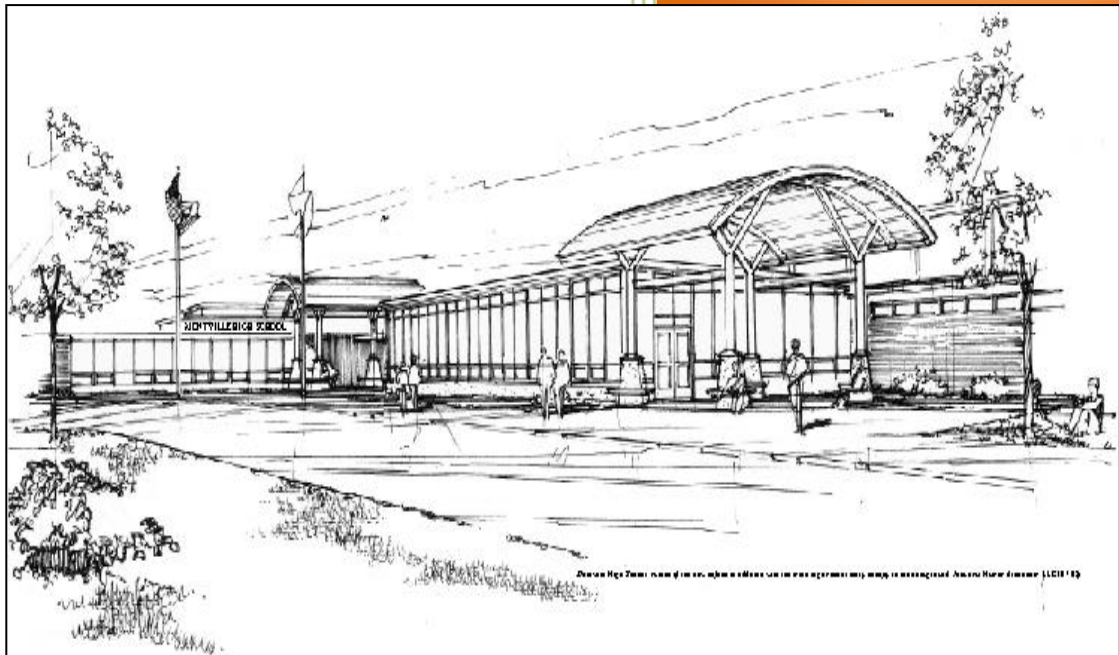


**2009-2010**

# **MONTVILLE HIGH SCHOOL**



**DEPARTMENT OF SCHOOL COUNSELING**

# **COLLEGE & CAREER PLANNING GUIDE**

# MONTVILLE HIGH SCHOOL

## DEPARTMENT OF SCHOOL COUNSELING

800 Old Colchester Road  
Oakdale, CT 06370

### Contact Information

#### Main Office:

Phone: 860-848-9208  
Fax: 860-848-3872  
Office Hours: 7:00 AM – 4:00 PM

#### School Counseling:

Phone: 860-848-1285  
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Office Hours: 7:30 AM – 3:00 PM

DIRECTOR	Ext	E-Mail Addresses
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#### WEB PAGES:

##### Montville High School

<http://mhs.montvilleschools.org/>

##### Dept. of School Counseling

Click on "COUNSELING"

##### Counseling & Career Scholarship Newsletter

Click on "SCHOLARSHIPS"

##### Naviance Family Connection

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

## NAVIANCE

### FAMILY CONNECTION

The Montville High School Department of School Counseling is very pleased to offer *Naviance Family Connection* 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 Family Connection is customized to Montville High School, **and is required for:**

- Requesting all transcripts for colleges and scholarships
- Obtaining forms for:
  - Permission to release transcripts
  - Student Bio "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
- Preparing for the SAT
- 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 at any time.

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

## **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.
- **At least three years of science.** This should include at least three years of science classes with lab experience (Coordinated Science, Chemistry, 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 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.*

# COLLEGE APPLICATION TIMELINE AT-A-GLANCE

## Junior Year:

October	<p><b>Register for and use Naviance Family Connection</b> <a href="https://connection.naviance.com/montvillehs">https://connection.naviance.com/montvillehs</a> <b>Take the PSAT/NMSQT</b> PSAT Information: <a href="http://www.collegeboard.com/student/testing/psat/about.html">www.collegeboard.com/student/testing/psat/about.html</a> Visit the Counseling &amp; Career Scholarship Newsletter on-line: <a href="http://mhs.montvilleschools.org/">http://mhs.montvilleschools.org/</a> Click on “Scholarships”</p>
November	<p>Visit the Career Center to obtain career and college information. Investigate job-shadowing possibilities.</p>
May/June	<p>Take the SAT I and/or ACT, and any appropriate SAT II Subject Tests.</p> <ul style="list-style-type: none"><li>• <b>ACT</b> Test Center Locations, Dates, and Codes: <a href="http://www.act.org/aap/regist/centers.html">www.act.org/aap/regist/centers.html</a></li><li>• <b>SAT</b> Calendar &amp; Fees: <a href="http://www.collegeboard.com/student/testing/sat/calenefees.html">www.collegeboard.com/student/testing/sat/calenefees.html</a></li><li>• <b>SAT</b> Registration: <a href="http://www.collegeboard.com/student/testing/sat/reg.html">www.collegeboard.com/student/testing/sat/reg.html</a></li></ul>
Summer	<p>Visit potential colleges.</p>

## Senior Year:

Fall	<p><b>Register for and use Naviance Family Connection</b> <a href="https://connection.naviance.com/montvillehs">https://connection.naviance.com/montvillehs</a> Continue college search &amp; visitations Decide where to apply. Secure applications &amp; recommendations. Visit the Counseling &amp; Career Scholarship Newsletter on-line: <a href="http://mhs.montvilleschools.org/">http://mhs.montvilleschools.org/</a> Click on “Scholarships”</p>
October/November	<p><b>Attend College Planning Night</b> Take the SAT I and or ACT, and any appropriate SAT II Subject Tests Complete applications. Be aware of deadlines. Check to see if SAT II Subject Tests are needed.</p>
December	<p>Complete applications; be aware of deadlines Complete the financial aid PROFILE if appropriate</p>
January/February	<p>Attend the Financial Aid Workshop Complete the <b>FAFSA</b> (<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>) and the <b>PROFILE</b> (<i>if required</i> - <a href="http://www.profileonline.collegeboard.com">www.profileonline.collegeboard.com</a>).</p>
Winter/Spring Apply for scholarships Athletic Students	<p>Make sure NCAA (The National Collegiate Athletic Association) Eligibility Center information is completed on-line. NCAA website: <a href="http://www.ncaa.org">www.ncaa.org</a> –Click on Academics &amp; Athletics Clearing House: <a href="http://www.ncaaclearinghouse.net">www.ncaaclearinghouse.net</a> Paper forms are no longer used.</p>
Spring	<p>Make college choices; pay registration fee.</p>

# COLLEGE AND CAREER PREPARATION TIMELINE IN DETAIL

*Use this information as a general guide for college and career preparation. Though it covers a broad variety of activities, it does not have to be followed exactly by everyone.*

## 11<sup>th</sup> Grade

- Register for and use Naviance Family Connection
- Take challenging classes; make sure graduation requirements are being met.
- Explore ways in which classes relate to career opportunities and work situations.
- 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 requirements.
- Take the PSAT/NMSQT (October).
- Utilize the Career Center to carry out a college and career search.
- Look carefully at costs and budgeting for further education.
- Attend the MHS Financial Aid Workshop.
- 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 counselor.
- Register for and take the Scholastic Aptitude Test – [www.collegeboard.com](http://www.collegeboard.com) - (SAT I and any appropriate SAT II Subject Tests) or the ACT if required. Juniors usually take these in May and or June.
- Read the *Counseling and Career News* regularly for updated information. Pay very careful attention to deadlines.
- Speak with graduates who have attended college or who have entered careers about their experiences.
- Plan college visitations. Take college tours, talk to faculty members and students, and get to know the institutions thoroughly (see list of questions to ask of college representatives).
- Carefully select courses for the senior year.
- Consider the Senior Internship program.
- Plan summer experiences that might develop new skills.

## 12<sup>th</sup> Grade

- Register for and use Naviance Family Connection
- Take challenging classes; make sure all graduation requirements are being met.
- Explore ways in which classes relate to career opportunities and work situations.
- Attend the College Planning Workshop
- Complete college search and selection utilizing the Career Center and all possible resources.
- Obtain and complete college applications. Watch deadlines, especially for early action or early decision. Many may need to be in during **November**. Some scholarships require early application!
- Apply for scholarships. These may be announced throughout the year; deadlines vary. Read the *Counseling and Career News* every week.
- Apply for financial aid. Attend the MHS Financial Aid Workshop. Complete the Free Application for Federal Student Aid (FAFSA) in **January** ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) and the College Board Profile ([www.profileonline.collegeboard.com](http://www.profileonline.collegeboard.com)) if applicable. Complete all special financial aid application forms for individual colleges. **Watch deadlines.**
- Register for and take the Scholastic Aptitude Test – [www.collegeboard.com](http://www.collegeboard.com) - (SAT I and any appropriate SAT II Subject Tests) or the ACT. Seniors usually take the SAT in **October or November**.
- Be sure all NCAA information is completed online and submitted if you are planning to play a sport or receive an athletic scholarship at a Division I or II college.
- Read the *Counseling and Career News* every week for updated information.
- **Pay very careful attention to deadlines.**
- Speak with graduates who have attended college or who have entered careers about their experiences.
- Plan college visitations. Take college tours, talk to faculty members and students, and get to know the institutions thoroughly (see list of questions to ask of college representatives).
- Plan summer experiences that will develop or expand career skills and opportunities.

## **JUNIORS: Planning the Senior Year**

*This is an actual letter sent by a recognized college in New England to interested juniors. It contains some important points to consider as you plan for the senior year.*

Dear student:

As you work with your high school to select your course schedule for next year, be sure to sign up for a full academic load. This will help to preserve or enhance your credentials for college admission. In the last few years, we have denied admission to a growing number of students who chose a senior course load that was lightweight or unchallenging. You still have time to avoid this mistake!

Our college definitely evaluates senior courses and grades. Admission decisions are based on many factors but one of the most important is the academic quality of your courses. Four years of demanding college prep courses provides you with the most instruction and practice in all the skills that correlate with academic success in college.

Even if you have met all your school's graduation requirements in core courses, continue with the available sequence during senior year. If you've completed a full sequence, then select other rigorous college prep electives. Without this, the Admissions Committee is likely to assume you aren't interested in challenging yourself or in deepening your college readiness.

Students often ask, as they select courses, should they consider an AP, ECE or Honors course even if it means the chance of a lower grade? If you have the appropriate prerequisites for such a course, then we vote **Yes**. The enrichment such courses offer to you will be something you'll always have, and we do consider the level of every course as we look at your grades. And do take the AP exam; You may be able to earn college credits. Whatever you earn on the exam will not have a negative effect on your admissions application.

If you have questions about course selections available to you, be sure to speak with your school counselor. We welcome your call or email to our admission counselors if you have questions about our requirements.

Sincerely,

Director of Admissions

# HOW TO WRITE A COLLEGE APPLICATION ESSAY

By Margaret Metzger

Brookline High School, Massachusetts

**M**any 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.

## 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.

## **What Students and Parents Should Know: Some Questions To Ask College Representatives**

*Theodore H. Phillips, Ed.D., Director of School Counseling*

*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?

## 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 in *The Counseling and Career News*. 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.

### When applying for scholarships:

- Obtain scholarship information and application forms thru Naviance Family Connection and from the Career Center, or on-line from the Counseling & Career Scholarship Web Page: <http://mhs.montvilleschools.org/> Click on "Scholarships"
- 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**. All transcripts must be requested through your Naviance Family Connection account then they will be officially mailed by the School Counseling Department. **If you submit your college application on line, notify your counselor.**

### 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.)

### COLLEGE VISITATIONS SCHEDULED DURING SCHOOL TIME

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.

# GUIDELINES FOR SCHOLARSHIPS AND FINANCIAL AID

*By: Theodore H. Phillips, Ed.D,  
Director of School Counseling*

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](http://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](http://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.

## **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 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 and Career News*.

### **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.

### **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.

### **Keep Informed and Positive**

The Department of School 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 and Career News*, available in the Career Center, the main office, and online at <http://mhs.montvilleschools.org/>. Click on "Scholarships"

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.

## **Free Application for Federal Student Aid FAFSA**

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  
FOR COLLEGE PLANNING  
CAREER PLANNING & FINANCIAL AID**

**Naviance Family Connection (requires registration – see your counselor)**

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

**MHS Counseling & Career Scholarship News Web Page**

**Links to Scholarships & many important websites:**

<http://mhs.montvilleschools.org/> - CLICK ON THE "*SCHOLARSHIP*" LINK

College Board Online

<http://www.collegeboard.com>

College Scholarship Services PROFILE

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

Connecticut Department of Labor – job search or career search

<http://www.ctdol.state.ct.us>

Department of Education – **Free Application for Federal Student Aid** – apply online

**<http://www.fafsa.ed.gov/>**

Free scholarship search service – financial aid information

<http://www.finaid.org/>

Financial aid search (FastWEB)

<http://www.fastweb.com>

**NCAA (The National Collegiate Athletic Association)**

<http://www.ncaa.org> –Click on "*Academics & Athletics*"

**Eligibility Center: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)**

Peterson's Education Center

<http://www.petersons.com>

Visit the following Web Pages, available on the Counseling & Career Scholarship Web Page for additional informational links:

<http://mhs.montvilleschools.org/> - CLICK ON THE "*SCHOLARSHIP*" LINK

- College Search Engines
- College Testing Programs & More
- College / University Programs
- Financial Aid
- Private Occupational Schools in the State of Connecticut

Just to name a few.

## **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
  - College and career videos and DVD's
- \* **VISIT:** The Counseling and Career News online at  
<http://mhs.montvilleschools.org/> - CLICK ON THE "*SCHOLARSHIP*" LINK

## **WHAT PARENTS CAN DO TO HELP IN COLLEGE AND 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

# STUDENT FORMS

# Montville High School

## Department of School Counseling

Old Colchester Road • Oakdale • Connecticut 06370

Main Office: (860) 848-9208 • Fax: (860) 848-3872

School Counseling Office: (860)-848-1285 • Fax: (860) 848-8067

Thomas J. Amanti

Principal

Tatiana Patten

Assistant Principal

Jason Daly

Interim Assistant Principal

Theodore H. Phillips

Director of School Counseling

## Permission to Release Transcripts

In accordance with Montville Board of Education Policy # 5125 and Connecticut State Statues, 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**

---

**Social Security Number**

---

**Year of Graduation**

---

**Print Name of Parent/Guardian**

---

**Date**

---

**Signature of Parent/Guardian**



# MONTVILLE HIGH SCHOOL DEPARTMENT OF SCHOOL COUNSELING

800 Old Colchester Road • Oakdale • CT • 06370 • 860-848-1285 • Fax: 860-848-8067

## INDIVIDUAL COLLEGE APPLICATION CHECKLIST

*Communication with your counselor is KEY!!!!*

**STUDENT:** \_\_\_\_\_

**COLLEGE/UNIVERSITY:** \_\_\_\_\_

### APPLICATION COMPLETED

- On-line
- Paper application submitted to counselor
- Letter(s) of recommendation (*if required*)
- Essay (*if required*)
- Application fee (*unless waived*)
  
- Transcript request made through Naviance  
(*Transcript release form must be on file in Counseling Office prior to request.*)

If you are using the **Common Application**

- Submit completed application to counselor
- Provide counselor with School Secondary Report
- Provide selected teachers with Teacher Evaluation form
- Completed teacher evaluations given to counselor or sent separately
- Provide counselor with Mid-Year Report
- Supplemental application  
(*required by some colleges who use the common application*)

**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				
Chieftain ( <i>School Newspaper</i> )				
Chorus				
Class Officer				
Color Guard				
Community Coalition				
Concert Band				
Culinary Club ( <i>FCCLA</i> )				
Diversity Day				
Drama				
Environmental Club				
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				
National History Day				
National Honor Society				
Outing Club / Biking club				
Parent Advisory Group ( <i>PAG</i> )				
Peer Mediation				
Prom Committee				
Rifle Club				
Ski Club				
Student Council / Government				
Technology Student Association ( <i>TSA</i> )				
Thespian Society				
Tri-M Music Honor Society				
Winter Guard				
Writing (Poetry) Club				
World Language Honor Societies				

*(Turn over for Athletic and Other Activities)*

Name of Organization/ Activity	Grade 9	Grade 10	Grade 11	Grade 12
Year Book Club				
Young Educators Society (Y.E.S)				
<b>ATHLETICS (Varsity, J.V.)</b>				
Baseball				
Basketball				
Cheerleading				
Cross Country				
Football				
Golf				
Gymnastics				
Indoor Track				
Soccer				
Softball				
Tennis				
Track				
Volleyball				
Wrestling				
<b>OTHER ACTIVITIES</b>				

**Montville High School  
Department of School Counseling  
Letter of Recommendation Request**

Student's Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

School(s) / Scholarships applying to:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Letter needed by: \_\_\_\_\_ *(Please allow at least two weeks.)*

Letter to be returned to: (Circle) Student Counselor: Phillips Bedard Contos Macri

In order to personalize your recommendation, the following information would be helpful:

- Clubs, teams, activities

\_\_\_\_\_  
\_\_\_\_\_

- Any titles or offices held (i.e. team captain, class officer, etc.):

\_\_\_\_\_

- Jobs (after school & summer):

\_\_\_\_\_

- Hobbies, Interests, etc.:

\_\_\_\_\_

- Personal strengths (list 3):

\_\_\_\_\_

- College major/career interests:

\_\_\_\_\_

- Community service/volunteer experiences:

\_\_\_\_\_

\_\_\_\_\_

Additional information that might be helpful including special project or story about the class you took with the teacher who is writing this letter:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# STUDENTS NAME

SAMPLE

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

## STUDENT BIOGRAPHY / STUDENT ACTIVITY INFORMATION

The following is a sample of a “Student Activity or Biography” outline. It’s 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” can be longer than one page.

This “Bio” also is helpful when seeking letters of recommendation.

This is a sample – you can tweak this format to fit your high school years. This format shows a student who wanted to show their GPA and Class Rank – this is optional as your Transcript has this information. A Student who took their SAT’s, Advance Placement Courses, UCONN Early College Experience Courses, participated in sports, and volunteered in the community and school.

### EDUCATION

MONTVILLE HIGH SCHOOL 800 Old Colchester Road, Oakdale, CT 06370  
Counselor’s Name 860-848-1285 | Counselors E-Mail Address  
Dates attended MHS Grade Point Average  
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

**(List all awards received, in school and out of school: Awards, High Honors, Perfect Attendance, Honor Societies, Thespian Society, Sports, etc... by grade level)**

#### Example:

9, 11, 12<sup>th</sup> Grade: Perfect Attendance  
10<sup>th</sup> Grade: Science Award  
11<sup>th</sup> Grade: Montville High School Scholar Award: Achievement in: Math, Music & Science & Dedication in: English & Social Studies  
12<sup>th</sup> 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)



# Montville High School

## JOB SHADOW PROGRAM

### Request Form

Date: \_\_\_\_\_

*I would like to participate in a Job Shadowing experience. The occupation I am interested in is \_\_\_\_\_.*

(For teaching requests list grade level.)

**Day of Preference**    **A** \_\_\_\_\_    **B** \_\_\_\_\_    **Either** \_\_\_\_\_

I understand that I am responsible for my own transportation to the work site, am willing to go to whatever site within reasonable travel distance, that can be arranged by the Work Site Monitor and I will abide by work site regulations as outlined by my site supervisor.

Student's Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Counselor: \_\_\_\_\_ Initials: \_\_\_\_\_

\* Special accommodations (to be used only if student has specific person or place in mind and understands that requests are honored at discretion of Work Site Monitor and cannot always be met):

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Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Counselor: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Student's Initials: \_\_\_\_\_ Counselor's Initials: \_\_\_\_\_

#### FOR OFFICE USE ONLY:

Site Assigned: \_\_\_\_\_

Site Contact: \_\_\_\_\_ Date: \_\_\_\_\_



According to recent aero-technical tests

The bumblebee cannot fly,

Due to the ratio of its wing surface

To the size and weight of its body.

But the bumblebee does not know this,

So it goes ahead and flies anyway.