writing applies, as well, to writing the college essay. Be specific. Tell the truth about yourself as specifically as possible. If you claim that you like school, say exactly what you like: "I like biology and got particularly interested in a three-month project I did about algae on the teeth." Always be as specific as possible.

NARROW YOUR TOPIC

You have only one-and-a-half to two pages for this essay. You can't write about everything that has ever happened to you. You need one to three topics for this paper. You must pick a few of the most important aspects of your identity.

If you cover too much, you will be forced to be superficial. Don't say, "I like school. I am a leader. I play basketball. I've traveled to Sri Lanka, Alaska, Iowa, and South Africa. I play the violin. I work every weekend. I believe in responsibility. I want to be famous." Pick one,

two, or at the most, three important things about yourself and concentrate on them.

SHOW, DON'T TELL

You need to know and apply the writing principle of "show, don't tell"; Give the readers such convincing evidence that they draw the conclusion you want them to draw. If you provide all the evidence of your fine qualities, you don't have to list them. Besides, the college will be much more likely to consider you sincere if you give examples rather than a list of glorious adjectives about yourself.

For instance, you might be embarrassed to say, "I am extremely responsible." Instead you could say, "Last summer, I was put in charge of 12 ten-year-old girls for a three-day hike." When the college admissions board members read your example, they will come to the conclusion, "Ah, some adult must have felt this applicant could be responsible for a dozen children's health and safety for several days. This sounds like a responsible person." Give your readers the evidence and examples, and they will reach the right conclusions.

DESCRIBE WHAT YOU HAVE DONE

You don't need a long list of flashy experiences. What you have experienced is not as important as what you have done with the experience. Real maturity depends on how you understand what has happened to you and whether you let your experiences change your perceptions.

Colleges want to know how you have reacted to your experiences. For example, many students have failed some test or course. Colleges would like to know what you did with that failure. Did you mope? Blame the teacher? Quit doing homework because you were angry at the failure? Did you see the failure as a warning, an impetus, a challenge?

Even if you write about something exotic, you must say what you did and what you learned. One student went to Israel for two weeks; her only observation was that the Israeli women wore longer skirts than the Americans. Her trivial description revealed her immaturity and poor powers of observation.

When you are explaining what you learned, do not say, "I learned a lot." Be specific. Tell exactly what you learned. You want to show colleges that you will change and grow through a college education.

FOCUS ON YOURSELF

If you feel self-conscious writing the essay, you may be tempted to dodge the task of writing about yourself and write, instead, about something related to you, such as a group or an organization you belong to. Avoid this approach.

WORK ON THE FIRST SENTENCE

There are two opposing approaches to making a strong opening sentence. The first suggestion is that you spend hours on the first sentence because it sets the tone and direction of the essay. The reasoning is that you need to know where you are going before you begin. The problem with this approach is that students become paralyzed trying to find the perfect beginning.

The second suggestion is that you begin anywhere and write the first sentence last. The reasoning is that you need to get started, and you don't know what you will end up saying until you have finished the essay. You may discover that your essay really begins in the middle of the second or third paragraph, and you can cut out all the preliminaries. Then you can start with a sturdy statement. The problem with this approach is that you might begin an essay without a sense of direction and wander too much.

You may go back and forth between trying to write a perfect beginning and just trying to get started. No matter what you do, when you finish the essay, go back to the beginning and work on the first sentences. Cut out all wordiness. Make it specific. Check the grammar.

FINAL BIT OF ADVICE

Millions of students before you have written college essays. They hated the task, too. But it must get done. Of course, it is better to write it long before the deadline. The real problem for most students is how to get started, what topic to use, and how to avoid procrastination.

The solution is simply to begin.

What Students and Parents Should Know

Some Questions to Ask College Representatives

Based on my experience as a counselor and having helped two sons prepare for and get through college, I compiled a list of questions students and parents can ask to get some practical and useful information. Answers to some of these might not be readily available in catalogues or other publications. It may be useful to review these questions before attending sessions with college representatives in high schools or at college fairs, or during campus visitations. They cover a variety of topics, and are in no particular order of importance.

- How many freshmen usually return for the sophomore year?
- Is housing available to all who want it? What is its quality?
- Are underclassmen allowed to have cars on campus?
- Are classes taught by professors or graduate assistants?
- Are highly regarded professors available to freshmen?
- How available are the professors or advisors for consultation? Do they have regular office hours?
- Is there an honors program available to freshmen?
- How much technology is available to students in classes and on campus?
- Can you take classes in your major area of interest during the first year?
- What is the college administration's attitude and record regarding alcohol and drug abuse?
- What are the major social and cultural activities?
- Can you earn the degree you want in four years?
- What is the security situation on campus?
- How large are the classes for freshmen?
- Will you get credit for AP or high school Cooperative classes?
- How much weight is given the SAT in the application process?
- What academic experiences are available beyond the classroom?
- What is the accessibility and quality of recreational facilities?
- What is the extent of influence of fraternities and sororities on campus social life?
- Are there opportunities for informal interaction among students, faculty, and administrators?
- How much academic support and advisement is available to students?
- Are there appropriate special services available for students with individual needs?
- What is the nature of dining facilities and quality of the food?
- What kinds of financial aid are available to students?
- What percentage of students receive financial aid based on financial need?
- Are there employment opportunities on campus other than those in financial aid packages?

COLLEGE VISITATIONS SCHEDULED DURING SCHOOL HOURS

Students should schedule college visitations at times that do not interfere with school attendance. However, if a tour or interview must be scheduled during school hours, the following guidelines must be adhered to:

- Counselors have the authority to approve tours or interviews at colleges or universities.
- Only scheduled tours, personal interviews, or planned college admissions activities approved by a counselor will be allowed as a “no count” absence.
- Students are required to show verification that they attended the appointment or event scheduled during school time.

WHY IT IS IMPORTANT TO HAVE A STUDENT RESUME

By [*MyCollegeCalendar*](#)

Everyone knows that competition for college admission is incredibly tough. College-bound students should seize every possible opportunity to put themselves ahead of their competition; one way to get noticed by college admission officers and take the lead for available admission slots is to create a professional student résumé.

Students who create a résumé show they are willing to go beyond the required application materials to demonstrate the initiative that college admission officers like to see. Résumés allow students to present themselves in the best possible manner; they can emphasize their strengths, highlight accomplishments, and present information in the order that best shows their college potential and overall personality. On college applications, students are forced to complete information as it is displayed on the application form, while résumés give the freedom to present accomplishments as best suits the student and, as a result, to shine more in the eyes of college admission officers.

Students - there are numerous ways to effectively use your student résumé beyond simply including it with college applications. For example, during campus visits when you meet with college professors, who teach classes in your major, provide a copy of your résumé for their consideration of you as a prospective student entering their department next year. This typically creates a tremendous, “Wow factor”, which usually results in professors becoming advocates for your admission. In addition, scholarship applications are greatly enhanced by including a profession-looking résumé and doing so will increase your odds of winning the award.

In addition, provide a copy of your student résumé to each adult writing recommendations on your behalf this fall. This way they can write outstanding recommendations by using some important details shown on your résumé.

Creating a great student résumé demonstrates your drive and enthusiasm to college representatives and scholarship sponsors. A well-written résumé creates the advantage you may need to gain admission to your college of choice and to win significant scholarships.

Take the time to create a detailed student résumé this summer; it will be worth the effort.

STUDENTS NAME

Address • City • State • Zip • Phone number • E-Mail Address

“Student Activity or Biography” outline is a “resume” of your school information and activities. As you enter your senior year, compiling a summary of your school years will become very helpful, especially when filling out scholarship and college application. This “Resume” is helpful when seeking letters of recommendation and can be longer than one page.

EDUCATION

MONTVILLE HIGH SCHOOL 800 Old Colchester Road, Oakdale, CT 06370

Counselor’s Name 860-848-1285 | Counselors E-Mail Address

Dates attended MHS	9th grade	GPA:	Class Rank:
	10th grade	GPA:	Class Rank:
	11th grade	GPA:	Class Rank:
	12th grade	GPA:	Class Rank:

College Board / College Entrance Tests:

Test	Date	Test Results
PSAT:		Critical Reading: ; Math: ; Writing:
SAT:		Critical Reading: ; Math: ; Writing: ; Total Score:

Advanced Placement Courses: *(list AP courses here)*

UCONN Early College Experience: *(list UCONN ECE courses here)*

College Career Pathways – through Three Rivers Community College:

If applicable list any “CCP” courses through Three Rivers Community College

Other College Placement Tests:

ACT: Date English: ; Writing: ; Math: ; Science: ; Reading: ; Composite:

RECOGNITION / AWARDS

Example: 9, 11, 12th Grade: Perfect Attendance
10th Grade: Science Award
11th Grade: Montville High School Scholar Award: Achievement in: Math, Music & Science & Dedication in: English & Social Studies
12th Grade: Dartmouth Award

EMPLOYMENT

*If you had a job or not list something in this section: If you held a job list name of employer, address, contact person and phone number, if you have **not** held a job write up a statement as to why – (example – was concentrating on community service, after school activities and academics.*

SCHOOL ACTIVITIES

Example: Stage Crew: Teacher/Advisor – Contact # or email
9th: Summer Theater – “The Glass Slipper” – Taking care of setting up “Set” changes, keeping kids organized and behaved backstage, and applying their eye makeup. (15 hours)
11, 12th: Spring Play: Taking care of setting up “Set” changes and curtain calls; make-up.
MHS Chorus Teacher/Advisor – Contact # or email
9 – 12th: Holiday Dinner: Girls Chorus performed selections of Holiday concert for all dinners (2 hours)

LEADERSHIP POSITIONS

Example: Volleyball Coach Name – Contact # or email
10-11th grade: Presented Awards For sports awards night, designed individual award certificates and presented the certificates to the freshman and JV volleyball players. (4 hours)

COMMUNITY SERVICE

Example: Leo’s Club Contact person – Contact # or email
12th: 5/05 - Montville parade running the spin art table, inflating helium balloons
(Friday –5 ½ hours and Saturday – 13 hours: Total 18 ½ hours)

Download this sample from Naviance:

Log in, select the "document library" folder, located on the right of your home screen, then select "student forms/information"

GUIDELINES FOR SCHOLARSHIPS AND FINANCIAL AID

Financial aid opportunities can be based on many factors including financial need (determined by expected family contribution, but subject to many additional and changeable factors), academic performance, specific skill areas or preferred areas of study, parental affiliation with organizations or places of employment, nomination by school staff, or other criteria.

Types of Financial Aid

The main types of student aid include grants and scholarships, loans, and work opportunities provided by colleges. Students may be offered a combination of these by particular colleges. The basic form for all colleges is the Free Application for Federal Student Aid (FAFSA). Information on completing the FAFSA on-line is available in the School Counseling office, although they cannot be filed before January 1, of the senior year. The main federal programs are Pell Grants based on financial need, Perkins Loans obtained at the college financial aid offices, and Subsidized or Unsubsidized Stafford Loans. All of these require the FAFSA. The FAFSA is available on the Internet at www.fafsa.ed.gov.

The College Board processes the CSS/Financial Aid PROFILE, which is required by some colleges, particularly some of the more selective private ones. The PROFILE form lists colleges that require it, and can be completed anytime through the application or on line at the College Board website: www.collegeboard.com. There is a small fee. The College Board also offers an online scholarship search at the same website.

Connecticut offers many types of scholarship and loan programs. For example, Capitol Scholarships for up to \$2,000 a year are available for students who meet certain academic and SAT criteria. Applications must be submitted before February of the senior year. Information is given in the *Counseling & Career Scholarship Newsletter*.

Questions To Ask Colleges Regarding Financial Aid

- Are special financial aid forms and supplemental financial aid forms needed?
- Does the college meet 100% of financial need?
- Are home equity or retirement assets taken into account? (If so, this will increase the amount the college thinks you can afford.)
- What is included in the cost of attendance? (Books, transportation, fees?)
- What is the expected student contribution?
- How are outside scholarships treated? Are other grants reduced because of these?
- Are unsubsidized Stafford loans and PLUS loans considered financial aid? (They shouldn't be, since they are meant to help families finance their expected contribution.)

Applying For Scholarships

The Montville High School Department of School Counseling receives notices on scholarships from many different sources throughout the school year. All information is filed in the Career Resource Center and is published on-line in *The Counseling and Career Scholarship Newsletter*. Students should make sure they read this publication. In addition, students should listen to morning announcements, since some scholarship information is presented then, especially scholarships that might be of interest to many students. Students can also access scholarship information on the computers and in publications available in the Career Center and through their *Naviance Family Connection* account. Students log in and select the *college tab* then *scholarship list*.

When applying for scholarships:

- Obtain scholarship information and application forms thru *Naviance Family Connection* and from the Career Center, or on-line from the Scholarship Newsletter Web Page: <http://www.montvilleschools.org/subsite/mhs> Click on "Scholarship Newsletter"
- Complete the application, making sure all established criteria are met and all necessary steps are taken. If transcripts are required, a release form for this purpose must be signed by a parent or guardian.
- Bring the completed application and all necessary materials to the School Counseling office **at least a week before the deadline**. **If you submit your college application on line, notify your counselor.**

Montville Scholarships

Montville High School students should be sure to apply in March for *The Isaac Emerson Palmer Scholarship*. The Palmer Scholarship Fund was founded by Townsend Palmer in memory of his father, Isaac Emerson Palmer, a leading Montville industrialist in the mid 1800's. Each year many seniors are offered scholarships through this program and the scholarships may be renewed while in college.

Applications for *Montville High School Scholarships* are available in March. By completing this application, seniors can become eligible for many different grants and awards. Be sure to read instructions carefully for these, as some may require additional applications. As in all cases, be aware of deadlines.

Other Scholarships

Many scholarships are offered locally and through the colleges and universities themselves. Some of these are automatic, as with the University of Connecticut Merit Scholarships and merit scholarships at many other institutions; others require specific and separate applications. It is important to read the college catalogue and application carefully regarding institutional scholarships and grants.

Local and regional agencies, businesses, and civic organizations offer a variety of excellent scholarships (*Note: There are over 350 scholarship applications available throughout the year, in the Career Resource Center*). Applications for these are made available through the School Counseling office, and are announced on Naviance and in *The Counseling & Career Scholarship Newsletter*.

Watching Out for Scholarship Scams

Most publicized scholarships are legitimate. However, there are occasional offers from unfamiliar sources that are deceptive or fraudulent. If you are suspicious of any scholarship offer or information, let your school counselor know. We have in our office detailed information regarding what to watch out for. Some general warning signs are:

- Any scholarship that charges an application fee, even a small one. Legitimate scholarship sponsors do not usually charge students a fee for applying.
- Additional fees charged to apply for or receive an award.
- Guaranteed money.
- Unfamiliar scholarship programs that contact you (rather than responding to your inquiry or application).
- Lack of a clear address or telephone number for further information or clarification.
- Requests for personal information that would normally not be solicited, such as bank account or credit card numbers.
- Project Scholarship Scam [.www.ftc.gov/scholarshipscams](http://www.ftc.gov/scholarshipscams)

Some Considerations

During the planning for financing college, students and parents should consider the following:

- The overall key to obtaining financial aid is maintaining good school performance.
- Colleges and universities handle outside scholarships in different ways. It is important to know if grants or loans offered by the college will be reduced because of these.
- Unsubsidized Stafford Loans should not be considered financial aid by the college. They are meant to help families finance their expected contribution.
- If Advanced Placement or UCONN ECE courses are accepted, these can take considerable time off some college programs.
- Colleges that cost more may be able to provide you with more financial aid. This may or may not bring more expensive colleges within range of less costly ones, but it's worth investigating.
- Financial aid packages offered by colleges and universities can be negotiated. It is possible (and common practice) to speak with college financial aid officers about adjusting their offer, especially if they are anxious to have you attend.
- The family's income tax return should be completed as early as possible, since this information is needed for the FAFSA.
- Even families with seemingly little need should apply for financial aid. They may qualify for some help; and special considerations such as several dependents, debts, or high medical expenses may be considered.

Requesting Transcripts

Students MUST fill out the "Permission to Release Transcript" which gives your written permission is for Montville High School to send transcripts to all requested post-high school institutions and scholarships.

All transcripts must be requested through your Naviance Family Connection account (<https://connection.Naviance.com/montvillehs>). Under the "Colleges" tab select "Transcripts" in the left hand column. Do not forget to click on Add Transcript Requests or Request Transcripts at the bottom of the page. Please do not request transcripts for colleges or scholarships unless you have actually applied.

How to Request Transcripts for Students Enrolled In

- University of Connecticut Early College Experience (ECE) Classes
- Three Rivers Community College & Career Pathways Program

If you've taken UConn ECE or Three Rivers CCP courses the final grades for those courses will be on your high school transcript. If you want the college credits to transfer to the post-secondary institutions you are applying to, you will need to request in writing from UConn and/or Three Rivers that they forward your transcript to that post-high school institution.

NOTE: Request a copy of the transcript so that you have it for your records and future use.

Visit Naviance Family Connection (<https://connection.Naviance.com/montvillehs>) – on the right hand side you will see a link for "How to Request Transcripts"

Keep Informed and Positive

The Department of School Counseling receives notices on scholarships from many different sources throughout the school year. This information is published two or three times a month in the *Counseling & Career News*, available in the Career Center, the main office, and online at <http://www.montvilleschools.org/page.cfm?p=846>
Click on "Counseling" then "Scholarship News"

Students should read this and be aware of deadlines, use the Career Center and online opportunities for scholarship searches, explore many options, and persist towards their college and career goals.

FINANCIAL AID TERMINOLOGY

Cost of Education

College expenses generally including college tuition and fees, room and board, books, supplies and transportation.

Expected Family Contribution (EFC)

The amount, which parents and the student can reasonably be, expected to pay for college each year.

FAFSA:

FREE Application for Federal Student Aid

The form needed in order to apply for federal student aid, available on paper or electronically (FAFSA Express).

Financial Aid Form

An application for financial aid distributed by colleges requiring information on your family income, assets, expenses, and liabilities.

Financial Need

The difference between cost of education and Expected Family Income.

Grant

A financial award that does not require repayment.

Loans

Money usually obtained from banks or college sources, which must be repaid with interest. Usually you can pay a loan back after your education is complete.

Parent's Contribution

That part of the Expected Family Contribution, which the parents supply.

Pell Grant

A federal award given to help first-time undergraduates pay for their college education.

Perkins Loan

A low-interest loan for first-time undergraduates and graduate students which exceptional financial need as determined by the school.

PLUS Loan

Money for parents who want to borrow to help pay for their son or daughter's college education, made available directly through banks.

Scholarship

Financial aid, which does not require repayment and is usually awarded to a student who shows potential for distinction, usually in academics or athletics.

Supplemental Education Opportunity Grant (SEOG or FSEOG)

an award to help first-time undergraduates with exceptional financial need, as determined by the school. Priority is given to Pell Grant recipients.

Stafford Loan

Low interest educational loan guaranteed by the federal government, but available directly through banks.

Student Contribution

That part of the expected family contribution, which the student is expected to pay.

Student Financial Aid

Funds awarded to students to help meet the cost of college education. Funds are based on financial need and include grants, scholarships, loans, and employment.

Unmet Need

The difference between the cost of education and the expected family contribution, as well as the combined total of financial aid awards.

Work-Study Program

A program providing jobs for first-time undergraduates and graduate students who need financial aid, which allows a student to earn money to pay for educational expenses.

HELPFUL WEB SITES

MHS Dept. of School Counseling	http://www.montvilleschools.org/page.cfm?p=524 Click on <i>Counseling</i>
Naviance Family Connection	https://connection.Naviance.com/montvillehs (Requires registration – see your counselor)
Counseling & Career Scholarship News <i>Links to Scholarships & many important websites</i>	http://www.montvilleschools.org/page.cfm?p=846 click on the "Counseling" then "Scholarship News"
College Board Online <i>Information on AP / SAT / PSAT / Practice Tests</i>	www.collegeboard.com
CSS PROFILE: College Scholarship Services Profile	www.profileonline.collegeboard.com
FAFSA Free Application for Federal Student Aid Federal Student Aid Pin site	www.fafsa.ed.gov/ www.pin.ed.gov/PINWebApp/pinindex.jsp
FERPA: Family Education Rights and Privacy Acts <i>Common Application Account Matching Tutorial for Students – Video</i>	http://vimeo.com/73384070
NCAA: National Collegiate Athletic Association Eligibility Center:	http://www.ncaa.org "Academics & Athletics" http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp

FREE SCHOLARSHIP SEARCH SITES

Financial aid information	www.finaid.org/
Financial aid search (FastWEB)	www.fastweb.com
Federal Student Aid for Students	www.studentaid.ed.gov
Financial Aid Finder	www.fincnaiclaifinder.com
Scholar Script	www.scholarscript.com/index.php
Student Scholarships	www.studentscholarships.org
USNews: Education	www.usnews.com/education

PREPARING FOR COLLEGE ENTRANCE EXAMS

The following websites offer FREE practice tests:

PSAT

The PSAT test is given in October at no charge to all MHS sophomores and juniors.

Collegeboard.com:	https://www.collegeboard.org/psat-nmsqt/preparation
Peterson's.com:	http://www.petersons.com/college-search/about-psat-nmsqt-test.aspx

FREE SAT PRACTICE TESTS

Collegeboard	http://sat.collegeboard.org/practice/sat-subject-test-preparation
4Tests.com	www.4tests.com/exams/examdetail.asp?eid=6
Majortests.com	www.majortests.com
Number2.com	www.number2.com
Peterson's.com:	www.petersons.com/college-search/test-prep.aspx
Sparknotes:	www.sparknotes.com/testprep/

WORD OF THE DAY

Majortests.com word lists:	www.majortests.com/word-lists/
Merriam-Webster Dictionary:	www.merriam-webster.com/word-of-the-day/
Free SAT Vocabulary:	www.freevocabulary.com/

ESSAYS & NOTE TAKING

Note Taking Help	www.notetakinghelp.com
College Application Essays	www.usnews.com/education/blogs/the-college-solution/2010/06/29/need-help-with-your-college-application-essays-ask-the-experts
10 Tips for Writing the College Application Essay	www.usnews.com/education/blogs/professors-guide/2010/09/15/10-tips-for-writing-the-college-application-essay

Materials available in the CAREER RESOURCE CENTER

- Naviance Family Connection
- Guides for exploring careers and selecting colleges
- College catalogues and applications (in state and out of state)
- Information on vocational and technical schools and colleges
- Financial aid information
- Scholarship information and applications
- Interest and ability inventories
- Internet access for college, career, and financial aid information
- Updated career books, encyclopedias, and occupational information
- Information on college programs for students with disabilities
- Military service information
- Scholastic Aptitude Test (SAT) information and practice programs
- ACT information and on-line practice programs

VISIT: [The Counseling and Career News](http://www.montvilleschools.org/subsite/mhs) online at
www.montvilleschools.org/subsite/mhs - CLICK ON THE *SCHOLARSHIP* LINK

WHAT PARENTS CAN DO TO HELP IN COLLEGE & CAREER PLANNING

- Utilize available resources at school and in the community; keep in touch with the school counselor.
- Make time to discuss career and college options
- Explore positives and negatives
- Give honest feedback
- Support interests, abilities, and talents
- Help establish contacts for information
- Refer to or network with people with specific knowledge or experience.
- Encourage looking for opportunities to prepare for careers
- Be active in school programs and activities
- Attend the MHS College Planning Night and Financial Aid Workshop
- Help plan appropriate summer experiences

All forms in this section can be downloaded from the *document library* section of Naviance, select *student forms/information*.

Montville High School

Department of School Counseling

Old Colchester Road • Oakdale • Connecticut 06370
School Counseling Office: (860)-848-1285 • Fax: (860) 848-8067

Jeffrey Theodoss
Tatiana Patten
Jason Daly
Sheila S. Bedard

Principal
Assistant Principal
Interim Assistant Principal
Director of School Counseling

Permission to Release Transcripts

In accordance with Montville Board of Education Policy # 5125 and Connecticut State Statutes, written permission is hereby granted for Montville High School to send transcripts for the student named below to all requested post-high school institutions and scholarships.

Please Print Clearly:

Name of Student

Year of Graduation

Print Name of Parent/Guardian

Date

Signature of Parent/Guardian



Montville High School

Department of School Counseling

- I have signed up on Naviance Family Connection, and have made an appointment with my counselor to review my college choices and the application procedure.
- I have completed the Transcript Release, Activity, and Teacher Recommendation forms.
- I have arranged to have SAT, SAT Subject Tests and ACT scores to be directly sent to colleges from the testing agency. I know I have to log onto these sites individually to do so. (www.collegeboard.com or www.actstudent.org)
- I have requested letters of recommendation from teachers in person and gave teachers my Teacher Recommendation Form and have specified the date needed.
- I have written my required essays and have had them reviewed by a teacher.
- If needed, I have finished creating a Common Application account. I have recorded a list of my password and screen names.
- All schools I am applying to that accept the Common Application are done through eDocs.
- I have requested transcripts through eDocs and submitted my application electronically on the Common Application through eDocs and uploaded my essay and all other necessary documents. I have also signed the FERPA authorization on eDocs
- I have paid my application fee (s) or submitted the fee waiver form.
- I have completed all the supplemental forms for colleges that require them.
- I have given my teachers a friendly reminder to upload onto eDocs my written letter of recommendation and Teacher Common Application Evaluation Form for all Common Applications.
- I have notified my counselor that I have completed the application steps above.
- I have completed the FAFSA for financial aid, and the PROFILE if needed.
- I have gotten scholarship applications and check the MHS Counseling Newsletter frequently.

If you have finished all your applications:

- Check with teachers who agreed to write letters of recommendation on your behalf to confirm they have been submitted. A hand-written thank you note is a good idea.
- Make sure your standardized test scores have been sent from the appropriate testing agency to the colleges requiring scores.
- If you submitted applications electronically, confirm that the application, supplement(s), and payment were all sent.
- Check with your counselor to make sure that transcripts and secondary school reports have been submitted.
- If you applied early to a school requiring a CSS PROFILE for financial aid consideration, verify that your parents/guardians have completed and sent all required information.
- Regularly review email and telephone messages. You may get requests for interviews or for follow-up information to which you should promptly respond.
- If you have been provided with a special log-in to check the status of your application, do so frequently. This is the best way to know if all elements of your application have been received.
- Consider updating colleges on important information like outstanding senior year grades or any new memberships, awards, and accomplishments occurring after you submitted your application.
- For federal financial aid, get your PIN number on the FAFSA website, if you haven't already. You won't be able to submit the FAFSA until after January 1st, but it's good to have a head start on the process.
- Follow-up with the admissions office or see your counselor if there is a concern about the status of your application or if something seems amiss.
- Stay focused on your school work. Colleges can withdraw acceptances based on declining grades, and improved grades may help if you are "waitlisted" and could qualify you for additional financial support.

Montville High School Department of School Counseling
STUDENT RECORD OF ACTIVITIES

Students: Print /fill out and return to your Counselor

NAME: _____ Class of: _____

Name of Organization/ Activity	Grade 9	Grade 10	Grade 11	Grade 12
Academic Decathlon				
A Capella Choir				
Anime Club				
Art Club				
Chemistry Club				
Chieftain (<i>School Newspaper</i>)				
Chorus				
Class Officer				
Color Guard				
Community Coalition				
Concert Band				
Culinary Club (<i>FCCLA</i>)				
Diversity Day				
Drama				
Environmental Club				
Friends of Rachel				
Future Business Leaders of America				
Gay-Straight Alliance (<i>GSA</i>)				
Images (<i>High School Literary Magazine</i>)				
International Club				
Key Club				
Jazz Band				
Marching Band				
Mathematics Team				
Music Reform Council				
National History Day				
National Honor Society				
Outing Club / Biking club				
Parent Advisory Group (<i>PAG</i>)				
Peer Mediation				
Prom Committee				
Rifle Club				
Ski Club				
Steel Band				
Student Council / Government				

(Turn over for Athletic and Other Activities)

Name of Organization/ Activity	Grade 9	Grade 10	Grade 11	Grade 12
Technology Student Association (TSA)				
Thespian Society				
Tri-M Music Honor Society				
Winter Guard				
Writing (Poetry) Club				
World Language Honor Societies				
Year Book Club				
Young Educators Society (Y.E.S)				
ATHLETICS (Varsity, J.V.)				
Baseball				
Basketball				
Cheerleading				
Cross Country				
Football				
Golf				
Gymnastics				
Indoor Track				
Lacrosse				
Soccer				
Softball				
Tennis				
Track				
Volleyball				
Wrestling				
OTHER ACTIVITIES				

**MONTVILLE HIGH SCHOOL
DEPARTMENT OF SCHOOL COUNSELING
Letter of Recommendation Request**

Student Name: _____ Date: _____

Intended College Major: _____

Counselor: _____

Important Things to Remember

- First, select a teacher that can write about YOUR ACADEMIC MERITS.
- Allow at least TWO WEEKS for your teacher to complete this recommendation.
- Always MAKE YOUR REQUEST IN PERSON.
- After speaking to the recommender, ENTER YOUR REQUEST INTO NAVIANCE.
- Please follow the same process for SCHOOL COUNSELORS who will write a letter.
- Very important, write a THANK YOU NOTE to the teacher for their time and effort.

Schools/Scholarships I am applying to:

Application deadline:

In order to personalize my recommendation, the following information might be helpful.

1. What are the personal qualities that make you stand out from the crowd?

2. List any experiences that have profoundly affected your life.

3. What are your academic strengths?

4. Please list your work experience.

5. Please share anything else that might be helpful in preparing your recommendation.

Note: Feel free to attach your resume in place of this.

Clubs and Athletics	9	10	11	12	Leadership, Honors, Awards, etc.

Community/Academic Activities/Services	9	10	11	12	Leadership, Honors, Awards, etc.