

FREDERICA ACADEMY

2020-2021 COLLEGE COUNSELING HANDBOOK



College Counseling Handbook

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Welcome to the beginning of the college search process. Frederica Academy's College Counseling Center is looking forward to guiding you through this exciting journey.

The mission of the center is to foster students' academic, intellectual, and personal growth while helping them find a college that matches their academic talents and fits their interests well.

Navigating today's college process requires careful planning and preparation. The College Counseling Handbook is designed to help assist students and parents in the college search and application process.

College Counseling Handbook

College Counseling Calendar: Freshmen and Sophomores

August 2020

- Freshmen: Attend the Upper School 101 summer seminar class
- Sophomores: Update résumé in SCOIR
- Attend your scheduled college counseling check-in meeting with Mrs. Nevins

September 2020

- Sophomores: Attend a SCOIR Workshop and continue to explore the program

October 2020

- PSAT- October 14th
- Explore SCOIR

November 2020

- Sophomores: Pre-ACT- November 6th
- Sophomores: Sophomore College "Night"- November 19th
- Explore SCOIR

December 2020

- Explore SCOIR

January 2021

- Freshmen: Attend an Understanding your Pre-ACT score workshop
- Sophomores: Attend an Understanding your Pre-ACT and PSAT score workshop
- Explore SCOIR

February 2021

- Explore SCOIR

March 2021

- Explore SCOIR

April 2021

- Plan your summer experience & college visits
- Explore SCOIR
- Sophomores: Regular registration deadline for May SAT/SAT Subject Tests- April 8th

May 2021

- Sophomores: AP World History Exam- May 10th
- Plan your summer experience & college visits
- Explore SCOIR

June 2020

- Explore SCOIR



*Please see the Standardized Testing section for the **SAT/SAT Subject Test** and **ACT** test dates and deadlines.

College Counseling Handbook

College Counseling Calendar: Juniors

August 2020

- Update résumé in SCOIR

September 2020

- Attend a SCOIR Workshop

October 2020

- PSAT- October 14th
- Explore SCOIR

November 2020

- Pre-ACT- November 6th

December 2020

- Update résumé in SCOIR

January 2021

- Review your PSAT/Pre-ACT score with Mrs. Nevins
- Attend the ACT prep course
- Junior Class College "Night"- January 14th
- Schedule your individual junior college conference with Mrs. Nevins

February 2021

- Schedule your individual junior college conference with Mrs. Nevins

March 2021

- SAT (at FA)- March 13th
- Schedule college visits during Spring Break

April 2021

- Attend a résumé building workshop
- Begin completing Teacher Recommendation Request Forms
- Plan your summer experience

May 2021

- AP Exams- May 3rd–May 14th
- Plan your summer experience & college visits



*Please see the Standardized Testing section for the **SAT/SAT Subject Test** and **ACT** test dates and deadlines.

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College Counseling Calendar: Seniors

August 2020

- Submit the first draft of your college essay to Mrs. Nevins
- Attend your scheduled college counseling check-in meeting with Mrs. Nevins
- Update résumé in SCOIR
- Update “Colleges I’m Thinking About” in SCOIR

September 2020

- Senior College “Night”- September 17th
- Begin transferring schools from your “Colleges I’m Thinking About” list to your “Colleges I’m Applying To” list
- Begin your college applications

October 2020

- FAFSA becomes available- October 1st
- Visit or re-visit the colleges on your list

November 2020

- Common Early Decision/Early Action deadlines- November 1st/November 15th
- View College Financial Aid Video- Georgia Student Finance Commission
- Pay attention to application deadlines!

December 2020

- Earliest Regular Decision deadline- December 15th
- Begin scholarship applications

January 2021

- Common Regular Decision deadlines- January 1st/January 15th
- Begin scholarship applications

February 2021

- FAFSA preferred deadline- February 15th
- Update SCOIR

March 2021

- Complete scholarship applications
- Update SCOIR

April 2021

- Notify colleges you are no longer considering
- Re-visit colleges you are considering
- Update SCOIR

May 2021

- Deadline to make a deposit- May 1st
- AP Exams- May 3rd–May 14th
- Update SCOIR
- Graduation!
-



*Please see the Standardized Testing section for the **SAT/SAT Subject Test** and **ACT** test dates and deadlines.

College Counseling Handbook

SCOIR



SCOIR: app.scoir.com/signin

SCOIR is a web-based services designed especially for students and parents. The program tracks and analyzes data about college and career plans to provide up-to-date information that is specific to Frederica Academy.

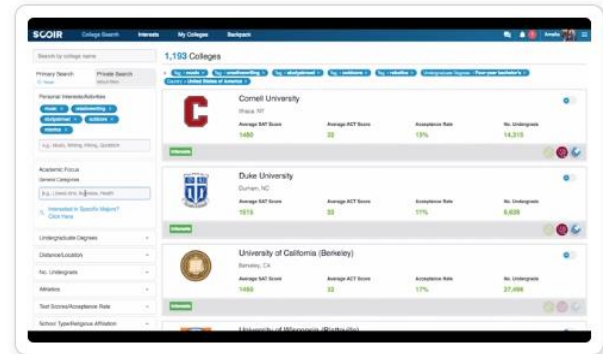
The SCOIR search function helps identify schools students might be interested in based on a number of search parameters including location, academic interests, hobbies, etc. The program's career search and assessment tools may help broaden knowledge of various careers and educational opportunities available. Students are encouraged to utilize résumé building features, which will allow them to keep track of their work, community service, extracurricular activities, and honors and awards.

SCOIR also curates social media and testimonials of students on campus to provide a glimpse into student life. Students are able to curate their own "board", filled with colleges and hashtags they are interested in following.

The SCOIR mobile app enables students to search and manage their profile through their phone. Students and families will be able to view historical data of college admissions rates and success of previous Frederica Academy students, which is helpful in determining the likelihood of admissions.

SCOIR provides an interface for parents so that they may become a part of the search process. Financial calculators are available to help assess and compare the costs of colleges, and parents can even recommend schools that they think their student may be interested in. The

platform also allows counselors and teachers to send recommendations, transcripts and additional documents efficiently.



College Counseling Handbook

The College Search

Beginning the college search can be a daunting process. Visiting colleges is the best way to determine whether or not you can see yourself attending that school; however, there may be schools you are unable to visit prior to applying. Researching schools is key to developing a list of prospective colleges. The more you learn about a school you are interested in, the easier it will be to determine if that school is the right “fit” for you.

SCOIR is a great resource to use when searching for colleges. The site can be used to help search for specific criteria you are looking for in a college.

College Visits

Spring break is a wonderful time for students to schedule college campus visits. It is recommended that students visit college campuses when the college is in session to get a feel of how the college operates and looks when classes are in session and the campus is full.

College tours and information sessions should be arranged at least 3-4 weeks in advance and can be scheduled through the college's admissions webpage.

There is a limit of **3** excused absences per year for **juniors** and **seniors** who go on college visits. Students must submit a **Parental Request for Student Absence Form** and speak to their teachers regarding the assignments they will be missing. This absence will only be considered excused if the student submits documentation that the trip was taken for the purpose of considering the college for admission. The form can be picked up in the Upper School office.

Interviews

Interviews are recommended, but not required by most colleges. An interview is a great way

for an admissions counselor to get to know you better and allow you to share with them why you would be a great addition to their colleges' campus. Colleges and universities are also utilizing modern day technology by scheduling Skype interviews with students who are unable to visit their campus; they also reach out to their alumni to schedule interviews in their hometowns. It is recommended that students schedule interviews when asked to do so by the college.

Students who schedule an interview with a school should remember to:

- Dress appropriately
- Be on time
- Use appropriate speech
- Make a list of a few questions to ask the admissions counselor or alumni about the school
- Ask for your interviewer's contact information to send them a thank you note or email after the interview

It is important to note that the interviewer may never mention your grades or standardized test scores. It is not that they will not be considered for admission, but during the interview, the conversation will most likely be about your interests, what you feel makes you a good candidate for admission, and what you can offer the college as a student.

College Counseling Handbook

The College Search



Common College Admissions Interview Questions:

- Tell me about yourself.
- How did you learn about our school?
- How have you prepared yourself for college?
- What activities that you have participated in are the most meaningful to you?
- What are your favorite classes and why?
- What is the name of the last book you read for leisure?
- How would your teachers describe you?
- How would your friends describe you?
- What do you like most about our college?
- How do you plan to contribute to our college community?
- What are you interested in majoring in and why?
- What do you do for fun in your free time?
- Tell me about a challenge that you overcame.
- What do you see yourself doing 10 years from now?
- How do you define success?
- What about you is unique?
- What subject in high school did you find the most challenging?
- How have you been a leader or displayed leadership?
- What is a challenge you have overcome?
- Do you have any questions?

Additional Details to Consider When Researching Colleges:

- Social Distancing policies
- Campus size (small, medium, large)
- Geographic Location (city, state)
- Size of school (small, medium, large)
- Average number of students per class
- Community and surrounding areas
- Academic programs (majors, joint-degree programs)
- Student body (ratio of men to women, where they're coming from)
- Safety (security, Blue-Light Systems)
- Organizations/clubs (academic clubs, Greek life, intramurals)
- Athletics (NCAA Division, do students attend events?)
- Weekend activities/school events
- College facilities
- Financial aid and tuition (scholarship opportunities)
- Housing (*is housing guaranteed for 4 years?*)
- Meal plans
- Interviews (*are they required?*)
- Application deadlines
- Required standardized tests
- Career services department (*do they help find internships and help with job placement?*)
- Counseling center/office (*hours, staff qualifications*)
- Study abroad opportunities (*requirements, countries*)
- Honor Code
- Retention rate (*what percentage of freshmen return?*)
- Library (*facilities, hours*)

College Counseling Handbook

College Visit Information Sheet

Name of College _____

City, State _____

Urban/Rural _____ Number of Students _____ Tuition _____

Initial impression of the college: _____

What is the Application deadline? _____

Percentage of students accepted _____ Freshmen retention rate _____

Average GPA (for admitted freshmen) _____ Average SAT _____ Average ACT _____

What is the town surrounding the college, or near to it, like? _____

What scholarship opportunities are offered? _____

Is there a separate scholarship application? _____

What is the percentage of students receiving financial aid? _____

What dorms are available to freshmen? _____

Is housing guaranteed for four years? _____

Can freshmen have cars on campus? _____

How often will I meet with my academic advisor? _____

What is the percentage of students that graduate in four years? _____

What is the most popular major? _____

What are the most popular academic programs? _____

How large are classes? _____

What are the library's hours? _____

What pre-professional programs are offered? (Pre-Med, Pre-Vet, Pre-Law, etc.) _____

What activities does the college offer for students? _____

What sports are offered? (Division I, II, III, intramural) _____

How does the career services center help students find internships and jobs? _____

How is freshman orientation planned and organized? _____

What makes this college unique? _____

College Counseling Handbook

College Applications

College admission criteria may vary from one school to another. However, college admissions will tend to focus on the factors below:

1. Rigor/high school curriculum
2. GPA
3. Standardized test scores
4. Essay/supplements
5. Activity résumé
6. Recommendations

Official High School Transcript

Each college you are applying to must receive an official high school transcript. The College Counseling Center will automatically send transcripts to the colleges on the “Colleges I’m Applying To” list in SCOIR for each student, as the application deadline approaches. All transcripts will include ninth, tenth, and eleventh grade’s first and second semester grades. Frederica Academy reports only weighted GPAs and numeric averages. Senior grades will only appear if first semester has been completed.

Colleges are also looking at high school transcripts to see how much students have challenged themselves. The rigor of the courses you have selected while in high school are given much consideration by admissions counselors. Colleges want to see that students have taken advantage of the honors and Advanced Placement courses high schools offer. They want to see that students are aware of their strengths and know their potential. For this reason, it is not enough that a student enrolls in an advanced course; how the student performs is just as important. It is best to enroll in an honors or Advanced Placement course that is in a subject you enjoy and are passionate about.

Standardized Test Scores

Please see the Standardized Testing section of the handbook.

Personal Statement/Essay

With each essay or short answer question you submit, you are giving the school more information about yourself; allowing them to see what makes you a unique candidate for admission. Take the time to think of what you would like the admissions counselors to know about you. Each essay you write should be proofed for errors and should be read by an English teacher or the College Counselor.

The essay is an important part of the application. If you are writing about a question asked, please be sure that you have answered the question. If you have selected to write a personal statement, think about how someone who does not know you personally will judge what you have written. The writing section of an application gives you, the student, the opportunity to share information that the admissions counselors do not know from the basic information you have provided them.

Please see the Essays that Worked section of the handbook to view sample college essays.

Supplemental Application Material

Depending on your intended major, you may be required to submit an additional portfolio or perform an audition. It is the student’s responsibility to know what supplemental material or documentation is required by each of the schools to which he/she is applying.



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College Applications

Activity Résumé

The activity résumé allows colleges to learn what you, as a student, do when you are not in the classroom setting. It allows admission counselors to learn who you are as an individual; what your interests, hobbies, passions, talents, and honors are. Résumé workshops are offered throughout the school year for students to work on their résumé with the college counselor.

A copy of each student's résumé will be submitted on their behalf, along with each official transcript sent to a college. Many schools offer scholarships and awards for various activities listed on a résumé. To qualify for these scholarships, schools must be aware of the activities you have participated in and the awards which you have received.

Teacher and Counselor Recommendations

Each student must ask two teachers to write a letter of recommendation. Students are required to ask their teachers in person to write these letters. Once they have done so, each senior must submit an official request through SCOIR.

Frederica Academy recommends that students ask two teachers from two different academic subject areas. Teachers should be from core academic areas, preferably from your junior year of high school. The teachers will be writing about your academic performance, effort, participation, and overall attitude in the classroom setting.

The teacher recommendation letter is an important part of your application. It allows the school to get a glimpse of how you conduct yourself in the classroom setting. Colleges recommend that students and parents do not have access to recommendation letters. All recommendations will remain confidential and should only be read by those whom the letters

are written to. **Frederica Academy will not share letters of recommendation with students or parents. This is a College Counseling Office policy.**

Each college a senior applies to will receive a letter from the College Counselor. This letter will mark the student's accomplishments, personality, and overall impact he/she has had on the Frederica Academy community. The College Counselor may also explain any circumstances that may have impacted a student's academic performance. Again, **Frederica Academy will not share letters of recommendation with students or parents. This is a College Counseling Office policy.**

Below is what Frederica Academy is responsible for submitting to a college and what the applicant is responsible for submitting:

Frederica Academy:

- Counselor Recommendation
- Teacher Recommendations
- Official High School Transcript
- School Profile
- Activity Résumé

Student:

- College Applications (including supplements)
- Application fees
- Essays/Personal Statements
- SAT and/or ACT Score Reports

Applications

The first step in applying to a college is completing an application. Students may complete an online application which can be accessed on the school's website. Applications take time to complete. They are a reflection of the student, and therefore should not be rushed through. Many schools require more than one essay or personal statement. Students should think about what they would like the college to

College Counseling Handbook

College Applications

know about them that is not already seen in the basic questions asked.

Students are encouraged to meet with the College Counselor to go over their applications.

The Common Application

The Common Application is accepted by over 400 colleges and universities. This application allows students to apply to schools using one single application and can be completed by creating an account at www.commonapp.org.

Each school will require students to complete their own individual supplement on the Common Application site. Please keep in mind that these supplements typically consist of essay questions. Like your individual personal statement/essay, much thought should be given to these supplemental essays or questions.

Students who complete applications through the Common Application should sync their username and password with their Naviance account. This should be done so Frederica Academy can submit all required documentation electronically.

Please note that the Common Application will not be sent to the colleges you have added to your “My Colleges” section of the application until you have completed the signature page and click **SUBMIT**.

Types of Application Deadlines

Regular Decision- Deadline typically falls on or after January 1. Decisions are usually reached by March-April.

Rolling- Applicants will receive an admission decision as soon as it becomes available. The earlier the student applies, the sooner a decision will be made.

Early Action- Admission decision is not binding. Students may apply Early Action to as many schools as they would like. Students who apply to a school as an Early Action applicant will learn of their admission decision sooner than under a Regular Decision deadline.

Early Decision- This deadline gives a BINDING decision. If a student applies and gets admitted, the student MUST attend the school. Students are only permitted to apply to ONE school as an Early Decision applicant. They may apply to other schools as an Early Action applicant, but must withdraw their applications to those schools if they are admitted into the school they have applied to Early Decision. This deadline typically falls in November and students are usually notified in January. An Early Decision Agreement must be submitted along with the application. This agreement requires a student, parent, and counselor signature. Students should only apply to a college/university as an Early Decision applicant if financial aid/scholarship is not a concern AND if it is their number one choice of school.

Early Decision II- This deadline typically falls in November-January. Like Early Decision, this deadline gives a BINDING decision. It is a good option for a student who would like to apply to a school Early Decision, but would like to take a November or December standardized test.

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Standardized Testing

Standardized tests are used to assist educators and students in assessing aptitude, ability, and proficiency. Frederica Academy administers the Preliminary Scholastic Aptitude Test (**PSAT**) to all sophomores and juniors in October.

Sophomores take the test for practice and exposure to the types of questions asked on the SAT, while **juniors** will have a chance to qualify for a Merit Scholarship and test their skills against other students nationwide. National Merit Scholarships are determined each year by an index totaling the verbal, math, and writing numbers of the test. **Freshmen, sophomores, and juniors** are also administered the **Pre-ACT**, a test designed to expose underclassmen to the format of the ACT exam.

Any Frederica Academy student enrolled in an Advanced Placement (**AP**) course is required to take the AP exam for that course in May. AP courses are designed to help students become successful at college level curriculum, while their exams test student knowledge of material taught.

The Scholastic Aptitude Test, more commonly known as the **SAT**, and the American College Testing's assessment, the **ACT**, are used by colleges and universities for admission. These exams are not the only criteria considered for college admission; however, your score provides colleges with a means of comparing applicants, as it is the only standard component in the application process. How an SAT or ACT score is used varies from school to school, and it is the student's responsibility to know what standardized tests are required for each school they are applying to. **It is imperative that students take test preparation seriously. Studying will help better prepare students for the test and help increase scores.**

Please note that Frederica Academy does NOT report standardized test scores to colleges.

Students must request their test scores be sent to each of the colleges to which they are submitting an application. To do so, please log into your College Board or ACT account via www.CollegeBoard.org or www.ACT.org.

PSAT

Sophomores and **juniors** will be administered the PSAT in October of every year. The PSAT is a College Board exam that is designed to help prepare students for the types of questions seen on the SAT. The exam tests students on evidence-based reading & writing and mathematics. The PSAT's scale is 160-760 for each section. Students will not lose points for incorrect answers; it is advantageous for the student to answer every question on the exam.

Score reports become available in December of the same year and are mailed to each parent.

Sophomores and juniors will go over their PSAT scores in a classroom setting in January, and can meet individually with the College Counselor to go over their individual scores.

It is recommended that each student log into their College Board account and review their online score report. Online reports can be synced with a **Khan Academy** (www.KhanAcademy.org/test-prep/sat) account which students can use to receive additional help in studying for the SAT.

Pre-ACT

Freshmen, sophomores, and juniors will be administered the Pre-ACT in October of each year. The Pre-ACT is designed to expose students to the format of the ACT exam. Similar to the ACT, the Pre-ACT contains four sections- English, Mathematics, Reading, and Science. The Composite score of the Pre-ACT gives an estimate of the student's educational development over all of the areas that are tested. This score ranges from 1 to 35. Like the

College Counseling Handbook

Standardized Testing

ACT, there is no penalty for guessing. Therefore, students are encouraged to answer every question.

Pre-ACT results become available in December of the same year and are mailed to each student. **Freshmen, Sophomores, and Juniors** will go over their Pre-ACT scores in a classroom setting in January, and can meet individually with the College Counselor to go over their individual scores.

SAT

The SAT is a test that asks you to use your reasoning skills to answer questions on math, reading, and writing. The test emphasizes critical analysis and real-world problem-solving.

The SAT contains two major sections: Evidence Based Reading & Writing and Math, and is made up of five long sub-sections testing writing and language, reading, math (in two sections), and writing. Both major sections are scored on a scale of 200-800, for a total score between 400-1600.

English: There are two English sub-sections which have an emphasis on rhetoric, analysis, and punctuation. These scores of the sub-sections will be combined to create the first section score on a score range of 200-800.

- The writing and language section tests grammatical and rhetorical skills.
- The reading section tests evidence-based reading comprehension skills.

Math: The math section covers topics from pre-algebra through basic trigonometry, with a heavy emphasis on rhetoric and analysis. There is a math calculator and no-calculator section of the exam. The scores of the two math sub-sections will be combined to create a second section score on a score range of 200-800.

(Optional) Writing: The writing section of the SAT is optional.

Score Choice is a feature the College Board has created which allows students to select one test date score to send to the colleges of your choice. However, most colleges will consider a student's best score on each section of the SAT when determining admission. A College Board SAT Score Report will include all SAT/SAT Subject Tests a student has taken, unless the student chooses to use Score Choice.

It is recommended that **juniors** take at least one SAT exam in the spring (March, May, or June), and one in the fall of their senior year (October or November). Every student who registers to take the SAT should prepare for the exam (this means studying!).

Students must register for each SAT they choose to take. They can do so by creating an account through the College Board (www.CollegeBoard.org). It is the student's responsibility to register for the SATs he/she wishes to take, and to request official score reports be sent to the colleges to which he/she is applying. **Juniors** and **seniors** who register for an SAT exam may choose up to four schools to receive SAT Score Reports for free (at the time of registration). Students will be charged for each additional report ordered.

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Standardized Testing

2020-2021 SAT Dates & Deadlines

Test Date	Regular Registration Deadline	Late Registration Deadline
*August 29, 2020	July 31, 2020	August 18, 2020
*September 26, 2020	August 26, 2020	September 15, 2020
*October 3, 2020	September 4, 2020	September 22, 2020
*November 7, 2020	October 7, 2020	October 27, 2020
December 5, 2020	November 5, 2020	November 24, 2020
*March 13, 2021	February 12, 2021	March 2, 2021
May 8, 2021	April 8, 2021	April 27, 2021
*June 5, 2021	May 6, 2021	May 26, 2021

*Offered at Frederica Academy

SAT Subject Tests

Some colleges may require or recommend students take SAT Subject Tests. SAT Subject Tests are one hour in length and test specific subject areas students have been taught in school. Subject Tests are often looked at by colleges because they can be used to consider students' level of readiness to begin taking college level courses in the specific areas tested. It is recommended that students submit 2-3 Subject Tests to the colleges/universities that recommend or require them. Students may take up to 3 SAT Subject Tests on a test date. Students cannot take the SAT and SAT Subject Tests on the same test date.

The typical Frederica Academy student can expect to be prepared to take the following SAT Subject Tests after completing the courses:

Frederica Academy Course	SAT Subject Test
Biology/AP Biology	Biology-M
Chemistry/Chemistry Honors	Chemistry
Physics/AP Physics	Physics
Algebra II/Algebra II Honors	Math I
Pre-Calculus/Pre-Calculus Honors	Math II
American Literature/AP Language	Literature
World History/AP World History	World History
U.S. History/AP U.S. History	U.S. History
Spanish IV/Spanish IV Honors/AP Spanish	Spanish
Latin IV/Latin IV Honors	Latin

ACT

The ACT is a curriculum based assessment which contains English, Mathematics, Reading, Science, and optional Writing sections. **Though the writing section is optional, Frederica Academy recommends that each student taking the ACT complete the writing portion of the exam, as many schools will not consider an ACT score without a writing section.** Some schools that recommend or require SAT Subject Tests will accept the ACT with writing instead.

Students who take the ACT will receive a Composite Score, which ranges from 1-36. The Composite Score is the average of the English, Mathematics, Reading, and Science scores received on the exam. A separate score is given for the writing portion of the exam. The score received on the ACT can be compared to the score received on an SAT exam by using a conversion chart found under the Understanding Your Scores section of ACT's website.

It is recommended that **juniors** take one ACT exam in the spring (February, April, and/or June), and one in the fall of their **senior** year

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(September or October). Students must register for each ACT they choose to take. They can do so by creating an account through the ACT (www.act.org). It is the student's responsibility to register for the ACT's he/she wishes to take and to request official score reports be sent to the colleges to which he/she is applying.

Students can expect each section of the test to have the following content:

- Math:** Up to trigonometry
- Science:** Charts, data, graphs
- Reading:** Reading passages- prose fiction, social sciences, humanities, and natural sciences
- English:** Grammar usage

2020-2021 ACT Dates & Deadlines

Test Date	Regular Registration Deadline	Late Registration Deadline
September 12, 2020 September 13, 2020 September 19, 2020	August 14, 2020	August 28, 2020
October 10, 2020 October 17, 2020 *October 24, 2020 October 25, 2020	September 18, 2020	October 2, 2020
December 12, 2020	November 6, 2020	November 20, 2020
*February 6, 2021	January 8, 2021	January 15, 2021
*April 17, 2021	March 12, 2021	March 26, 2021
June 12, 2021	May 7, 2021	May 21, 2021
*July 17, 2021	June 18, 2021	June 25, 2021

*Offered at Frederica Academy

AP Exams

AP (Advanced Placement) courses are designed to help students become successful at college level courses, while their exams test student knowledge of material taught. AP exams are administered in May of each year. Every

student enrolled in an AP course is **required** to take the AP exam for that subject. AP exams are scored on a scale of 1-5. Many colleges will award college credit for grades of 3 or better on an AP exam. If a student would like his/her score to be considered for college credit at the college he/she is attending, he/she must request a copy of their AP Score Report be sent to the school.

The College Counseling Center will order all AP exams. Families will be billed for the cost of each exam. Seniors may opt-out of AP exams if an opt-out form is submitted by the selected deadline.

2021 AP Exam Schedule

Exam Date/Time	AP Exam
Monday, May 3, 2021 (8am)	AP U.S. Government
Tuesday, May 4, 2021 (8am)	AP Calculus AB/BC
Wednesday, May 5, 2021 (8am)	AP Literature & Comp.
Wednesday, May 5, 2021 (12pm)	AP Physics I
Thursday, May 6, 2021 (8am)	AP US History
Thursday, May 6, 2021 (12pm)	AP Computer Science A
Friday, May 7, 2021 (8am)	AP Chemistry
Monday, May 10, 2021 (8am)	AP World History
Tuesday, May 11, 2021 (8am)	AP Spanish Language
Wednesday, May 12, 2021 (8am)	AP Language & Comp.
Thursday, May 13, 2021 (8am)	AP Language & AP Comparative Government.
Thursday, May 13, 2021 (12pm)	AP Statistics
Friday, May 14, 2021 (8am)	AP Biology

Please use Frederica Academy's school code when registering for each standardized test.

(CEEB: 110-474)

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NCAA Eligibility

www.NCAAEligibility.org



Students interested in playing a sport at the NCAA **Division I** or **Division II** level are encouraged to plan ahead! Each high school is required to submit its courses to the NCAA Eligibility Center for approval. Any course approved by the NCAA will be calculated in a student's GPA for eligibility. Those courses, such as non-academic electives and fine arts electives that are not approved by the NCAA, are not calculated into a student's GPA when being considered for eligibility. Frederica Academy's academic requirements exceed both NCAA Division I and Division II credit requirements. However, each student interested in playing a sport at the college level should inform the College Counselor so a credit evaluation can be conducted.

NCAA Checklist

- Speak to the College Counselor about your desire to be a college athlete
- Discuss recruitment strategies and appropriate Division level with your coach
- Register with the Eligibility Center (NCAA recommends that students register at the beginning of their sophomore year)
- Request an official high school transcript be sent to the Eligibility Center at the end of your junior year
- Have all standardized test scores (SAT and ACT) sent to the Eligibility Center, using test code "9999"
- Request an official high school transcript be sent to the Eligibility Center at the end of your senior year

Division I

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course
- GPA on the Division I sliding scale
- Graduate high school.

Division II

- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course
- GPA on the Division II full qualifier sliding scale
- Graduate high school



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Financial Aid and Scholarships

There are two types of aid: **need-based** and **merit-based**. Need-based aid is determined by completing the FAFSA (Free Application for Federal Student Aid). Merit-based aid is given in the form of scholarship. Scholarships can be awarded to students based upon their academic achievement in high school, standardized test scores, talents, or achievements.

Free Application for Federal Student Aid (FAFSA)

The FAFSA can be accessed and completed by visiting www.fafsa.ed.gov. The application cannot be filed before January 1 of your senior year. Each college/university will determine an individual amount of aid to offer you. This is determined by assessing your family income, assets, and what they believe is your family's ability to pay for college tuition. Each college has its own priority filing date which you must be aware of. Need based aid may include loans, grants, and work study.

Net Price Calculator

The Net Price Calculator is a tool that students can use to estimate their "net price" to attend a particular college or university.

Net price is the difference between the "sticker" price (full cost) to attend a specific college, minus any grants and scholarships for which students may be eligible. Sticker price includes direct charges (tuition and fees, room and board) and indirect costs (books and supplies, transportation, and personal expenses). Each college's financial aid webpage has access to a Net Price Calculator, so students and parents can get an estimate of the amount of aid a college will provide.

Student Aid Report

Students will receive the Student Aid Report once the FAFSA has been submitted. This report will indicate your Expected Family

Contribution (EFC), or the amount the school believes you can pay. You can get a sense of what your EFC will be by using a financial aid calculator, such as the one available through www.finaid.org.

CSS Profile

The CSS Profile is required by many private colleges and considers students for additional aid funded through the individual institution. This profile can be found online at: www.profileonline.collegeboard.com.

HOPE Scholarship

To be eligible for the HOPE Scholarship, students must have earned a minimum GPA of 3.0 in their core subjects, must meet HOPE Scholarship Rigor Requirements, and must be a legal resident of the state of Georgia. The HOPE Scholarship covers a percentage of the tuition at a Georgia state college or university. Students attending a private college/university in Georgia may also be eligible for the HOPE Private Scholarship. This scholarship also covers a percentage of the college/university's tuition. The Zell Miller Scholarship covers full academic tuition, if the student has earned at least a 3.7 GPA in his/her core subjects, meets HOPE Scholarship Rigor Requirements, and has earned a score of at least 1200 on the critical reading and math portions of the SAT or a Composite Score of 26 on the ACT.

Seniors must complete a Georgia HOPE Scholarship and Grant Application to be considered for the HOPE Scholarship. For more information and to complete an application, visit www.GAfutures.org.

GAfutures.org
Explore. Plan. Succeed.

College Counseling Handbook

Glossary

Admit- You are admitted into the university! A deposit must be submitted by May 1.

CEEB Code- Frederica Academy's College Entrance Examination Board Code is 110-474.

Deferred- Students who receive a deferred admission decision are placed into the Regular Decision admission pool. A school which has deferred you may want 1st semester grades or more information from the College Counselor.

Demonstrated Interest- Some schools prefer to accept students who have shown a strong interest in the college and its programs. These schools keep track of the number of times a student has visited campus or contacted the admission office. This may be taken into account when considering a student for admission. If you are applying to a school which tracks students' demonstrated interest, it is best to make direct contact with the admission office, and email the regional representative for Glynn County to introduce yourself. Each time you visit campus, you should either stop by the admission office or make an appointment with a counselor.

Denied- Unfortunately, the school cannot offer you admission. Students may not re-apply for the same term. If desired, you can attend another school and apply to transfer for another term.

FAFSA- The Free Application for Federal Student Aid allows students to be considered for need based aid. The application becomes available on October 1 of students' senior year, and can be accessed and completed by visiting www.fafsa.gov.

Grant- Funds that do not require a repayment. Students can receive both government grants and institutional grants.

Loans- Funds that must be repaid. Subsidized loans are awarded based on financial need and do not charge interest before payments are due. Unsubsidized loans charge interest before loan payments begin.

Matriculation- Students are considered to be matriculated if they are enrolled in a degree seeking program.

Need-Blind Admission- Students are considered for admission without the consideration of financial need.

Need-Aware Admission- Students are considered for admission with the consideration of financial need.

Scholarships- Funds that are awarded from a college or independent organization and do not need to be repaid.

Senioritis- Falling into the habit of not putting effort into senior year courses. Senior year is important! On every acceptance letter a student receives, the college will indicate that your acceptance is contingent upon the completion of your current academic program or year. Colleges can, and will, rescind an admission offer if your grades have significantly decreased. Frederica Academy will report first semester grades, if a school wishes to see them, or if the student applies through the Common Application.

Superscore- When a college takes a student's highest subscores from different test dates for a new, higher "superscore."

TOEFL- The Test of English as a Foreign Language is administered by the Education Testing Service (ETS) and is recommended for students with five years or less of English language usage. Colleges may use the TOEFL score as a replacement for the SAT Critical Reading score and colleges generally list

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Glossary

TOEFL minimums on their international admissions websites.

Waitlist- The college would like more information or did not have enough room for additional students. Instead of denying you admission, the college has decided to place you on a waitlist. To be taken off of the waitlist, you must contact the school. Colleges will be able to notify you of your admission status after May 1. Students should still submit a deposit with an alternate school to meet the deposit date of May 1.

Work Study- Student is employed part-time through the college/university and earns money for college costs. Work Study programs are funded by the government and are offered through financial aid packages from colleges.

College Counseling Handbook

College Essays that Worked

Title: On Potatoes

By: Madison

College: Johns Hopkins University

“If you had to choose one food to eat for the rest of your life, what would it be?”

Having had this question asked of me many a time, I realize that such an inquiry must be considered practically. The correct answer would keep me happily sustained for the rest of my years, whereas the wrong choice could leave me tormented until I wither away from monotony. If I chose macaroni and cheese, *per se*, I'd be trapped consuming glutinous pasta, tacky milk-fat, yellow dye No.5, and copious amounts of sodium, forever. But if instead, I call upon my contentment understandings and assess my options accordingly, I may arrive at an indefectible conclusion. And after much deliberation, I believe that I have come to such a response: potatoes.

These tubers are the perfect sustenance due not only to their nutritional qualities but, most notably, to their remarkable versatility. Potatoes may be prepared in a myriad of dishes.

Creamy mashed-potatoes come first to mind, with their fluffy hills of whipped-bliss gracing one's tongue so delicately. The thought of golden tater-tots follows; deep-fried potatoes cooked perfectly so as to create a slow crunch when chewed. Then are characteristic french-fries—shoestring or steak, skin on or off. Baked-potatoes, latkes, hash-browns, gnocchi—all respectable meals. And one mustn't forget potato-chips when searching for a light snack.

Oh potatoes, how I love you. And when asked what to eat exclusively for the rest of my life, I will enthusiastically respond “potatoes!”, for by picking one, I choose an abundance.

To a casual onlooker, this question may appear inconsequential in its hypothetical nature, but as they say; you are what you eat. My inclination towards the varied is not contained to my food habits—it is a recurring theme throughout my life. I regularly switch from my mom's house to my dad's. I've moved twelve times. I have a fifteen-year-old sister and a two-year-old brother. I'm a dog and a cat person.

This variation tends not to leave me with an aversion to commitment, but a disposition towards diversity. I am interested in many things. So one must understand how I have struggled, faced throughout my education with the question, “If you had to choose one subject to study, one occupation to pursue, one thing to do, for the rest of your life, what would it be?”

I love to play viola; I get a rush communicating without-words to my quartet members in order to convey a musical message. I am at my happiest reading a good book; their complex stories captivate me and I aspire to write a novel of my own. I want to make laws that improve my country; all people should have a shot at the American dream. I am passionate about protecting the environment; reducing our effect on global-warming is of the utmost importance to me. I want to help those in need; people still don't have access to clean water and I want to use my privilege to help change that. I strive to become fluent in Spanish; traveling the world is a dream of mine. Recently, I have discovered that I really like to code; I'm sure in the coming years I will explore things I didn't know I was interested in.

I don't have an answer to what exactly it is I want to do for the rest of my life. I love English and political science, but I have yet to find such an all-encompassing response as potatoes. What I've realized though, is that I don't have to sacrifice all for one. From each of my interests I learn things that contribute to who I am and

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College Essays that Worked

shape how I see the world. Eventually, I will focus my path. And when I do have an answer, I will go forth with the knowledge I've gathered from each of my varied interests; and I will never stop learning.

Title: Untitled

By: Joseph

College: Tufts University

When problems arise, I solve them using copper fittings.

I first discovered this versatile building material as a seven-year-old visiting my father's HVAC shop. While waiting for him to finish working one night, I wandered from the modestly finished space at the front of the building to the shop in back, which featured high ceilings and imposing stacks of shelves. I was fascinated by the dusty machines with tubes, knobs, and old cracked nozzles. When Dad found me shoulder-deep in the scrap copper bin--which I later referred to as "the world's coolest trash can"--he determined that it was time to teach me to solder. Thirty minutes later, armed with a bowl haircut, a pair of safety glasses, and a healthy dose of self-confidence, I was ready to take on the world.

From then on, my childhood was a patchwork of failures. I fell into a constant cycle of thinking, designing, building, and rethinking. Common Christmas wish list items included drafting supplies and architectural stencils. Each childhood interest led me back to the shop, where I figured out a way to build it from copper fittings. Learning to play trombone inspired me to design my own instrument. After a faulty mouthpiece and soldering mistakes ruined three prototypes, "The Plumbone," an instrument that could play three distinct notes, became my first successful creation. When a middle school acids and bases project called for building a paper maché volcano, I built a cannon instead. Though my first model failed to "erupt," my second sprayed its contents so far that it left a swath of dead grass in my lawn. While the grass grew back, I built a soapbox car entirely out of copper and steel strut channel only to find myself claiming last place in the annual "Soapbox Derby." Noting that the lightest cars accelerated

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quickest, I rebuilt my car, replacing steel with PVC pipe, and took second the next year. Having navigated around so many obstacles, I imagined that I could build anything so long as I had copper fittings.

As I matured, however, I began to drift away from my old standby. While attempting increasingly abstract projects, I grew frustrated by the limitations of copper fittings. It felt like the end of an era when I decided to build one last copper item, a small creature that I gifted to my dad.

Leaving the familiarity of copper behind felt like entering a new, entirely foreign world. Embracing the freedom and uncertainty of Python, I began coding my newest idea: a game called "Dive." While the concept proved exhaustingly ambitious, success seemed imminent as I stitched my project together, patch by patch. Yet when I looked through my computer one morning, I realized that "Dive" was gone, wiped inadvertently during a visit to the Apple store. I stared in disbelief at the blank computer screen, wondering if my vision was lost forever.

At this pivotal moment, I realized why copper fittings represent such an important part of my childhood. When my cannon refused to fire correctly, I learned something new about propulsion. When I soldered my instruments incorrectly, I refined my technique. Had I given up every time an idea failed, I would not have learned from my mistakes, and more importantly, I would not have found success. Even if I never solder again, the lessons I learned from copper fittings are the lessons that will guide me through life.

Losing "Dive" remains difficult to accept, yet excitement about the potential in a new game quickly overshadowed my disappointment. Years of faulty designs and unfortunate

accidents have taught me to revise my methods, but not my goals, in the face of failure. With a confidence that only arises after realizing that success was just out of reach and finding the audacity to reach further, I set out to make "Dive 2.0," the best game you'll ever play.

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College Essays that Worked

Title: Untitled
By: Bridget
College: Tufts University

I have always loved riding in cars. After a long day in first grade, I used to fall asleep to the engine purring in my mother's Honda Odyssey, even though it was only a 5-minute drive home. As I grew, and graduated into the shotgun seat, it became natural and enjoyable to look out the window. Seeing my world passing by through that smudged glass, I would daydream what I could do with it.

In elementary school, I already knew my career path: I was going to be Emperor of the World. While I sat in the car and watched the miles pass by, I developed the plan for my empire. I reasoned that, for the world to run smoothly, it would have to look presentable. I would assign people, aptly named Fixer-Uppers, to fix everything that needed fixing. That old man down the street with chipping paint on his house would have a fresh coat in no time. The boy who accidentally tossed his Frisbee onto the roof of the school would get it back. The big pothole on Elm Street that my mother managed to hit every single day on the way to school would be filled-in. It made perfect sense! All the people that didn't have a job could be Fixer-Uppers. I was like a ten-year-old FDR.

Seven years down the road, I still take a second glance at the sidewalk cracks and think of my Fixer-Uppers, but now I'm doing so from the driver's seat. As much as I would enjoy it, I now accept that I won't become Emperor of the World, and that the Fixer-Uppers will have to remain in my car ride imaginings. Or do they? I always pictured a Fixer-Upper as a smiling man in an orange T-Shirt. Maybe instead, a Fixer-Upper could be a tall girl with a deep love for Yankee Candles. Maybe it could be me.

Bridget the Fixer-Upper will be slightly different than the imaginary one who paints houses and fetches Frisbees. I was lucky enough to discover

what I am passionate about when I was a freshman in high school. A self-admitted Phys. Ed. addict, I volunteered to help out with the Adapted PE class. On my first day, I learned that it was for developmentally-disabled students. To be honest, I was really nervous. I hadn't had too much interaction with special needs students before, and wasn't sure how to handle myself around them. Long story short, I got hooked. Three years have passed helping out in APE and eventually becoming a teacher in the Applied Behavior Analysis summer program. I love working with the students and watching them progress.

When senior year arrived, college meetings began, and my counselor asked me what I wanted to do for a career, I didn't say Emperor of the World. Instead, I told him I wanted to become a board-certified behavior analyst. A BCBA helps develop learning plans for students with autism and other disabilities. Basically, I would get to do what I love for the rest of my life. He laughed and told me that it was a nice change that a seventeen-year-old knew so specifically what she wanted to do. I smiled, thanked him, and left. But it occurred to me that, while my desired occupation was decided, my true goal in life was still to become a Fixer-Upper. So, maybe I'll be like Sue Storm and her alter-ego, the Invisible Woman. I'll do one thing during the day, then spend my off-hours helping people where I can. Instead of flying like Sue, though, I'll opt for a nice performance automobile. My childhood self would appreciate that.

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College Essays that Worked

Title: Block by Block, Word by Word

By: Daniel

College: Hamilton College

You can make almost anything out of LEGOs. You can build miniature spaceships, colorful forts, or cities of blocky skyscrapers that span the basement floor. My favorite was constructing ancient, booby-trapped temples like the ones from Indiana Jones.

In elementary school, I was fanatical about my LEGOs. I would build the medieval castle, complete with the moat and the drawbridge and guard stations and the throne room for the king and queen and their royal dog, Patches. (Coincidentally, Patches was also the name of my dog.) I would kneel for hours, hunched over the hundreds of blocks spread over the carpet, to select just the right piece for each part of the structure.

Once the castle walls were erected and the knights on horseback were set to approach from the other side of the moat, I was done. I didn't really play with the castle afterward. I moved it to the corner so that my sister's Barbie convertible wouldn't crash into it and ruin my little "Ages 3 and Up" masterpiece.

Looking back on my childhood, I was a bizarrely obsessive little kid. For days after building a fort or a spaceship, I would stop and examine that every plastic block was still in place.

It's strange to think that between the age of riding a tricycle and the age of driving a car, I am, in some ways, exactly the same. I don't play with LEGOs anymore, but I am a construction worker of types. Now I write essays and stories and newspaper articles, and I approach it with the same compulsion.

Every word is painstakingly selected with the same intensity I exerted as a child choosing the

right color block. Every phrase is turned around and around in my head like arranging the walls of the castle gate. Every sentence is examined for its structural quality. At my desk — like kneeling over my rug — I craft meticulously.

By writing, I hope to create the grand and intricate images in my mind, to give them some physical incarnation. Inked on a page, a nebulous mass of related thoughts can be forged into something real. A story or essay can be erected as the fulfillment of a single concept. My gratification comes from being able to perfectly embody an idea. This can be frustrating because I've never written anything close to perfect. For as much as I agonize over my words and methodically rework every draft, my ideal eludes me. Still, I return to my desk and keep writing, editing, and rewriting because if I don't return to my desk, I'm sure I'll never write the essays, stories, and newspaper articles that I know I want to write.

You can make almost anything out of words. You can build planet-sized spaceships, long-lost medieval castles, or cities of glass structures that pierce the clouds. If my construction work is solid enough, I believe I will be able to make these worlds — real and imaginary — come alive on paper the way they did on the rug of my basement. So I continue to build — block by block, word by word, sentence by sentence — in the hope that I will end up with something I can put to the side of my desk and examine every once in a while to see that every word fits in place.

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College Essays that Worked

Title: Untitled
By: Alexander
College: Hamilton College

Throughout my childhood, I felt the need to be in control — a need which came to an abrupt halt in June of 2015. I laid down on the balcony of a hotel in the middle of Old San Juan, Puerto Rico, staring down the long, straight street that led to the pier. My fresh shirt had long collapsed against my damp chest as the sun ascended into the sky. A crescendo of voices from the street market far below snapped me out of my daze and reminded me of how different this place was from my home. On this trip, the powerful combination of travel and soccer taught me that liberation actually doesn't come from being in control, but rather comes from fully immersing myself in my surroundings and opening myself up to those around me.

Under the Puerto Rican sun, I stood up from the balcony, using my arm to raise myself off the sizzling tile. I strained my ears in an attempt to make out the rapid Spanish coming from the streets below. As my chest swelled with feelings of curiosity and excitement, I decided it was time to explore. I'd been taking Spanish for six years, mastering every tense and memorizing every irregular conjugation, but as I stepped onto the cobblestone streets of Old San Juan, I was too nervous to string more than two Spanish words together. I dribbled my soccer ball between the street vendors and their stalls, each one yelling to convince me to buy something as I performed a body feint or a step over with the soccer ball, weaving myself away as if they were defenders blocking my path to the goal.

My previous need for control had come from growing up with strict parents, coaches, and expectations from my school and community. Learning in an environment without lenience for error or interpretation meant I fought for control wherever I could get it. This manifested itself in

the form of overthinking every move and pass in soccer games, restricting the creativity of my play, and hurting the team. After years of fighting myself and others for control, I realized it was my struggle for control that was restricting me in the first place.

A man hurrying by bumped into my shoulder as I continued down the street, bringing my mind back to the present. Nobody there knew who I was or cared about my accomplishments. I seemed to be removed from the little town as I continued to wander. I felt naked as my safety blankets of being recognized or at the very least understood on a verbal level were stripped away, for the Puerto Ricans did not care about my achievements or past life. I was as much of a clean slate to them as they were to me.

Staring at my feet, the cobblestone turned to grass as I arrived at the protected land around one of Puerto Rico's famous castles. I saw in front of me a group of Puerto Rican boys about my age, all wearing soccer jerseys and standing in a circle passing a small, flat soccer ball amongst them. Making eye contact with one of the boys, I chipped my ball over and joined them. We began to juggle; the ball never touched the ground, and not one person took more than a touch to redirect it to someone else. As my breaths and movements slowly yielded to the shared tempo of the group, I began to feel the sense of clarity and flow that I'd been struggling to achieve my entire childhood. I let go, feeling comfortable enough to surrender myself to the moment as an understanding among us transcended both cultural and language barriers.

I learned that when I open myself up to others, I am free to attain this rare state of creativity in which I can express myself without restraints or stipulations.

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College Essays that Worked

Title: “Finding My Voice”

By: Jerry

College: Johns Hopkins University

I looked up and flinched slightly. There were at least sixty of them, far more than expected. I had thirty weeks to teach them the basics of public speaking. Gritting my teeth, I split my small group of tutors among the crowd and sat down for an impromptu workshop with the eighth graders. They were inexperienced, monotone, and quiet. In other words, they reminded me of myself...

I was born with a speech impediment that weakened my mouth muscles. My speech was garbled and incomprehensible. Understandably, I grew up quiet. I tried my best to blend in and give the impression I was silent by choice. I joined no clubs in primary school, instead preferring isolation. It took six years of tongue twisters and complicated mouth contortions in special education classes for me to produce the forty-four sounds of the English language.

Then, high school came. I was sick of how confining my quiet nature had become. For better or for worse, I decided to finally make my voice heard.

Scanning the school club packet, I searched for my place. Most activities just didn't feel right. But then, I sat in on a debate team practice and was instantly hooked. I was captivated by how confidently the debaters spoke and how easily they commanded attention. I knew that this was the path forward.

Of course, this was all easier said than done. Whenever it was my turn to debate, I found that I was more of a deer in the headlights than a person enjoying the spotlight. My start was difficult, and I stuttered more than I spoke in those first few weeks. Nonetheless, I began using the same tools as I did when I learned to speak all those years ago: practice and time. I watched the upperclassmen carefully, trying to

speak as powerfully as they did. I learned from my opponents and adapted my style through the hundreds of rounds I lost. With discipline, I drilled, repeating a single speech dozens of times until I got it right.

Day by day, I began to stand a little taller and talk a little louder both inside and outside of debate. In a few months, my blood no longer froze when I was called on in class. I found I could finally look other people in the eyes when I talked to them without feeling embarrassed. My posture straightened and I stopped fidgeting around strangers. I began to voice my opinions as opposed to keeping my ideas to myself. As my debate rank increased from the triple to single-digits, so too did my standing at school. I began interacting with my teachers more and leading my peers in clubs. In discussions, I put forward my ideas with every bit as much conviction as my classmates. When seniors began to ask me for advice and teachers recruited me to teach underclassmen, I discovered not only that I had been heard, but that others wanted to listen. At heart, I am still reserved (some things never change), but in finding my voice, I found a strength I could only dream of when I stood in silence so many years ago.

Standing in front of the crowd of students, it was my hope that by founding this program, I could give them an experience that was as empowering as mine had been for me. As the weeks passed, the students inched past their insecurities and towards finding their voices, just as I had always wanted to do. On the last day of class for that year, I looked up and saw each of the students standing confidently, equipped and ready to speak their minds in whatever they wanted to do. They had come a long way from being the shy and stuttering novices that they were just thirty weeks before—I can't wait to see how far they can go from here.

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College Essays that Worked

Title: Untitled
By: Jillian
College: Tufts University

My math teacher turns around to write an equation on the board and a sun pokes out from the collar of her shirt. A Starbucks barista hands me my drink with a hand adorned by a small music note. Where I work, a customer hands me her credit card wearing a permanent flower bracelet. Every day, I am on a scavenger hunt to find women with this kind of permanent art. I'm intrigued by the quotes, dates, symbols, and abstract shapes I see on people that I interact with daily. I've started to ask them questions, an informal interview, as an excuse to talk with these diverse women whose individuality continually inspires me. You can't usually ask the sorts of questions I have been asking and have the sorts of conversations I have been having, so I've created this project to make these kinds of encounters a bit more possible and acceptable.

There is no school assignment, no teacher to give me a grade, and no deadline. I don't have a concrete outcome in mind besides talking with a mix of interesting women with interesting tattoos. So far I've conducted fifteen interviews with a range of women from my hometown to Hawaii, teenagers to senior citizens, teachers to spiritual healers. The same set of questions has prompted interviews lasting less than twenty minutes and over two hours. I'm being told stories about deaths of a parent, struggles with cancer, coming out experiences, sexual assaults, and mental illnesses. All of these things that may be taboo in today's society, these women are quite literally wearing on their sleeves. I'm eager to continue these interviews in college and use all of the material I've gathered to show the world the strength and creativity of these wonderful women I've encountered.

I want to explore the art and stories behind the permanent transformations of personal landscapes. I attempt this by asking questions about why they decided to get their tattoos, how they were received in the workplace, the reactions from family and friends, and the tattoo's impact on their own femininity.

Through these simple questions, I happened upon much greater lessons regarding human interaction, diversity, and connectedness. In my first interview, a local businesswoman told me about her rocky relationship with her mother, her struggles with mental illness, and her friend in jail, within 45 minutes of meeting her and in the middle of a busy Starbucks. An artist educator I worked with told me that getting a tattoo "was like claiming a part of yourself and making it more visible and unavoidable." A model/homeopath said that having a tattoo is like "giving people a little clue about you." A psychologist shared how she wishes that she could turn her tattoos "on or off like a light switch to match different outfits and occasions." I've realized that tattoos show the complex relationship between the personal and the public (and how funny that can be when a Matisse cutout is thought to be phallic, or how a social worker's abstract doodle is interpreted as a tsunami of sticks, alien spaceship, and a billion other things by the children she works with).

I've learned so much about the art of storytelling and storytelling through art. I've strengthened relationships with people that had conventional roles in my life and created friendships with some unconventional characters. Most importantly, I've realized that with the willingness to explore a topic and the willingness to accept not knowing where it will go, an idea can become a substantive reality.

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College Essays that Worked

Title: Untitled
By: Dylan
College: Hamilton College

I kept a firm grip on the rainbow trout as I removed the lure from its lip. Then, my heart racing with excitement, I lowered the fish to the water and watched it flash away.

I remained hooked.

I caught that 10-inch fryling five years ago on Fall Creek using a \$5 fly rod given to me by my neighbor Gil. The creek is spectacular as it cascades down the 150-foot drop of Ithaca Falls. Only 100-feet further, however, it runs past a decrepit gun factory and underneath a graffitied bridge before flowing adjacent to my high school and out to Cayuga Lake. Aside from the falls, the creek is largely overlooked. Nearly all of the high school students I know who cross that bridge daily do so with no thought of the creek below.

When I was a toddler, my moms say I used to point and ask, “What? What? What?” Even now my inquisitive nature is obvious. Unlike my friends, I had noticed people fly fishing in Fall Creek. Mesmerized by their graceful casts, I pestered Gil into teaching me. From that first thrilling encounter with a trout, I knew I needed to catch more. I had a new string of questions. I wanted to understand trout behavior, how to find them, and what they ate. There was research to do.

I devoted myself to fly fishing. I asked questions. I woke up at 4 a.m. to fish before school. I spent days not catching anything. Yet, I persisted. The Kid’s Book of Fishing was replaced by Norman MacLean’s *A River Runs Through It*. Soon Ernest Hemingway’s essays found their place next to Trout Unlimited magazines by my bed.

I sought teachers. I continued to fish with Gil, and at his invitation joined the local Trout Unlimited Chapter. I enrolled in a fly-tying class.

There I met Ken, a soft-spoken molecular biologist, who taught me to start each fly I make by crimping the hook to reduce harm to fish, and Mike, a sarcastic Deadhead lawyer, who turns over rocks at all times of year to “match the hatch” and figure out which insects fish are eating. Thanks to my mentors, I can identify and create almost every type of Northeastern mayfly, caddisfly, and stonefly.

The more I learned, the more protective I felt of the creek and its inhabitants. My knowledge of mayflies and experience fishing in many New York streams led me to notice the lack of Blue-Winged Olive Mayflies in Fall Creek. I figured out why while discussing water quality in my AP Biology class; lead from the gun factory had contaminated the creek and ruined the mayfly habitat. Now, I participate in stream clean-up days, have documented the impact of invasive species on trout and other native fish, and have chosen to continue to explore the effects of pollutants on waterways in my AP Environmental Science class.

Last year, on a frigid October morning, I started a conversation with the man fishing next to me. Banks, I later learned, is a contemporary artist who nearly died struggling with a heroin addiction. When we meet on the creek these days we talk about casting techniques, aquatic insects, and fishing ethics. We also talk about the healing power of fly fishing. I know Banks would agree with Henry David Thoreau, who wrote “[Many men] lay so much stress on the fish which they catch or fail to catch, and on nothing else, as if there were nothing else to be caught.”

College Counseling Handbook

College Essays that Worked

Initially, my goal was to catch trout. What I landed was a passion. Thanks to that first morning on Fall Creek, I've found a calling that consumes my free time, compels me to teach fly fishing to others, and drives what I want to study in college.

I will be leaving Fall Creek soon. I am eager to step into new streams.