

COLLEGE & CAREER INFORMATION SESSION



GENERIC HIGH SCHOOL
CLASS OF 2019



COUNSELING DEPARTMENT INFORMATION

Insert listing of counselors by caseload and contact information for counselors, College and Career Information Coordinator (CCIC) and registrar here.

COUNSELING INFORMATION

OFFICE HOURS

7:30 AM TO 3:30 PM

COUNSELING OFFICE PHONE

555-555-5555



INCLUDE ANY TWITTER HANDLES

"OH, THE PLACES YOU'LL GO!"

(IDENTIFYING THE OPTIONS)



-FOUR YEAR COLLEGE/UNIVERSITY

-TWO YEAR COLLEGE

-MILITARY

-TRADE/TECHNICAL SCHOOL

-WORKFORCE

POST HIGH SCHOOL OPTIONS

COLLEGE/UNIVERSITY

<p><u>4-YEAR</u></p> <ul style="list-style-type: none"> * PUBLIC * PRIVATE 	<p><u>2-YEAR TO 4-YEAR</u></p> <p>* START OUT AT A 2 YEAR SCHOOL AND THEN TRANSFER TO A 4-YEAR TO COMPLETE BACHELORS DEGREE</p>	<p><u>2-YEAR</u></p> <p>* ATTEND FOR TWO YEARS WITH THE INTENTION OF EARNING AN ASSOCIATES DEGREE</p> <p>* MD COMMUNITY COLLEGE WILL BE FREE FOR 2019</p>
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TRAINING / MILITARY SERVICE / WORK

<p><u>APPRENTICESHIP/ TRADE SCHOOL</u></p> <p>ATTEND A TRADE SCHOOL TO EARN A CERTIFICATE IN ORDER TO ENTER THAT FIELD</p> <p>MILITARY PERSONNEL WILL VISIT THE CAREER CENTER THROUGHOUT THE SCHOOL YEAR</p>	<p><u>MILITARY</u></p> <ul style="list-style-type: none"> • ARMY • NAVY • AIR FORCE • MARINES • COAST GUARD • NATIONAL GUARD 	<p><u>WORK FORCE</u></p> <p>ENTER DIRECTLY INTO WORKFORCE.</p> <p>*GAP YEAR</p>
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COLLEGE AND/OR CAREER READY

WHICH TEST WILL YOU TAKE?

SAT	ACT	ACCUPLACER
<p>ALL COLLEGES ACCEPT A FREE, FULL LENGTH SAT WAS GIVEN ON APRIL 9TH STUDENTS ON AVERAGE TAKE IT TWO TIMES TOTAL SCORE IS OUT OF 800</p>	<p>ALL COLLEGES ACCEPT STUDENTS ON AVERAGE TAKE IT TWO TIMES TOTAL SCORE IS OUT OF 36</p>	<p>USED FOR PLACEMENT AT THE 2-YEAR COLLEGE A PRACTICE ACCUPLACER WILL BE GIVEN ON THE PSAT DAY IN OCTOBER AN OFFICIAL ACCUPLACER WILL BE GIVEN IN APRIL DURING THE FREE SAT DAY</p>

ACCUPLACER TESTS STUDENTS READING, ENGLISH AND MATH SKILLS
 PLACEMENT SCORES HELP COLLEGE COUNSELORS AND ACADEMIC
 ADVISERS RECOMMEND COURSES THAT ARE APPROPRIATE FOR YOU
 PLACEMENT TEST IS UNTIMED. IF YOU REQUIRE ACCOMMODATIONS
 CONTACT DISABILITY SUPPORT SERVICES.
 CAN GET EXEMPT FROM ACCUPLACER IF:

ACCUPLACER Sections	SAT			ACT	**PARCC
	New SAT (after 3/1/16)	Old SAT (before 3/1/16)	Reading Subset		
English	480+	500+	26+	21+ (Reading)	**ELA11 4+
Reading	Evidence-Based Reading/Writing	Critical Reading		21+ (Reading)	**ELA11 4+
Math	530+ Math	500+ Math	Not Applicable	21+	Not applicable

MONTGOMERY COLLEGE

STUDENTS CAN ATTEND FULL TIME OR PART TIME; CAN WORK AND GO TO SCHOOL

- 3 DIFFERENT CAMPUSES: TAKOMA PARK/SILVER SPRING, ROCKVILLE, GERMANTOWN
- MC HAS TRANSFER AGREEMENTS WITH OVER 40 COLLEGES & UNIVERSITIES, INCLUDING THE UNIVERSITY OF MARYLAND, COLLEGE PARK.
[HTTP://CMS.MONTGOMERYCOLLEGE.EDU/EDU/DEPARTMENT4SUB1.ASPX?ID=96337](http://cms.montgomerycollege.edu/edu/departmentsub1.aspx?id=96337)
- FREE COMMUNITY COLLEGE IN MD!!!!....
- TO QUALIFY, PROSPECTIVE STUDENTS MUST ENROLL IN A MARYLAND COMMUNITY COLLEGE WITHIN TWO YEARS OF FINISHING HIGH SCHOOL OR OBTAINING A GED. STUDENTS WOULD HAVE TO TAKE 12 CREDIT HOURS AND HAVE A HIGH SCHOOL GPA OF AT LEAST 2.3.
- A \$15 MILLION PROGRAM TO PROVIDE SCHOLARSHIPS OF UP TO \$5,000 TO STUDENTS FROM FAMILIES EARNING LESS THAN \$125,000 A YEAR. SINGLE ADULTS EARNING LESS THAN \$

SAT VS. ACT

Content Comparison

New SAT	ACT	Key Differences
Writing and Language 35 minutes, 44 questions	English 45 minutes, 75 questions	Both tests balance questions about standard English conventions with questions about rhetorical skills such as word choice and paragraph development. SAT Writing and Language includes questions on graphs and charts.
Reading 65 minutes, 52 questions on 5 passages	Reading 60 minutes, 40 questions on 4 passages	The SAT places more emphasis on science-themed passages and includes questions on graphs and charts. There are also two-part questions on the SAT that require a student to identify the line in the passage that provides the evidence for the answer to the prior question.
Math 25 minutes, 20 questions without calculator 55 minutes, 38 questions with calculator	Math 60 minutes, 60 questions with calculator	The ACT takes a "broad but shallow" approach and covers more topics, while the SAT puts a heavy emphasis on algebra and data analysis.
N/A	Science 35 minutes, 40 questions on 6 or 7 passages	The SAT has no science section, but data graphics and interpretation skills are tested throughout Reading, Writing and Language, and Math.
Essay	Writing	The SAT essay assignment provides a passage and asks the student to write a rhetorical analysis of the author's persuasive strategies. The ACT writing assignment provides the student with three perspectives on a relevant social issue and asks the student to analyze and evaluate each perspective, develop his or her own position, and connect that position to the three provided.

Scoring Comparison

New SAT	ACT	Key Differences
Total Score 400–1600	Composite 1–36	The SAT's total score is the sum of its two 200–800 area scores. The ACT's composite score is the rounded average of the four test scores.
Reading and Writing 200–800	English 1–36 Reading 1–36	SAT Reading and Writing scores are combined into a single 200–800 score. ACT English and Reading Tests each receive 1–36 scores.
Math 200–800	Math 1–36	SAT Math is scored based on two sections, calculator and no calculator, each with a mix of multiple choice and grid-in problems. ACT Math has one multiple choice section with no grid-ins and allows a calculator on all problems.
N/A	Science 1–36	N/A
Essay (optional) Raw: 2–8 in three domains Total: N/A	Writing (optional) Raw: 2–12 in four domains Total: Average of four domain scores	SAT scores are reported as the raw sum of two readers' scores (1–4 in three domains). ACT scores are the sum of two readers' raw scores (1–6 in four domains) averaged across the four domains. The SAT Essay is not included in the total SAT score, nor is the ACT Writing score included in the ACT Composite score.

SATs: [WWW.COLLEGEBOARD.ORG](http://www.collegeboard.org)

AUG. 25TH, REGISTRATION DEADLINE IS JULY 27TH, LATE REGISTRATION AUG. 10TH. REGISTER ASAP AS THIS TESTING DATE FILLS UP QUICKLY.

OCT. 6TH, REGISTRATION DEADLINE IS SEPT. 7TH, LATE REGISTRATION SEPT. 21ST

SAT IIs (SUBJECT TESTS)

SOME SCHOOLS *REQUIRE* SAT IIs AND SOME SCHOOLS *RECOMMEND* SAT IIs. IN BOTH SITUATIONS YOU SHOULD SEND SAT

ACT

ACT: www.actstudent.org

JULY 14TH, REGISTRATION DEADLINE IS JUNE

15TH, LATE REGISTRATION IS JUNE 22ND

SEPT. 8TH, REGISTRATION DEADLINE IS AUG. 3RD,

LATE REGISTRATION IS AUG. 17TH

SENDING YOUR SCORES

IT IS YOUR RESPONSIBILITY TO SEND YOUR TEST SCORES TO COLLEGES. THE COUNSELING DEPARTMENT DOES NOT SEND OFFICIAL SCORES FOR YOU.

- YOU WILL NEED TO REQUEST YOUR SCORES THROUGH WWW.COLLEGEBOARD.COM OR WWW.ACTSTUDENT.ORG *IN TIME FOR YOUR APPLICATION DEADLINE*
- SCHOOLS MAY OR MAY NOT “SUPER SCORE” THE SAT
- STUDENTS WILL SEND THEIR AP SCORES TO THE SCHOOL THEY DECIDE TO ATTEND
- DO YOU NEED A FEE WAIVER? TALK TO MS. SMITH IN THE CAREER CENTER, IN ADVANCE OF THE REGISTRATION DEADLINE.
- IF YOU RECEIVE ACCOMMODATIONS, PLEASE MAKE SURE TO MARK THAT WHEN YOU ARE REGISTERING FOR THE

COLLEGE APPLICATION PROCESS

STUDENTS RECEIVED A COLLEGE/CAREER PLANNING INFORMATION PACKET IN APRIL. THE FOLLOWING ITEMS ARE REQUIRED BEFORE REQUESTING OFFICIAL TRANSCRIPTS:

AUTHORIZATION TO RELEASE RECORDS FORM (YELLOW)

FOUR YEAR SUMMARY OF ACTIVITIES AND/OR RESUME

BLUE TEACHER CHECKLISTS (GIVEN TO TEACHERS BY STUDENT & RETURNED TO COUNSELOR BY JUNE 15)

STUDENT SELF-EVALUATION SURVEY (ONLINE)

PARENT QUESTIONNAIRE (ONLINE)

Authorization for Release of Records

Last Name _____ First Name _____ MI _____

Student ID# _____ Date of Birth _____ Counselor _____

I authorize the Counseling Department of _____ High School to release records to post-secondary institutions, employers, and scholarship programs for the student named above.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____
(If student is not 18 years of age)

Waiver of Right to Review Counselor Recommendation

I hereby waive my right to review the secondary school report and counselor recommendation.

Student Signature: _____ Parent/Guardian Signature: _____



interesting things about me:

- > [resume](#)
- > [game plan](#)
- > [documents](#)
- > [journal](#)
- > [checklist](#)
- > [survey history](#)

official things:

- > [profile](#)
- > [inbox](#)
- > [account](#)
- > [test scores](#)

surveys to take:

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- > [parent questionnaire](#)
- > [life after montgomery blair](#)
- > [2018 hbcu updated fair registration \(on the spot\)](#)
- > [survey history](#)

resume

BUILD YOUR RESUME

Add new entries to your resume by selecting a type of entry from the menu below. If you're not sure what information to provide, you can select an entry type and read the tips displayed. When printing your resume, you can choose which entries you want to display, so we encourage you to add as much information as possible.

You haven't created any resumes yet. Let's get started!

Using the Resume Builder, you can tell us everything about yourself. Then, rearrange your information into multiple printable versions that you can use for whatever you need! The Resume Builder has just 3 easy steps:

1. Add entries
2. Rearrange the contents
3. Save and print!



Make a selection to start building your first resume!

add a new entry:

COUNSELOR _____

TEACHER CHECKLIST

Student's Name _____

Teacher's Name _____

Course _____

STUDENTS: Please complete the blanks above, sign the waiver below, and then give this form to junior or senior teacher **at least 6 weeks before your first college application due date.** This form is for internal use at _____ High School. It will be used by your counselor to write a general recommendation letter.

I hereby waive my right to review this recommendation:

Student's Signature _____

Date (to teacher) _____

STUDENTS PLEASE NOTE: If the school to which you are applying requires a specific teacher recommendation, you must request this from the teacher. A request must be sent through Family Connections after you received approval from the teacher.

TEACHERS: The form should be returned to the student's counselor within two weeks of receipt from the student. Please rate the student on the checklist below. Please share any additional thoughts about how the student's character, values, and/or special talents set this student apart from others

CHECKLIST

Please rate this student according to the checklist below. There are about 650 students in the graduating class, so the top 10% would be among the top 65 students, and the top 5% would be the top 33 students in the entire grade.

Trait Description	Below or Average	Good	Very Good (Well above Average)	Excellent (Top 10% this year)	Outstanding (Top 5% this year)	One of the top few encountered in career	No Basis for Judgement
Intellectual Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Promise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership/Influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of Humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open-mindedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty View of Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please make some brief comments about how the student's character, values, and/or special talents set this student apart from others.

1. What are three words or phrases you would use to describe the student?

2. How does this student stand out from the rest of your class?

3. Describe talents, personality, or other factors which would help create a profile of this student's involvement in school.

4. Additional Comments:

1. **Meaningful participation in class discussions**

- Initiates and consistently participates
- Often participates, but doesn't always initiate
- Occasionally participates
- Seldom participates
- Rarely participates

5. **Depth of understanding**

- Has excellent insight
- Has a thorough understanding
- Is occasionally insightful
- Demonstrates little depth
- Has poor understanding

2. **Class leadership and involvement**

- A model for others to emulate
- Shows interest in the class
- Politely involved when appropriate
- Vacillates in interest and involvement
- A negative influence in the class

6. **Personal responsibility**

- Always accepts
- Usually accepts
- Occasionally accepts
- Seldom accepts
- Does not accept

3. **Attitude toward learning and toward school**

- Thrives on new insights and discoveries
- Usually seems to enjoy school
- Occasionally has a good attitude
- Merely tolerates school
- Apathetic toward learning

7. **Motivation for learning**

- Intrinsically seeks full understanding and mastery of subject matter
- Strives to understand, but values the grade most
- Cares only about the grade
- Simply "goes through the motions"
- Waits for others to tell the answers

4. **Critical thinking**

- Readily synthesizes information
- Works to analyze and problem solve
- When guided, sees connections between ideas
- Does not care about the big picture
- Rarely goes beyond recall of factual material

8. **Work ethic**

- Plans, organizes, enjoys the process of assignments
- Generally edits, questions and prepares satisfactorily
- Has good intentions, but falls short in the execution
- Procrastinates and sacrifices quality
- Throws something together at the last minute

Teacher's Name _____

Teacher's Signature _____

Date _____



interesting things about me:

- [> resume](#)
- [> game plan](#)
- [> documents](#)
- [> journal](#)
- [> checklist](#)
- [> survey history](#)

official things:

- [> profile](#)
- [> inbox](#)
- [> account](#)
- [> test scores](#)

surveys to take:

- [> student self-evaluation survey](#)
- [> parent questionnaire](#)
- [> life after montgomery blair](#)
- [> 2018 hbcu updated fair registration \(on the spot\)](#)
- [survey history](#)

Student Self-Evaluation Survey

Dear Student: Please answer the following questions to provide information your counselor can use as they complete your letter of recommendation. It is important that you answer each question fully and completely. Please note, if you share information that you do not want shared with any prospective colleges, please note so in your responses.

* = required question

Please save your answers periodically if you need longer than one hour to complete this form. Your session will expire after one hour if you have not changed the page.

*1. Last Name

*2. First Name and Middle Initial

*3. Home Phone #

4. Cell Phone#

*5. Email Address

*6. Nickname/Name You Prefer To Be Called

*7. Date of Birth

*8. Do you have an IEP or 504 Plan?

- Yes
 No

*22. What are you passionate about (personal hobbies or interests)?

*23. What are three characteristics or qualities that best describe you? How would others (such as friends or family) describe you?

*24. Describe in detail what you believe are your academic and personal strengths.

*29. What sets you apart from other college bound students? What attributes will you bring to a college campus? What would you like to get out of your college experience?



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- > [life after montgomery](#)

Parent Questionnaire

Dear Parent/Guardian: Counselors will write a unique College Letter of Recommendation for your student. The information you provide here will be valuable in this process. Please share any information or comments that you think might be relevant or that would give the counselor additional insights about your son or daughter. If you share something that you prefer the counselor not share with prospective colleges, please note so in your responses.

* = required question

Please save your answers periodically if you need longer than one hour to complete this form. Your session will expire after one hour if you have not changed the page.

1. Student Name

2. Parent/Guardian Name

3. Parent/Guardian Phone Number

4. Parent/Guardian Email Address

6. What do you consider to be his/her unique personality traits?

5. What do you consider to be your child's outstanding accomplishments during the past three or four years? Why did you select these as most important?



What are 3 adjectives you would use to describe your son or daughter and why?

WHEN ARE THESE FORMS DUE TO YOUR SCHOOL COUNSELOR?

LAST DAY TO TURN IN SENIOR PACKET (ONLINE AND FORMS) IS THE 1ST DAY OF SCHOOL!!! (ORIGINAL DEADLINE IS THE LAST DAY OF SCHOOL.) PLEASE UPDATE YOUR RESUME AND QUESTIONNAIRE IF YOU PARTICIPATE IN ANY ACTIVITIES SUCH AS: TRAVEL, JOBS, VOLUNTEERING, AND/OR INTERNSHIPS OVER THE SUMMER.

NAVIANCE

WHAT IS NAVIANCE?

NAVIANCE IS A COMPREHENSIVE K-12 COLLEGE AND CAREER READINESS PLATFORM THAT ENABLES SELF-DISCOVERY, CAREER EXPLORATION, ACADEMIC PLANNING, AND COLLEGE PREPARATION FOR OUR STUDENTS.

- ALL JUNIORS SHOULD ALREADY HAVE AN ACCOUNT, BUT IT MAY BE USING THEIR SCHOOL EMAIL ADDRESS. STUDENTS SHOULD SEE THEIR COUNSELOR ASAP TO CHANGE IT TO A PERSONAL EMAIL ADDRESS.
- FORMS ARE PROVIDED TONIGHT FOR PARENTS TO RECEIVE THEIR OWN ACCOUNT THAT IS LINKED TO THEIR STUDENT'S.

NAVIANCE

HOW DO WE USE NAVIANCE?

CAREER EXPLORATION

COLLEGE SEARCH

COMPLETION OF THE SENIOR PACKET

FORMAL REQUEST FOR TEACHER LETTERS OF RECOMMENDATION

SCHOOL SUBMISSION OF MATERIALS (TRANSCRIPTS, LETTERS OF RECOMMENDATIONS, ETC)

DEMO <https://connection.naviance.com/fc/signin.php?hsid=mbhs>

RESOURCES TO RESEARCH COLLEGES

COLLEGE SEARCH ON:

NAVIANCE (UNDER COLLEGES TAB)

COLLEGEBOARD ([HTTPS://BIGFUTURE.COLLEGEBOARD.ORG/COLLEGE-SEARCH?](https://bigfuture.collegeboard.org/college-search?))

COLLEGE NAVIGATOR ([HTTPS://NCES.ED.GOV/COLLEGENAVIGATOR/](https://nces.ed.gov/collegenavigator/))

CAPPEX ([HTTPS://WWW.CAPPEX.COM/](https://www.cappex.com/))

RUGGS RECOMMENDATIONS (BOOK)

FISKE GUIDE (BOOK)

COLLEGES' WEBSITE

COMPILE YOUR LIST OF COLLEGES (TYPICALLY 5-8)

REACH SCHOOL: DREAM SCHOOL (1 - 3 SCHOOLS)

TARGET SCHOOL: YOU FIT RIGHT IN! (2 - 4 SCHOOLS)

SAFETY SCHOOL: YOUR QUALIFICATIONS EXCEED THE AVERAGE. (1 - 3 SCHOOLS)

YOUR REACH, TARGET, AND SAFETY SCHOOLS ARE *SPECIFIC TO YOU!*

STUDENTS CAN ATTEND AN OPEN HOUSE OR CALL/EMAIL TO SCHEDULE A CAMPUS VISIT. VISITING A COLLEGE/UNIVERSITY CAN GIVE STUDENTS A GREAT FEELING FOR THE CAMPUS.

GET TO KNOW A SCHOOL FROM THE INSIDE

TAKE A CAMPUS TOUR

SPEAK WITH AN ADMISSIONS COUNSELOR

ASK ABOUT FINANCIAL AID OPPORTUNITIES

SIT IN ON A CLASS OF INTEREST

READ THE STUDENT NEWSPAPER

TALK TO STUDENTS AND FACULTY

EXPLORE COLLEGE OPTIONS & ACTIVITIES



IF/WHEN YOU VISIT A COLLEGE CAMPUS, YOU MUST SUBMIT A HANDWRITTEN, SIGNED PARENT NOTE AT LEAST 1 DAY PRIOR TO THE CAMPUS VISIT TO THE ATTENDANCE SECRETARY, IN ORDER FOR IT TO BE AN EXCUSED ABSENCE.

THE PARENT NOTE MUST INCLUDE THE NAME OF COLLEGE/S STUDENT IS VISITING.

NON-RESTRICTIVE APPLICATION PLANS

REGULAR DECISION

ROLLING ADMISSION

EARLY ACTION

PRIORITY DEADLINE (UMCP-NOV 1)

RESTRICTIVE APPLICATION PROCESS

EARLY DECISION

RESTRICTIVE EARLY ACTION PLAN

DEFINITIONS OF ADMISSION OPTIONS IN HIGHER EDUCATION



National Association for
College Admission Counseling
Guiding the way to higher education

STUDENTS: WHICH COLLEGE ADMISSION PROCESS BEST SUITS YOU?

Non-Restrictive Application Plans

Regular Decision

DEFINITION:

Students submit an application by a specified date and receive a decision in a clearly stated period of time.

COMMITMENT:

NON-BINDING

Rolling Admission

DEFINITION:

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

COMMITMENT:

NON-BINDING

Early Action (EA)

DEFINITION:

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

COMMITMENT:

NON-BINDING

Restrictive Application Plans

Early Decision (ED)

DEFINITION:

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

COMMITMENT:

BINDING

Restrictive Early Action (REA)

DEFINITION:

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

COMMITMENT:

NON-BINDING

Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.

Students are responsible for determining and following restrictions.

SAMPLE TRANSCRIPT

Local ID:

MD State ID:

Montgomery County Public Schools, Maryland
Secondary Transcript

Page 1 of 1

Grade: 11

Date as of: 10/13/2017

		Grade: 7					Grade: 8					Grade: 9											
		CUM GPA		1.5 CUM WGPA		1.5		CUM GPA		2.75 CUM WGPA		2.75		CUM GPA		2.3 CUM WGPA		2.43					
		GR	CR	H/C	WD	School	GR	CR	H/C	WD	School	GR	CR	H/C	WD	School	GR	CR	H/C	WD	School		
13-14	FRENCH 1A	C	0.50			SILVER SPRING INTL	ALGEBRA 1A	B	0.50			SILVER SPRING INTL	FRENCH 2A	A	0.50							BLAIR HS	
	FRENCH 1B	D	0.50			SILVER SPRING INTL	ALGEBRA 1B	SS	0.50			BLAIR HS	FRENCH 2B	B	0.50								BLAIR HS
14-15							DANCE/FINE ART A	A	0.50			SILVER SPRING INTL	GEOMETRY A	B	0.50								BLAIR HS
							DANCE/FINE ART B	B	0.50			SILVER SPRING INTL	HON BIOLOGY A	C	0.50	HON							BLAIR HS
15-16							FRENCH 1A	B	0.50			SILVER SPRING INTL	HON BIOLOGY B	D	0.50	HON							BLAIR HS
							FRENCH 1B	C	0.50			SILVER SPRING INTL	HON ENGLISH 9A	C	0.50	HON							BLAIR HS
16-17													HON ENGLISH 9B	C	0.50	HON							BLAIR HS
													HON GEOMETRY A	E	0.00	HON							BLAIR HS
													HON GEOMETRY B	D	0.50	HON							BLAIR HS
													HON US HISTORY A	D	0.50	HON							BLAIR HS
													HON US HISTORY B	D	0.50	HON							BLAIR HS
													INTR ENGIN DES A	C	0.50	CM							BLAIR HS
													INTR ENGIN DES B	D	0.50	CM							BLAIR HS
													PIANO 1A	A	0.50								BLAIR HS
													PIANO 1B	A	0.50								BLAIR HS

		Grade: 10					Grade: 11									
		CUM GPA		2.76 CUM WGPA		3		CUM GPA		2.76 CUM WGPA		3				
		GR	CR	H/C	WD	School	GR	CR	H/C	WD	School	GR	CR	H/C	WD	School
16-17	ALGEBRA 2A	A	0.50	CM		BLAIR HS	ADV CHILD DEV 2A					ADV				BLAIR HS
	ALGEBRA 2B	A	0.50	CM		BLAIR HS	ADV CHILD DEV 2B					ADV				BLAIR HS
	CHEMISTRY A	A	0.50	CM		BLAIR HS	AP BIOLOGY A					ADV				BLAIR HS
	CHEMISTRY B	B	0.50	CM		BLAIR HS	AP BIOLOGY B					ADV				BLAIR HS
	CHILD DEV 1A	B	0.50			BLAIR HS	AP PSYCHOLOGY 1					ADV				BLAIR HS
	CHILD DEV 1B	A	0.50			BLAIR HS	AP PSYCHOLOGY 2					ADV				BLAIR HS
	HON ENGLISH 10A	C	0.50	HON		BLAIR HS	HON ENGLISH 11A					HON				BLAIR HS
	HON ENGLISH 10B	B	0.50	HON		BLAIR HS	HON ENGLISH 11B					HON				BLAIR HS
	HON FRENCH 3A	B	0.50	HON		BLAIR HS	HON MOD WORLD A					HON				BLAIR HS
	HON FRENCH 3B	A	0.50	HON		BLAIR HS	HON MOD WORLD B					HON				BLAIR HS
	HON NSL GOVERN A	B	0.50	HON		BLAIR HS	INTERNSHIP A									BLAIR HS
	HON NSL GOVERN B	A	0.50	HON		BLAIR HS	INTERNSHIP B									BLAIR HS
	PE DANCE	A	0.50			BLAIR HS	PRECALCULUS A					CM				BLAIR HS
	PE DANCE	A	0.50			BLAIR HS	PRECALCULUS B					CM				BLAIR HS

In the column labelled 'H/C': ADV=Advanced Level
HON=Honors CM=Cert of Merit
How Courses Taken: MS=Middle Sch EV=Evening Sch SS= Summer Sch OT= Other

FACTORS FOR ADMISSION

SCHOOL ACHIEVEMENT

- GRADES IN ACADEMIC SUBJECTS
- PROGRESSION OF PERFORMANCE
- BREADTH OF LIFE EXPERIENCES
- GEOGRAPHIC ORIGIN
- GENDER
- SAT I OR ACT SCORES
- WORK EXPERIENCE
- RECOGNITION OF SPECIAL ACHIEVEMENTS
- EXTENUATING CIRCUMSTANCES
- SOCIO-ECONOMIC BACKGROUND
- WRITTEN EXPRESSION OF IDEAS
(AS DEMONSTRATED IN THE ESSAY)
- CLASS RANK (MCPS DOES NOT RANK)
(ACTUAL OR PERCENTILE)

- EXTRACURRICULAR ACTIVITIES
- SPECIAL TALENTS OR SKILLS
- COMMUNITY INVOLVEMENT
- COMMUNITY SERVICE
- DEMONSTRATED LEADERSHIP
- LEARNING DIFFERENCES
- QUALITY OF COURSEWORK
- RESIDENCY STATUS
- RACE
- ETHNICITY
- FAMILY EDUCATIONAL BACKGROUND
- ACADEMIC ENDEAVORS OUTSIDE
OF THE CLASSROOM
- ENGLISH AS A SECOND LANGUAGE /
LANGUAGE SPOKEN AT HOME

WHAT TO CONSIDER WHEN CHOOSING A COLLEGE

LOCATION, SIZE AND DIVERSITY OF STUDENT BODY

FOOD/MEAL PLANS

ACADEMIC PROGRAMS

CAMPUS LIFE -ATHLETICS, ACTIVITIES, HOUSING, GREEK LIFE

GRADUATION AND RETENTION RATES

FINANCIAL AID AND SCHOLARSHIP OPPORTUNITIES

ADMISSION RATE

STUDENT TO FACULTY RATIO

% OF STUDENTS GETTING JOBS RIGHT OUT SCHOOL

STUDY ABROAD OPPORTUNITIES

ABOVE ALL, THINK ABOUT WHERE YOU WILL BE THE MOST HAPPY AND SUCCESSFUL IN YOUR COLLEGE LIFE.

TYPES OF APPLICATIONS

COALITION: [HTTP://WWW.COALITIONFORCOLLEGEACCESS.ORG/](http://www.coalitionforcollegeaccess.org/)

COMMON APP: [HTTPS://WWW.COMMONAPP.ORG/](https://www.commonapp.org/)

COLLEGE/UNIVERSITY WEBSITE

COMMON BLACK APP: [HTTP://COMMONBLACKCOLLEGEAPP.COM/](http://commonblackcollegeapp.com/)

UNIVERSAL COLLEGE APP: [HTTPS://WWW.UNIVERSALCOLLEGEAPP.COM/](https://www.universalcollegeapp.com/)

RECOMMENDATIONS

- ASK 2-3 TEACHERS WHO WOULD BE ABLE TO SPEAK POSITIVELY ABOUT YOU
- ASK TEACHERS WELL IN ADVANCE OF THE DUE DATE
- BE ALERT TO DEADLINES AND KNOW THAT TEACHERS HAVE DEADLINES AS WELL
- WHEN YOU APPROACH A TEACHER, YOU CAN BEGIN BY SAYING "DO YOU FEEL THAT YOU WOULD BE ABLE TO WRITE A POSITIVE RECOMMENDATION FOR ME?"
- IN THE FALL, YOU'LL OFFICIALLY ADD TEACHER RECOMMENDERS TO NAVIANCE
- OTHER RECOMMENDERS (NON-FACULTY):
 - SEND VIA SNAIL-MAIL IN A PRE-STAMPED/PRE-ADDRESSED ENVELOPE FOR EACH COLLEGE; REQUEST THEY SEND IT PRIOR

THE ESSAY

- PROOFREAD!
- WHO SHOULD REVIEW IT SO YOU CAN DO REVISIONS? A TEACHER, SCHOOL COUNSELOR, THE COLLEGE/CAREER COORDINATOR, AND ANY HUMAN BEING WHO CAN READ!
- UTILIZE ENGLISH CLASS ASSIGNMENTS TO HELP WITH WRITING YOUR ESSAY
- IT SHOULD SPEAK TO WHO YOU ARE AS A PERSON THAT ISN'T OBVIOUSLY REFLECTED ELSEWHERE IN YOUR APPLICATION
- DON'T WRITE ABOUT WHAT YOU *THINK* COLLEGES WANT TO HEAR; BE GENUINE
- HAVE A SOLID DRAFT COMPLETED BY THE TIME SCHOOL STARTS IN THE FALL

MONEY MATTERS

SOURCES OF FINANCIAL AID

FEDERAL FINANCIAL AID: GRANTS, LOANS, WORK-STUDY

STATE FINANCIAL AID

INSTITUTIONAL FINANCIAL AID (FROM THE COLLEGE)

PRIVATE SOURCES OF FINANCIAL AID

TYPES OF FINANCIAL AID

SCHOLARSHIPS

GRANTS

EMPLOYMENT

MERIT

LOANS



MONEY MATTERS

- GET THE BIG PICTURE: [NET PRICE CALCULATOR](#)
- PUBLIC IN STATE VS. OUT OF STATE: UMCP \$24K vs. UMICH \$55K
- [FAFSA](#) OPENS OCTOBER 1, 2018 AND MUST BE FILED BY MARCH 1ST
- [CSS PROFILE](#)
- SCHOLARSHIPS ON FAMILY CONNECTIONS & CAREER CENTER NOTES
- COLLEGE AND [UNIVERSITY](#) SCHOLARSHIPS: CHECK YOUR DEADLINES & RANGE OF SCHOOLS!
- OTHER SOURCES: RELIGIOUS GROUPS, PRIVATE ORGANIZATION, WORK RELATED
- GOOGLE SEARCH! [FASTWEB.COM](#), [MD HIGHER EDUCATION COMMISSION](#), [MCPS CAREER CENTER WEBSITE](#)

FALL OF SENIOR YEAR

COLLEGE APPLICATION PROCESS

DECIDE WHICH SCHOOLS TO APPLY TO (REACH, TARGET, SAFETY)

ATTEND COLLEGE FAIRS/REP VISITS

ENTER SCHOOLS INTO NAVIANCE

COMPLETE APPLICATIONS ON COLLEGE WEBSITES

REQUESTS FOR TRANSCRIPTS

REQUESTS FOR RECOMMENDATIONS

****COUNSELORS WILL MEET WITH SENIORS AT THE BEGINNING OF THE SCHOOL YEAR TO LET THEM KNOW EXACTLY WHAT THEY NEED TO DO!!****

MEETINGS TO LOOK FORWARD TO...

CAREER CENTER INFO SESSIONS:

FINANCIAL AID WORKSHOP: WED. JUNE 20 @ 10:30 AM

ESSAY WRITING WORKSHOP: TUE. JUNE 26 @ 10:00 AM

COMMON APPLICATION WORKSHOP: WED. JUNE 27 @ 10:00 AM

SENIOR INFORMATION NIGHT – HELD 1 HOUR BEFORE BACK TO SCHOOL NIGHT

FINANCIAL AID NIGHT – BEGINNING OF OCTOBER

COLLEGE ALUMNI PANEL – DECEMBER

COLLEGE/CAREER CENTER RESOURCES

- INFORMATION ON COLLEGE FAIRS, COLLEGE TOURS, & VISITS
- SAT & ACT REGISTRATION & TEST PREP MATERIALS
- CAREER CENTER NEWSLETTER (EMAIL)
- INFORMATION SESSIONS WITH COLLEGE REPRESENTATIVES
- COLLEGE/CAREER INQUIRY SOFTWARE (NAVIANCE)
- COLLEGE/UNIVERSITY BROCHURES & COLLEGE GUIDES
- COMPUTERS FOR COLLEGE AND CAREER SEARCHES
- EMPLOYMENT & INTERNSHIP INFORMATION
- COLLEGE ESSAY REVIEW
- MOCK INTERVIEW
- SUMMER PROGRAM INFORMATION
- DUAL ENROLLMENT

KEY WEBSITES

WWW.COLLEGEBOARD.COM

WWW.ACTSTUDENT.ORG

WWW.FAFSA.ED.GOV

WWW.MHEC.STATE.MD.US

WWW.FASTWEB.COM

WWW.COLLEGEANSWER.COM

WWW.COLLEGEVIEW.COM

WWW.COLLEGESAVINGS.ORG

WWW.COLLEGESCOREBOARD.ED.GOV

LINKS FOR MORE INFORMATION

Five Myths About college Admissions:

https://www.washingtonpost.com/opinions/five-myths-about-college-admissions/2017/03/24/673a03a2-0f2a-11e7-9d5a-a83e627dc120_story.html?noredirect=on&utm_term=.5d9940f9a561

How Many Colleges Should You Apply To:

<https://www.forbes.com/sites/noodleeducation/2015/11/20/how-many-colleges-should-you-apply-to/#32a0105f49ef>

Advice Admissions Officers give their own kids:

<https://well.blogs.nytimes.com/2016/03/17/advice-college-admissions-officers-give-their-own-kids/>

LET'S GET SOME FEEDBACK

BEFORE YOU LEAVE, PLEASE GO TO THE LINK BELOW IN AN INTERNET BROWSER & COMPLETE THE GOOGLE SURVEY:

<http://bit.do/CollegeCareerSurvey>