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Post-Secondary Planning Handbook

This document can be found online at: hs.doversherborn.org
- Programs & Services - Guidance - Post Secondary Planning Handbook

Dover Sherborn High School CEEB Code: 220695

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Post Secondary Planning for Juniors

Getting Started with Post Secondary Planning

We are pleased to provide you with this Post-Secondary Planning Handbook as you begin planning for life after high school! This handbook was developed to offer assistance to both students and their parents as they navigate together through the college exploration and application process. Each student is unique, making this process for each young adult also unique. School counselors work to support juniors and senior students as they discover their post-secondary options and plan for life after graduation.

We hope you find this handbook useful but also encourage you to connect with your School Counselor for continued support. We are available to help you throughout the process and are happy to provide assistance and additional information!

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Meetings

Juniors will have individual meetings with their guidance counselor sometime from April through June. These will be scheduled during a DR.

Seminars

Junior Seminars are held between February and April breaks.

Each year, our Junior Seminar series focuses on the college admission process. Our goal is to give students a greater understanding of the components of a typical college application and to give you tips and advice on how to get started. Our hope is to give students the tools they need to start and make progress on their applications over the summer months before returning to school in the fall.

In seminars, topics covered are:

- College Exploration
- The College Application Process
- Common App
- Scoir
- The College Essay
- Teacher Recommendations

All students are invited to join our Google classroom which shares important information, links, and resources.

Post Secondary Exploration

What are my options?

- College, 4 yr or community college
- Work
- Military
- Gap Year
- Service

Exploration

Think about what you want to do after high school.

- Is college the right next step for you?
- Are you thinking of working or taking a gap year to do service or travel etc?
- Are you considering the military?
- If college is the next step, start exploring. Look at websites, plan visits.
- If you are going to think about a gap year, what would that look like? What are your goals?
- If you are going to work, are you looking at business, the trades?
- If you are not planning on going to college, our counseling staff will work with you to assist you with your individual planning.

What to look for in a college

*Academic Fit
*Cost of attendance
*Location location location!
*On-Campus Facilities
*Student Activities
*Do you feel at home?
*Majors available
*Financial Aid
*Class sizes
*Housing/Food
*Social/Greek life
*Career Services

What are colleges looking for?

Considerations of an Admission Officer

As much as an admission officer is evaluating individual students' applications, he or she is also looking to build an overall class at his or her college or university. Colleges want to make sure their classes are filled--so they seek to admit a diversity of interests and intended majors. They hope to attract students from various backgrounds and viewpoints--so they may consider demographic information when making their decisions. They could be looking for additional talent for their athletic teams, theatre programs, or orchestra--so they may favor particular athletes, thespians, or musicians in a given year. This is part of what makes the admission process so difficult to predict; every college and every year is different.

These are the most important parts to your college application

Transcript:

- usually considered the most important part of a college application
- lists your courses (including senior year courses), grades, and levels
- includes your GPA, a 'snapshot' of your academic performance in high school

Standardized Test Scores:

- increasingly optional as part of the admission process
- colleges will accept either the SAT or ACT; there is no preference for one or the other
- many colleges will 'superscore' the SAT, combining your highest scores from each section to create the strongest possible overall score for a student; some colleges do this for the ACT as well

Activities List:

- a summary list of up to ten extracurricular activities: Community service, Work, Athletics, Clubs, etc. described by the student

Personal Essay:

- An essay of up to 650 words answering a specific question or on a topic of your choice.
- The Common App provides seven essay prompts from which to choose; the final prompt is 'any topic of your choice,' allowing for an infinitely wide range of topics.
- Most colleges *do* require the essay, though some do not.

Counselor Recommendation:

- Your counselor will write a recommendation letter giving an overview of your character and personality, academic profile, and extracurricular interests.

Teacher Recommendations:

- Many colleges require one or two recommendations for academic teachers, describing your time and performance in class. We recommend asking junior year teachers who know you best. Not necessarily the classes you have the best grade in.

Supplement:

- Colleges that use the Common App often have a supplement with additional questions.
- Could be as simple as "intended major" or as time-intensive as an additional essay or two.
- Artists or musicians might also include an arts supplement to show a particular talent.

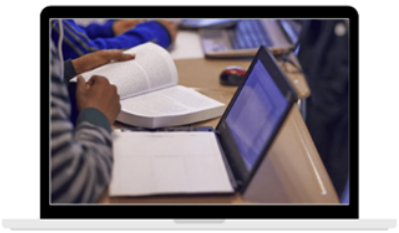
Interview:

- A face-to-face interaction with an admissions representative, an alumnus/a, or a current student.
- Not typically *required*, but often *recommended.*
- Each college conducts interviews differently; some may interview during the college search phase, others may only conduct interviews after a student has applied.



Researching Colleges

Different schools have different personalities; your job is to find the school that's right for you.



Questions about the College

- Where the college is located (city, small town, rural)?
- What is the surrounding community like?
- Is the college public, private, church affiliated?
- What is the current enrollment? What is the male-to-female ratio?
- What special or unique programs are offered?
- Are there supports and services for students with disabilities?
- What is the academic calendar (semesters, trimesters, quarters, etc.)?
- How many dorms are there, and how do they differ?

Questions about the Student Population

- Where do the majority of students come from?
- What percentage of students live on campus?
- What kinds of activities are offered?
- Are there sororities and fraternities on campus? How many?
- What club teams and/or intramural teams are offered?
- Does the college have a campus visitation program?
- Is housing available/guaranteed for freshmen? Is it available all four years?
- What are the procedures for selecting a roommate?

Questions about Academics

- What is the average class size? Largest? Smallest?
- What was the GPA for the freshman class last year?
- What services does the school offer for students who are undecided about a major?
- What are the graduation rates?
- What are the most popular majors?
- Are students taught by full time faculty members, graduate assistants, or a combination of the two?
- What types of additional services are provided by the school at no additional cost to the student (i.e., tutoring, career and personal counseling, developmental reading and study skills workshops, job placement, etc.)?
- Is there an honors program? What are the qualifications for entry?
- What student-faculty research opportunities exist for undergraduates?

Questions about Admissions Policies

- Which high school courses are required?
- Does the college require a certain GPA or rank in class?
- Is there an Early Decision or Early Action option? Does the admissions office give preference to those students applying ED or EA?
- Are personal interviews or letters of recommendation required?
- Are there special requirements for certain majors?
- What percent of applications is accepted?
- What are the application deadlines?

Questions about College Costs

- What are the costs for tuition? Room & board? Are there other fees?
- Is there a difference in the costs for in-state and out-of-state students?
- Are accepted students required to place deposits for tuition and housing? Are these refundable?

Questions about Financial Aid

- What percent of students receive financial aid based on financial need?
- What percentage of financial need does the college meet?
- What percent of students receive scholarships based on academic ability?
- What would be a typical financial aid package for a freshman?
- Will my financial aid be adjusted if my need increases?
- What are the financial aid application procedures and deadlines?
- When are financial aid applicants notified of their awards? How long do they have to respond?



College Visits

On most campuses, the tour guides are students selected by the college for their ability to project a favorable image of the school. Some may be hesitant to contradict the admissions department and others may be very honest and open about their own experiences.

At each college visit, you will want to see the campus as it's formally presented by the admissions office and in informal ways as well. Use the following tips to help organize your visit. To make sure you have time to see everything, remember to contact the college and schedule a visit.



Things to do

Formal activities for a college visit

- Take a campus tour.
- Interview with an admissions officer, if available.
- Participate in a group information session at the admissions office.

Informal activities for a college visit

- Read the student newspaper—even the ads.
- Try to find other student publications—department newsletters, 'alternative' newspapers, etc.
- Eat in the cafeteria.
- Ask students why they chose the school.
- Wander around campus by yourself.
- Read the bulletin boards around campus and in academic departments.
- Sit in on a class (or two!) if possible (requires arranging in advance).
- Talk to a professor in your chosen major(s).
- Talk to a coach in your chosen sport.
- Walk or drive around the community surrounding campus.
- Listen to the college's radio station.
- Try to see a dorm that you did not visit on the tour.
- See if you can imagine yourself at this college.
- Take photos and notes

.

Things to find out

Classes

- How large are all of your classes? Who teaches you in your courses (a professor or a teaching assistant?)
- What kind of academic and/or personal support services are available?
- How accessible are professors typically?

Housing

- How many dorms are there? Are some dorms much better than others?
- Do many students live off campus?
- What is the dorm's security protocol like?
- Is there any sort of late-night shuttle service?

Student Life

- How easy is it to get around campus?
- How easy is it to get from campus to the nearest town or city?
- What percentage of the student population is in a fraternity or sorority? Is it an important part of campus life?
- How involved are students in extracurricular activities?
- Which activities are most popular?
- What do students do for fun on campus and off?
- What are weekends like? What are alternatives to the typical party scene?
- Where do students do their shopping (groceries, dorm essentials, clothing, etc.)?
- What are the options for Study Abroad?

Sports/Fitness Center

- How popular is the gym, and how late is it open?
- Do non-varsity players have access to all athletic facilities?
- How active is the student body in terms of sports?
- How engaged are student fans in campus sporting events?

Dining

- How's the food? (Pro tip: eat it!)
- Are meal plans required?
- Do they cater to food allergies or other specific dietary needs?
- What other dining options are there on and around campus?

Career Center - (Talk to a student and/or counselor)

- Where have students interned? Are there any formal internship arrangements with companies in the area?
- How long does it typically take recent grads to find a full-time job in their career field?
- What kind of career advising is offered?
- Do students have access to these services after they graduate?
- What networking or career fairs are held each year?
- How involved are alumni?
- What companies recruit on campus?
- What kinds of on-campus or local part-time jobs are available?

Standardized Testing

What is the PSAT Test?

The PSAT Test is a "practice" SAT test offered to Sophomores and Juniors at DSHS. This test is administered by the CollegeBoard.

If students are interested in being considered for the National Merit Scholarship competition, they must take the PSAT Test as a Junior, even though they may have taken it as a Sophomore.

The PSAT is held at DSHS on a Saturday in October. Registration for the PSAT is through the Guidance Office. Students and Parents/Guardians will receive information in September about signing up for the PSAT test.

The CollegeBoard provides all students who take the PSAT with free practice through Khan Academy; be sure to utilize this free resource as you prepare for future PSAT and SAT testing.

What is the SAT Reasoning Test?

The SAT is a college entrance exam. It is approximately a 2.5 hour test with two main sections - Reading, Writing & Language, and Math. Scores for each section (200 - 800) are reported.

The SAT is administered at DSHS once a year, usually in March. Other testing dates for the SAT are available at area high schools. Registration for the SAT test is completed online by students and their parents.

For more information about the test, scheduled test dates, registration, testing locations, practice tests and college planning tools - click the link: **SAT Tests**

What is the ACT test?

The ACT Test is a college entrance exam. It is a 3 hour and 25 minute test with four sections - English, math, reading and science. Each section is graded separately, and a composite score (1 - 36) is reported. There is an optional 30-minute writing/essay exam. Beginning in April 2025, the science section will also be optional.

The ACT test is not offered at DSHS. Testing dates for the ACT are available at area high schools. Registration for the ACT test is completed online by students and their parents.

For more information about the test, scheduled test dates, registration, testing locations, practice tests and college planning tools - click the link: **ACT Tests**

What testing accommodations are offered by ACT and CollegeBoard?

Students with special needs are advised to discuss possible testing accommodations with their school counselors. The student must submit current documentation to the testing agency (CollegeBoard or ACT) for approval at least eight weeks in advance of the desired testing date. Speak with your counselor and your special education liaison for details or consult the College Board's website at: http://professionals.collegeboard.com/testing/ssd

Does DSHS provide SAT or ACT prep courses?

No, we do not. However, Dover-Sherborn Community Education provides, for a nominal fee, an SAT preparatory course, taught by high school teachers, in the late winter/early spring in preparation for the March SAT Reasoning Test. There are also many test prep companies (Summit, Kaplan, etc.) for SAT and ACT prep courses.

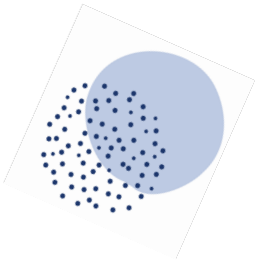
When should students take the SAT and/or ACT?

College-bound students should consider taking the SAT Reasoning Test and/or ACT Test in the winter or spring of their junior year. Registration for all testing dates in an academic year begins in the summer.

How do students receive their test scores for the ACT and SAT tests?

Students create a unique login as part of the test registration process, and they will use this login to access results, as well as to order score reports. Students receive results for ACT and SAT tests online as well as in the mail. DSHS does not send exam scores to any college. Test scores must be sent directly from the testing agency to the colleges.

At the time of registering to take the test (prior to receiving a score report), a student can designate up to four colleges and universities to receive free score reports for both the SAT or ACT. In addition, after scores are released, a student can order (for a fee) score reports, covering a range of testing dates, to be sent to colleges and universities. For the SAT, some colleges will create a "super score" by taking the top score for each section from multiple test administrations. For the ACT, the score report covers only one test date and does not superscore. Many students forgo the free score report option and wait to see results before deciding how and when to send a score report to a college or university.



Are the standardized tests required for college admissions?

Most post-secondary colleges and universities have a test optional policy. However, many selective colleges and universities require a college entrance exam and some use standardized testing results for placement purposes or special programs within the university.

Information on current testing requirements at colleges and universities can be obtained directly from the Admissions Office or Admissions website of each college/university. In addition, information on "testing-optional" colleges and universities is available on many websites, including Fairtest.org, a for-profit clearinghouse of testing information.

Should students take both the SAT and ACT tests?

Colleges and Universities that require college entrance exams will accept either the SAT or the ACT Test. The tests have several differences in format, scoring and subject material. For many students, score correlation between the tests is high; however, some students score better on one or the other. A practice test, sample questions, and study guides are available on the ACT and College Board websites. Many colleges and universities with additional testing requirements, like a writing exam, will accept the ACT with optional Writing. Check current testing requirements at the Admissions website for each college/university. Dover-Sherborn school counselors recommend that students choose one path, either the SAT or the ACT tests.



Scoir

What is Scoir?

Scoir (pronounced ‘score’) is a cloud-based college admissions network that helps students, families, high schools, and colleges navigate the college search and application process. It serves as a platform for students to research colleges, plan their application strategy, and communicate with their high school counselors. This online resource allows students the ability to view statistical and historical data on other DSHS students anonymously, build a resume, take a career interest inventory, view the schedule of college representatives visiting the high school and much more.

- A communication will be emailed to juniors and their families containing links to a host of post secondary videos and resources usually in December.

The data you see in Scoir is data for Dover Sherborn High School only.

Guidance uses Scoir in the following ways:

1. To help you to build your list based on matches that are in line with your academic profile (transcript, GPA, ACT or SAT scores).
2. To keep track of your college list.
3. To access your survey information (Junior ‘Who Am I’ survey).
4. To send your school materials (transcript, letter of rec, school profile) through Scoir to the colleges you are applying to.

You will use Scoir to:

1. Use the search tools to find colleges that match. Scoir contains searching tools to help you to find colleges that may be appropriate matches for you.
2. Create a list of colleges that you are ‘following’’. This list will be used in junior and senior year to keep a potential list of colleges you are still considering.
3. Look at scattergrams to see how you compare.
4. Determine your list of colleges to which you are ‘applying’. This list will be established in senior year.
5. Show when you have officially ‘applied’ to colleges and universities.
6. You will keep your Scoir college list up to date to make sure that guidance has accurate information regarding where to send your school materials (transcript, letter of rec, school profile).
7. You will use Scoir to enter and manage your teacher recommendation letter requests.
8. Complete the surveys.
9. Create a resume (optional).

Common App

The Common Application

https://www.commonapp.org/

We begin our work in the Common App during junior year seminars where we assist students in creating accounts and advise/instruct on how to complete the Common Application. Ultimately, completing and submitting applications is a student responsibility.

Using the Common Application:

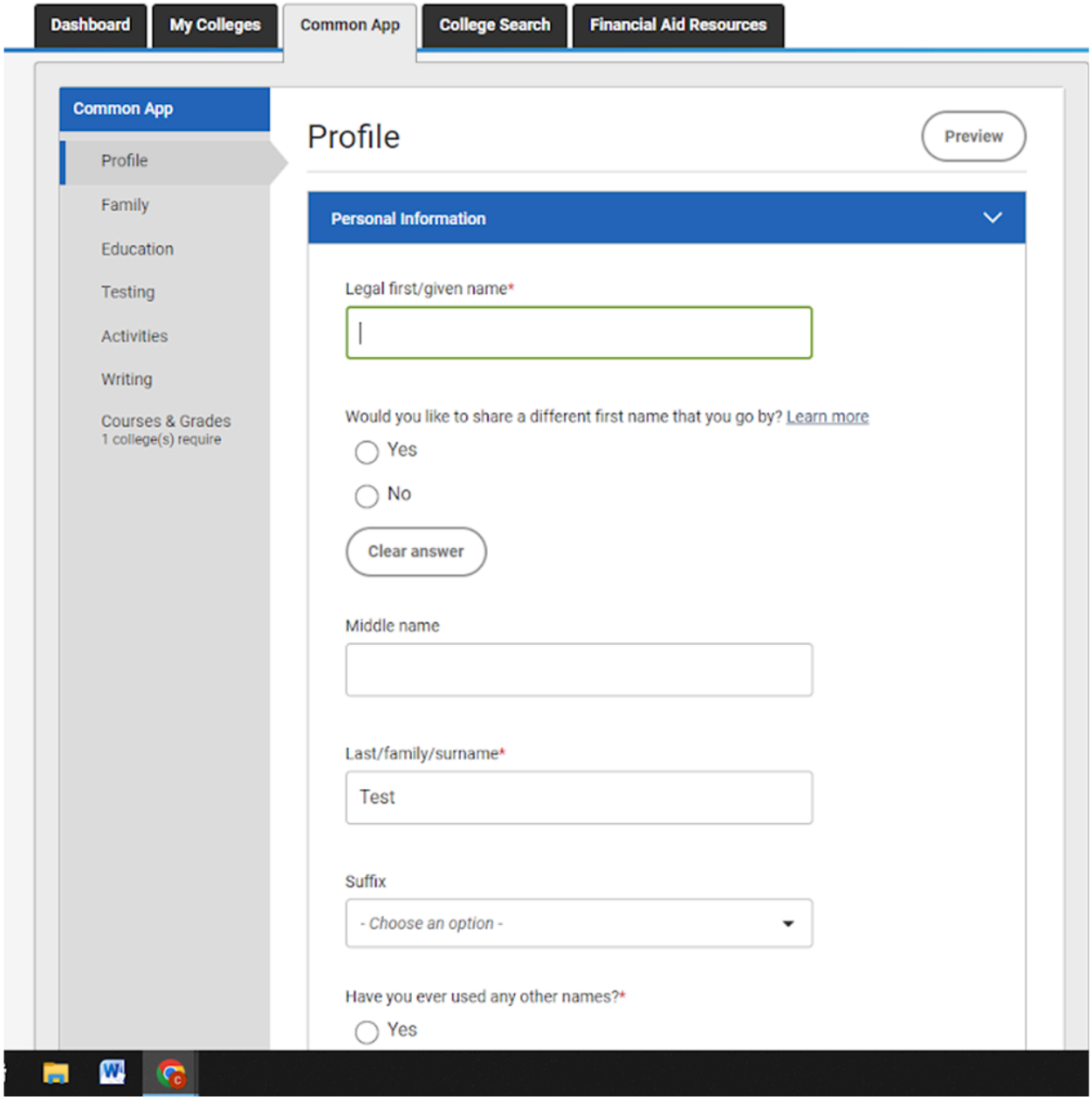
Many colleges and universities use the “Common Application” to allow students to apply to a multitude of colleges by filling out this one application. Although colleges may have individual supplements, the main part of the common application will be sent to all your colleges that use the Common Application. If you are not sure if a college/university uses the Common App, you can check in Scoir or there is a list on the common app website.

In all likelihood, you will use Common App to: apply to many of your colleges and universities.

Creating a Common App Account

- At the Common App website, select **Create An Account** in the upper right hand corner of the screen
- Enter your basic information (name, address etc)
- Create a username and password and make a note of it! You can use either your DS email or a personal email
- You will indicate that you are starting college in the fall of the appropriate year

Once your account has been created, from the core tabs, go to Common App. You can then select Profile and complete that section. WAIT until after August 1st to complete any other sections as your information will not be saved if you enter it prior to that date.


Dashboard
My Colleges
Common App
College Search
Financial Aid Resources
Common App
Profile
Family
Education
Testing
Activities
Writing
Courses & Grades
1 college(s) require
Profile
Preview
Personal Information
Legal first/given name*
Would you like to share a different first name that you go by? Learn more
Yes
No
Clear answer
Middle name
Last/family/surname*
Test
Suffix
- Choose an option -
Have you ever used any other names?*
Yes

Recommendations and Blurbs

Ask two teachers for letters of recommendation. Email them before the end of year. Ask the teachers that know you the best!

Tips for Teacher Recommendations:

Many students find it difficult to think of which teachers might be best suited to write letters of recommendation to support their college applications. Keep in mind that it's a very individual process-every student's relationships with each teacher are unique. There are no rules here that necessarily work for every student. That said, here are a few general guidelines that might help:

- Unless you are applying to a program that specifically asks for a different type of recommendation (e.g. an art school or music conservatory), stick to teachers of *academic* subjects (English, math, science, history, and language).
- It might be helpful to start by considering your teachers from *junior* year; these teachers will know you at your most mature and may be able to remember specific anecdotes about you in class better than a teacher who worked with you years ago; that said, if your sophomore year English teacher knows you better than anyone else in the world, that's fine too!
- In general, it could be helpful to ask one teacher from math or science and another from the humanities (English, history, or language); this isn't a "must have" for most colleges, but it could be a good idea, all things being equal.

Blurb for guidance:

*In addition, think of emailing an additional teacher or an outside coach, employer etc to ask for a blurb for guidance. This consists of a few sentences that we can incorporate into our guidance letter.

Counselors write letters for each of their students. We do our best to give colleges a sense of your personalities, academic performance, and extracurricular accomplishments, as well as indicating any extenuating circumstances or unique situations you might have faced that might have had an impact on your high school career. In the past, we've found it helpful to have some input from outside the classroom as well, allowing us to include another positive voice in our letters.

IF you would like to ask a teacher/coach/mentor/employer to give some input to your counselor, please consider for a 'blurbs'. These should be from people *other* than academic teachers--maybe a coach, a club advisor, piano or dance teacher, or even a good friend. Once you think of someone, give them a copy of the 'Blurb Request Letter' that corresponds with your Guidance Counselor. They'll get back to us and we'll use the nice things they say in our letters!

Sample ‘Blurb Request Letter’:

Hello

As I enter the final year of my high school career, I have begun to think about what comes next! As part of this process, it is my hope that you would be willing to write a short, one paragraph blurb to my guidance counselor, Rob Williamson, in support of my collegiate candidacy. This blurb would serve as a resource to my counselor and provide insight into our relationship outside of the classroom and could contain anything from the time we have spent together - work experience, as part of a team, or simply as a friend. Please send the paragraph directly to my counselor at williamsonr@doversherborn.org.

I appreciate the time you are putting into supporting my college applications in the same way that I have enjoyed the time we have spent together outside of school.

Thank you again,
Name
Dover Sherborn High School Class of 2027

Community Service

Complete 40 Community Service hours - You will not be able to enjoy senior privilege if your hours are not completed by the end of first semester!

Work/Intern

Work/Intern - Do something that gives you some experience or exposes you to an occupation you may find interesting.

- https://www.teenlife.com
- https://www.volunteermatch.org
- http://www.tec-coop.org/student-offerings
- https://www.snagajob.com/find-jobs-by-zip



Parent/Guardian Input Form

Parent/Guardian should complete and return Parent-Guardian College Input Form to your school counselor.

For the items below, we started these in Junior Seminars and we will be working with you in Senior Seminars beginning in September to make sure that you are on track. You can continue to work on your own.

Scoir

www.scoir.com

1. Use searches and continue to develop your college list.
2. Under 'Assignments', please complete the Counselor Recommendation Input Form.

Common App

www.commonapp.org

***After August 1st:**

When the common app rolls over to prepare for the next year, you may begin working on your Common Application sections:
PROFILE, FAMILY, EDUCATION, TESTING, ACTIVITIES, and WRITING

Keep track of the username/email and password you choose

Continue working on the following:

The **PROFILE** section

The **FAMILY** section

The **EDUCATION** section

Current or Most Recent Secondary/High School
- Search on Dover Sherborn High School
- School code: 220695
- Month of Entry: Date of entry: August of freshman year
- Graduation Date: June of senior year

Other Secondary School, only if you have attended a high school other than Dover Sherborn High School.

Colleges and Universities, if you have taken classes at a college

Grades
- Class size: total number of students in the senior class
- Class rank: none
- GPA: optional, enter if you know it and want to
- GPA Scale: 4
- GPA Weighting: weighted

Current or Most Recent Year Courses, SKIP this for now, this is for your senior year courses to be entered in the fall once you know all of your courses.

Honors, this is for honor or awards (class awards, etc)

Community Based Organizations, this is if you worked with an outside agency or company to help you in the college process. Not a college coach.

Future Plans, this is your intended major or area of interest and the degree you are planning on earning. You may not know your intended area of interest, which is fine. You can select 'Undecided.'

The **TESTING** section

This is for entering your SAT and ACT score information. **If you are applying to any schools that are test optional, you do not need to enter your SAT or ACT scores in Common App**. *Make sure you check with your college as many have gone Test Optional.*

The **ACTIVITIES** section

Enter starting with most recent and most relevant

List all sports, clubs, activities, community service, work, etc..

The **WRITING** section

This is your essay. Do not enter until you have a final version.

Brainstorm some ideas and when you have something to share, send it to your counselor and have someone review it with you.

See your counselor to work with you on all steps of the essay writing process!

The **SUPPLEMENTAL** sections

Starting in August when the Common App converts you from a junior to a senior, you can start filling out the supplemental section for each individual college. Unlike the main part of the application, this section only goes to each individual college. Some supplements require answering a few questions, some short answers and some additional essays.

College Essay

Here is a link to the essay prompts on the Common App website:

https://www.commonapp.org/apply/essay-prompts



The Dos and Don'ts of the College Essay

DO

- Write about YOU
- Write about what YOU know using words YOU know
- Make sure your writing is easily understood
- Tell a story
- Use specifics
- Proofread!
- BE YOURSELF!

DON'T

- Try to be too creative (if you're not)
- Try to be too funny (if you're not)
- Merely repeat things you've already said elsewhere in your application
- Include a laundry list of activities or achievements
- Write about controversial or inappropriate topics (i.e, drug use, drinking, your significant other)

"Think about why we are asking you to write an essay. Yes, part of it is to make sure you are a proficient user of the English language. Make sure you proofread ---spell-check won't catch everything. It won't catch whether you use the correct version of 'there, their, or they're.' It won't catch whether you appropriately use the apostrophe in the word 'its.' So, yes, make sure you edit. But the *real* reason we're asking you to write an essay is so that we can know more about who you are *as a person.* Your transcript and your teacher recs will tell us about who you are as a student, but we also want to know what you're going to be like as a roommate and a lab partner. Your essay is your chance to tell us that in yo*ur own words*."

-A Representative from Brown University Admissions



Tips and Techniques

Start early. Give yourself plenty of time for preparation, careful composition and revisions.

Write persuasively. Making a list of accomplishments, activities, awards or work will lessen the impact of your words. Expand on a topic by using specific, concrete examples to support the points you want to make.

Put yourself at the center. Make sure your essay is about you. Even if you've chosen to write about an idea or place or person, you're really writing about why that idea, place, or person matters to you. For example, if you're writing about an influential person--like Shakespeare or Rachel Carson or Michelle Obama—then explain how that person influenced you, and changed your perspective on the world.

Write with your own voice. "If the essay could be written by anyone else with a similar experience, then it's probably not personal enough," advised Stanford's Admissions Director, Shawn Abbott, The college essay is a place to write more personally than the traditional academic papers you're used to writing in school. Write with the first person "1" and let your true self shine through, rather than the pumped-up, artificial voice of someone trying to impress readers.

Zoom in. Imagine you're photographing your topic, zooming in on one point of focus. Most college essays must be shorter than 650 words, so write deeply about one experience rather than generally about multiple ones; go deep rather than broad. Instead of telling the story of your entire road trip across the country, focus on one telling moment—the waitress you met at a diner in Kansas, whose question is still lodged in your mind.

Take a Fresh Approach. There are certain topics that admissions officers read about again and again: winning a sports tournament, nerves before a big recital, a volunteer trip to help an impoverished community, the death of a loved one. While each of these is a rich experience in itself, the sheer number of essays focusing on these topics makes it extra challenging to write about them in an interesting, personal way that admissions officers will remember. Before choosing to write about such a topic, think about how you could take a fresh approach.

Don't overlook the ordinary. Many of the best college essays are about seemingly mundane topics: an after-school job, a relationship with a family member, a conversation, a walk to school. The key is to write about the experience with specific and personal details that bring it to life for the reader. Oftentimes it's writing about an ordinary, everyday, and familiar experience that allows your own true voice to ring through.

Offer a new window. Tell admissions officers something new instead of rehashing what you've already said in other parts of your application. Your college essay should serve as a portal into a particular experience (changing a flat tire alone, in the dark, on a dirt road in Wyoming), not as a resume or laundry list of accomplishments.

Know your main idea. Ask yourself: "What point do I want to make? What idea do I want admission officers to remember?" Make sure to clearly communicate this take-home message. Rather than a list of experiences ("this happened, then this happened, then this..."), the details in your essay should build to a main idea.

Reflect. Focus on the "why" of an experience, as well as the "what." In addition to describing an event, an idea, or an experience, explain its significance. If you write about battling weeds and snails in your community garden plot, make sure to also explain how the experience has changed the way *y*ou think or what you've learned to appreciate in the world.

Build a bridge. If *y*ou write about an experience from your distant past, or even from a couple years ago, make sure to connect that experience to today—schools want to know who you are now! Let's say your essay revolves around *y*our decision, at age nine, to stop eating meat. Build a bridge to the present by explaining how that experience has shaped who you are today, or influenced your goals for the future.

Leave time to revise. We can't emphasize enough the importance of returning to your draft with fresh eyes... more than once. Step away from your draft and return to it a day or two later; you'll find that a fresh perspective often leads you to what you wanted to say all along! Leaving some breathing room before your deadline also allows you to ask a peer, mentor, or family member to review *y*our work, and time to incorporate that feedback into your final draft.

Proofread and edit.
Although you will not be evaluated on grammar, spelling or sentence structure, you should proofread your work and make sure your writing is clear. Grammatical and spelling errors can be distracting to the reader and get in the way of what you're trying to communicate.

Solicit feedback.
Your answers should reflect your own ideas and be written by you alone, but others — family, teachers and friends - can offer valuable suggestions. Ask advice of whomever you like, but do not plagiarize from sources in print or online and do not use anyone's published words but your own.

Relax.



Questions to Ask Yourself to Get Going

College admissions officers want to know what you're passionate about, where you've taken initiative, how *y*ou've transformed, and what makes you YOU.

A blank computer screen can seem scary! If this is where you are right now, never fear. Take out either a blank document or piece of paper and write your answers to the following questions:

Look at how you spend your time

In class: What are *y*our academic and intellectual interests?

Outside of class: What are your favorite hobbies and activities? Why do you like to do them?

Over the summer: Have you done any programs, classes, cool trips, or taught yourself anything?

To relax: What do you do when you just want to take a break from it all?

Because these comprise the natural fabric of your life, you may take it for granted that you personality type everyone in your school or that you knit scarves for each of your best friends to take your mind off Pre Calc homework. But believe me, most people don't go to Myers-Brigg temperament sorters or yarn stores to relax. This is a YOU thing that makes you stand out.

Look at your special interests

Talents/Skills: Do you have any unusual talents or skills? If so, how did you develop them? How did you get into them in the first place?

Topics/Issues: Are there any topics or global issues you're passionate about? Why? What are you doing about it?

Again, you may assume that since thoughts of saving the stray pit bulls in your neighborhood constantly run through YOUR head, everyone must be thinking the same thing. They aren't. Or if you're perpetually obsessed with counting cards and teaching yourself the finer rules of poker (and all the statistics involved), you may assume that's just typical. It isn't. That's special, and you should consider writing about it.

Look at your achievements

Accomplishment: What accomplishment are you most proud of? What did you have to do to accomplish it?

Challenge: What was the most challenging ordeal or event you've gone through? How did you get through it?

Leadership: When or how have you shown leadership?

More than how "big" an achievement appears, it's the work you put in that's impressive to the admissions counselors. Not everything you want to do in life (and college) will come easily to you. In fact, even if you start out with a "natural" talent, you'll still only improve through hard work. What shows your character is how you roll up your sleeves and embrace the challenge-especially when success is not guaranteed and you had to take a risk.

Look at pivotal moments in your life

Best: What was the best experience you've ever had? Why was this the "best"?

Worst: What was the worst experience you've ever had? Why was this the "worst"?

Change: How have you changed over the past few years? Was there any event or person who caused/facilitated this transformation?

There aren't always major life events or "Aha!" moments that alter the course of your life and personality. However, if there are, the key is to look for the positive in the situation: how did you make lemonade out of lemons? How did you grow up, even though a situation may have sucked? Or if something phenomenal happened, how has this made you a more appreciative and grateful person?

Look at your personality

Unique: How are you unique or different from other people you know?

Unexpected: Is there anything about you that doesn't fit the stereotype, or that's unexpected?

Beliefs: Do you have any principles or beliefs that guide your actions? What are they?

The admissions officers want to know what kind of person you are and where you'd fit in. Are you philosophical and spend time deliberating about your own values? That means you think for yourself, which will serve you well into college and beyond. Do you surprise people by being different from what they'd expect, like the all-star Lacrosse player who is obsessed with following Anna Netrebko's operatic career and listens to Verdi in her spare time? Cool quirks like this will make you stand out-and help you get into your dream school!

After writing down the answers to these questions, you should see a few common threads emerge. If one topic keeps coming up, chances are, that's what you should write about to let the admissions officers know exactly who you are and why you're special!

Things to do if You're Stuck

Break out of isolation. Writer's block often rears its head when we work in isolation... so grow your writing community! Do you have a friend or mentor or parent with whom you can bounce ideas around? Who can read your drafts and offer feedback? Talking to other people about your experiences and memories can get your writing gears turning—you discover what it is you want to say, or at least gain the confidence to begin.

Write Continuously... for ten minutes. Set your timer for ten minutes and write without stopping, Don't worry about flow, punctuation, or coherence. Put quality on the backburner and just write! After your alarm goes off, reward yourself with a break. (Repeat.)

Work and think, away from the screen. Sometimes the best way to think is away from the computer. Try printing out a rough draft and marking it up by hand. Or brainstorm in your journal. Or think on the move—go for a walk and turn an idea over in your head (it's scientifically proven that movement opens pathways in the brain).

Jump to the middle. The beginning of an essay can be the most difficult part. If you don't know how to finish your first paragraph, or get stymied writing that perfect introduction, leave the beginning be—for now!—and move to the middle of the essay. *Y*ou can circle back once you have a better sense of your essay's direction and scope.

Make a list. Sometimes writing in a different format can spark new ideas. Step away from your paragraphs and make a list of images *y*ou associate with the experience at the center of your essay. You can repeat this exercise by making a list of other sensory details: sound, smell, touch, or taste.

Take breaks. Go outside, bake cookies, play with your dog, chat with a friend, toss the frisbee... anything to get your mind off of *y*our essay. Returning to your essay with fresh eyes is immensely helpful.

Collect Perspectives. Go back to the kernel of your idea and explore it further. Conduct interviews to jog your memory about the experience, hearing someone else's perspective on the experience might help you to shape your own. Talk to your parents, siblings, or anyone else who knows you well and can offer an insight on your chosen topic. Ask questions about their memory of the event or experience, and ask what they remember about YOU.

Allow for messy drafts. Rather than painstakingly perfecting each sentence as *y*ou write, shoot for messiness to figure out what you want to say! Allow your first draft to flow out without worrying about punctuation or organization or whether each sentence is perfect. You can go back later and re-write, rearrange, and polish.

SAMPLE ESSAYS

1
Conn College
Riley

Contrary to popular belief, mini-golf is very challenging. The unforgiving, neon green turf and the jagged rock formations send my ball spiraling in the wrong direction and careen straight into the roaring waterfall every time. The irony of my inadequate skills, however, is not lost on my younger sister, who routinely avoids obstacles and sinks her ball straight into the hole. Her embarrassing victory dance follows soon after, much to my own dismay. Notwithstanding my mini-golf shortcomings, I am known as “golf girl” by my peers and have learned much about myself and the game as the sole girl on my high school's golf team.

Growing up hearing tales of the golf team that my father coached and watching the LPGA from my grandfather's couch instilled me with a passion for golf. Looking up to Annika Sörenstam and other talented women who played with such grace and power ultimately gave me some dynamic, passionate role models to look up to. When the coach cut me from middle school golf tryouts, bright purple junior clubs in hand, I was determined to get better and committed to making myself and my role models proud. I began taking over 100 swings each night and spent countless hours on the putting green dreaming of that match winning putt. After being turned away, the sense of accomplishment in being one of the team's leaders in the following season was one of the best feelings in the world.

For the past six years, I have become accustomed to the mannerisms, smell, and humor of teenage golf boys. However, arriving at the first match brimming with four teams full of tall, strong boys and not another girl in sight made me gulp. The shorter bathroom line was a bonus when I first arrived at the course, but all was forgotten when I went to take my first shot from the female tee box. My teammate, James, walked up to me, noticing my apprehension, and told me the most random, bizarre joke that I had ever heard. In that moment, I knew my teammates had my back, even if I did not always completely comprehend their humor. Over time, the team grew into a tight-knit group of friends who fit together like a puzzle. James can break a bad round with a laugh, Matt gives the best pep talks, and Drew is reliable for sound shot advice, while my niche emerged as bringing positivity and optimism after a bad shot. This team dynamic continued in school as well, as James comes to me after a bad test, while I see Matt before a big presentation. Whether we are on or off the course, we help each other to succeed.

As the daughter of two teachers, country club simulators and memberships to the area's elite courses were not options for me. Two summers ago, I took matters into my own hands and got a job cleaning out dirty carts and taking out the trash at the local country club. Scrubbing the spilled adult beverages out of the cup holders and disposing of the deteriorating cigars was not how I pictured spending my summers, but was valuable for the free rounds I played. By the end of the summer, I realized my hard work leveled the playing field between myself and my more affluent opponents.

This gentleman's sport has become such a significant part of my life. The amount of joy I receive from sinking a lengthy putt or driving my ball straight down the center of the fairway reminds me just how grateful I am to play this sport. My sister might still dance in the parking lot after we play a round of mini-golf, I will join her, because I know that I will continue to play golf, and learn from the game, for the rest of my life.

The ground beneath me began to shake as an oil truck instantly burst into flames. A massive ball of fire flared into the sky, illuminating my awestruck eyes. Suddenly, hundreds of gallons of water rushed down onto the truck, safely extinguishing the blaze. “CUT!" a director yelled. I cheered, astonished by the scene I had just witnessed.

My love for Hollywood began with moments like these from my childhood. Disney's Hollywood Studios was home to attractions like The Great Movie Ride and The Studio Backlot Tour, both of which introduced me to the special effects, intricate illusions, and thrilling stunts seen in professional films. These two attractions were early indicators of my love for filmmaking, I just didn't know it yet.

Years later, I am still captivated by the magic of cinema. Whether it be a summer blockbuster, an Oscar-hopeful, or a cult classic, I'll take any opportunity I can get to experience an original film. For a few hours, I can forget about the world around me, becoming completely immersed in the universe on-screen. Characters come alive, their personalities and stories intertwining themselves with real-life experiences of my own.

I've always been what you would call a "tomboy", a far-from-fragile girl who loves football and loathes dresses. Having strong female characters like Hermione Granger and Princess Leia to look up to on-screen has had a profound impact on my confidence as a young woman. Seeing another woman hold her ground and stand up for herself was truly inspiring to me. I may not wield a wand or a blaster, but I've certainly used the strength of these characters as a personal inspiration to stay confident and secure in myself.

My passion for film does not end with characterization. I am just as invested in the technical, behind-the-scenes aspects of cinema. Cinematographers bring stunning landscapes and perfectly-framed shots to life, invoking awe and emotion in both casual moviegoers and film fanatics. Lighting designers shape a film's mood and tone, adding flares of emotion and rich symbolism to climatic scenes.

I still have so much to learn about filmmaking, and I cannot wait to tackle the challenges that come with producing a film. When I do, I know that I'll put my heart into it. Maybe my protagonist will defy the stereotypes that surround young women, choosing jeans over skirts and football over dance. Maybe she'll love brisk autumn mornings, and never understand the appeal of hot, sticky, summer afternoons. Maybe she'll discover her peculiar affinity for both science and cinema. Whichever direction I decide to take my

characters and my story, my life experiences will have a huge impact on the final product. This is yet another thing that I love about movies, they are entirely unique to the individual who creates them. No two people could create the same exact film no matter how hard they tried ---- there's always a little bit of a director's soul woven into their work.

I'm still unsure whether I'll follow my passion for film into a full-time career or a part-time hobby. If I decide to pursue filmmaking, I hope to use my platform to spread a message of hope, perseverance, and strength. Films can reach millions, possibly even billions of people, giving me the perfect opportunity to make a profound impact on someone's life. If just one person can be inspired by one of my characters, much like I was by Hermione and Leia, I'll be satisfied. Even if I never sell out theaters or break a box office record, I will have achieved success if I can make someone's life just a little bit better through my work. Through filmmaking, I hope to invoke the same sense of wonder and awe that I once felt as I experienced the magic of cinema for the very first time.

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3
Anon

Every person who truly knows me believes that I was born in the wrong century. They call me "an old soul" because I'm a collector, attracted to books, antiques, vinyl records and anything from the 80's. But they also think I am unique in other ways. I believe it is because of the meaningful connections to my two languages and two cultures.

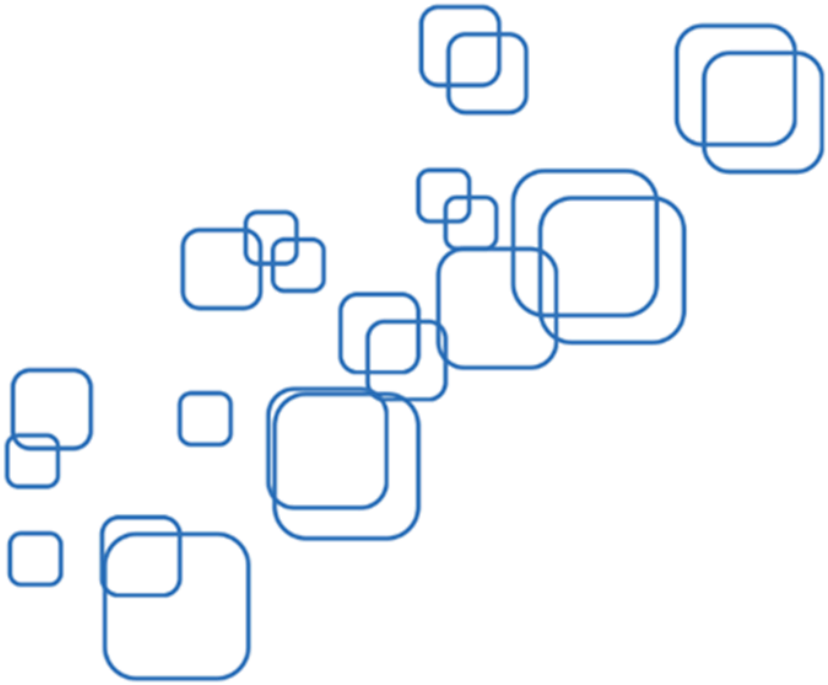
When we moved into our first American house, I was excited to decorate my new room. The first thing I knew I needed was a place to organize my most cherished possessions I have collected throughout my life. I searched and finally found a bookshelf with twenty-five thick sections that I could build and organize alphabetically. Now the titanium white paint is starting to peel off from all the years it's been used, but that only makes it more endearing to me. Each shelf holds important objects from different parts of my life.

The top row has my books in Portuguese that I brought from Brazil. They were passed down to me by my great-grandma when she died. Most of them are old poetry books and have handwritten notes from her. Some of the pages are falling apart, but the books mean a lot to me. I start to feel heavyhearted as I remember my great-grandma sitting up in her hospital bed, reading her favorite poem to me, even though she was ill. She was the person who planted the love of reading in me. I live by the values she taught me and the biggest section in my collection of books to date is of poetry, both in English and Portuguese.

These books are a strong connection to my Brazilian heritage. They also remind me of the time when I was growing up in Brazil, as a member of a large Italian-Brazilian family. We used every excuse to get together and we ate a lot. This is the toughest part of living in another country. Over the years, I had to learn to deal with not being present with my family all the time. And I learned how valuable the time is when we do get together once or twice a year.

The second and third row have books that I used to learn English. It has some of my "classics", like the whole Harry Potter collection. These books have folded pages, handwritten vocabulary definitions and translations in the margins. It brings back great memories from our old apartment in São Paulo, where my older sister read them to me as a bedtime story. I also see books like The Boston Tea Party and Alexander Hamilton, that I read in order to better understand the history of my new country. It was not easy to leave everything behind and move with my family to the US. It was not easy to enter a new school in a new language. But I persevered and when I look back now, I never felt so comfortable in a place like I feel now. This section of my bookshelf reminds me of an important part of my journey.

At the bottom of the bookshelf, I have some of my most beloved items. The 1937 Remington typewriter was a gift from my grandfather and is my favorite piece. He gave it to me as I was leaving for the United States. I love the noise it makes when I am typing a letter. I wonder how many countless letters have been written with this typewriter. I use it for special occasions, sometimes writing in Portuguese to my family or in English to my friends. As I grab my favorite Elvis vinyl to play, I can only wonder about the next chapter of my life. I look forward to adding new books, new friends, and a wide variety of experiences to my bookshelf.





Post Secondary Planning for Seniors

Meetings

Seniors will have individual meetings with their guidance counselor sometime from mid September through mid October. These will be scheduled during senior privilege.

Seminars

Senior Seminars are held starting at the beginning of September.

In seminars, topics covered are:

- Where are you now? To Do List
- Common App/other applications sections completion
- Working with Scoir
- SAT/ACT reporting
- Teacher recommendations
- Activities
- Resume (optional)
- Interviews
- Essays/supplements
- Financial Aid

All students are invited to join our Google classroom which shares important information, links, and resources.

Common App

You can continue completing the following sections of the Common App. We will also be working on these sections in our Senior Seminars starting in September.

- **Family -** your parents/guardians and siblings information
- **Education** - guidance has details you may need for this section (class size, etc)
- **Testing** - this is asking about SAT/ACT. Discuss with your counselor whether or not you may choose to apply test optional
- **Activities** - put a list together of everything you have done from grades 9-12. Include a short description and estimate number of hours you spent per week and number of weeks per year
- **Writing** - this is the main essay requirement for your application

Activities List Guidelines

Your activity list in Common App/other applications is an important way you will communicate personal initiatives and achievements with colleges and/or employers.

Participation in extracurricular activities will contribute to your overall development as an individual. As you pursue post-secondary plans, it will be important for you to clearly communicate your involvement. As you create your activity resume, be sure to give yourself credit for your contributions by using **ACTION** statements of your extracurricular activities on your list.

Examples of How to Help You Demonstrate Your Personal Initiatives:

- **Recruited** volunteers and led a team to participate in a charity event.
- **Solicited** donations to sponsor participation in a walk to raise money for a charity.
- **Taught** a skill to others (i.e. softball to youngsters).
- **Collected** donations (i.e. can drive for a food pantry).
- **Led** committee or a sub-committee for planning an event (i.e. junior prom).
- **Contributed** time and talents (i.e. singing in a church choir).

- **Engaged** others through encouragement to participate in an activity (i.e. encourage kids to participate in arts and crafts activities).
- **Organized** an event to raise awareness about world issues (i.e. dinner to raise awareness about animal extinction or environmental issues).
- **Provided** orientation for new group members (i.e. orient new employees to familiarize them with the surroundings and teach them responsibilities associated with their role).
- **Helped** produce, advertise, and distribute a product (i.e. a school monthly magazine or newspaper).
- **Responsible** for sharing information (i.e. notifying other students of all announcements, distributing flyers, and putting up displays).
- **Recruited** others for membership in a group (i.e. recruited others to join a sports team or after school activity group).
- **Promoted** awareness on issues (raised awareness of teen issues by offering discussion groups).
- **Motivated** others through team spirit, positive attitude, or role modeling.
- **Acknowledged** others personal contributions.

Leadership: A student's participation that has resulted in motivating others to do work toward the goals of the organization. A student can exhibit leadership in the classroom, at work, or in other school or community activities, as long as student's participation has resulted in:

- Motivating others to work toward the goals of the organization.
- Resourcefulness in identifying problems and posing solutions.
- Demonstration of initiatives, reliability, and dependability.
- Inspiration of positive behavior in others.
- Delegation of responsibilities to others.

College List

Your final list of colleges to which you will submit applications should include schools from each of the three categories listed below:

Use this chart to list colleges in order of selectivity compared to your profile

REACH	TARGET	SAFETY
Stretch, Admission very competitive	**Good fit, good chance of being admitted**	**Very good chance of being admitted**
This college has all the characteristics you want, but admits students with grades and scores much higher than your own.	This college matches your needs and admits students with grades and scores near or slightly above your own. The majority of schools should come from this category.	This college has most of the characteristics you want and admits students with grades and scores below your own.
1.	**1.**	**1.**
2.	**2.**	**2.**
3.	**3.**	**3.**
4.	**4.**	**4.**
5.	**5.**	**5.**
6.	**6.**	**6.**
7.	**7.**	**7.**



Admissions Options

Definition of Admissions Options in Higher Education

STUDENTS: WHICH COLLEGE ADMISSIONS PROCESS BEST *SUITS YOU*?

Non-Restrictive Application Plans			Restrictive Application Plans	
Regular Decision	**Rolling Admission**	**Early Action (EA)**	**Early Decision (ED)**	**Restrictive Early Action (REA)**
Defintion: Students submit an application by a specified date and receive a decision in a clearly stated period of time. COMMITMENT: Non-binding	Defintion: Institutions review applications as they are submitted and render admission decisions throughout the admission cycle. COMMITMENT: Non-binding	Defintion: Students apply early and receive a decision well in advance of the institutions regular pesponse date. COMMITMENT: Non-binding	Defintion: Students make a commitment to a first-choice where, if admitted they definitely will enroll. The application deadline and decision deadline occur early. COMMITMENT: Binding	Defintion: Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm. COMMITMENT: Non-binding
Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment			**Students are repsonsible for determining and following restrictions**	

Applying to College

When your application (Common App or college's own application) is complete - all sections entered and reviewed, you are ready to submit. You do not need to wait for teacher letters, transcripts, or guidance materials. Submit your portion prior to the deadline! Teachers and counselors submit separately based on your list and deadlines shown in Scoir. *It is important that Scoir is up to date!

College Rep Visits

Every fall, college admissions reps come to DSHS or hold virtual meetings with students in small groups. These meetings are intended to provide you with an opportunity to hear more about a school you are interested in, and to connect with the admissions representatives who may be reading your applications.

You MUST sign up in Scoir at least 24 hours before the visit so that we are able to plan the meeting space accordingly. If you have a class during the time of the visit, you MUST also be granted permission by your teacher to miss class. (Please do NOT randomly sign up for visits you aren't able to attend. And inform us if you are not able to make it. We have had situations where representatives have come to DSHS only to find that the students did not show up and as you can imagine, this reflects poorly on us.)

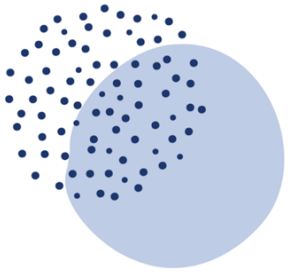
You MUST sign up for visits via Scoir. In Scoir, under 'Me', choose Visits & Deadlines.

Sending SAT/ACT Scores

How are test scores reported to colleges and universities?

In many cases, score reports must be ordered by students and parents and sent directly from CollegeBoard or ACT to colleges and universities as part of the Admissions process. Self-reported results, or photocopies of exam results, are not accepted by most Admissions offices. The Guidance Office is not authorized to share a student's test results and does not post standardized testing scores to student transcripts.

Dover-Sherborn school counselors recommend that students review test scores before sending to any college. For either the SAT Reasoning Test or ACT, some colleges will create a "super score" by taking the top score for each section from multiple test administrations.



College Athletics

Guidelines for College Bound Athletes

If you intend to participate in **Division I or II** athletics as a freshman you must register with a certification account and become certified by the NCAA Eligibility Center. There is a non-refundable registration fee. Prospective **Division III** athletes are not held to NCAA Division I or II requirements, but are encouraged to check with their prospective schools to learn about their particular requirements and registration processes. This process can be started during junior year. For more specific information and to learn how to register, visit http://www.ncaa.org/student-athletes/future. Students primarily interested in Division III, or are unsure of their prospective division, can create a free Profile Page through the Eligibility Center. You will get an NCAA ID and will receive important reminders. Some Division III schools may ask you to create a Profile Page for record keeping purposes.

Meeting NCAA Academic Requirements

Division I schools and Division II schools require you to meet academic standards. Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved core courses and graduate on time with your class. The NCAA core-course requirement ensures you're taking high school courses that prepare you for the academic expectations in college.

Find your high school's list of NCAA-approved core courses.
(For Dover-Sherborn High School code enter 220695)

The NCAA Eligibility Center calculates your core-course grade-point average based on the grades you earn in NCAA-approved core courses.

Basic Differences Between NCAA Divisions

Comparison of the three NCAA Divisions - The NCAA's three divisions were created in 1973 to align like-minded campuses in the areas of philosophy, competition and opportunity.

- **Division I** schools, on average, enroll the most students, manage the largest athletics budgets, offer a wide array of academic programs and provide the most athletics scholarships.

- **Division II** schools provide growth opportunities through academic achievement, high-level competition and a focus on community engagement. Schools may offer athletic scholarships

- **Division III** schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Schools do not offer athletic scholarships

  (Adapted from http://www.ncaa.org/student-athletes/future)

College Athletic Recruiting Terms

- A **contact** happens any time a college coach says more than hello during a face-to-face meeting with a college-bound student-athlete or his or her parents off the college's campus.
- An **evaluation** happens when a college coach observes a student-athlete practicing or competing.
- A **verbal commitment** happens when a college-bound student-athlete verbally agrees to play sports for a college before he or she signs or is eligible to sign a National Letter of Intent. The commitment is not binding on the student-athlete or the school and can be made at any time.
- When a student-athlete **officially commits** to attend a Division I or II college, he or she signs a **National Letter of Intent**, agreeing to attend that school for one academic year.

Athletic Recruiting Calendars

NCAA member schools limit recruiting to certain periods during the year. Recruiting calendars promote the well-being of college-bound student-athletes and ensure fairness among schools by defining certain periods during the year in which recruiting may or may not occur in a particular sport. For more information, visit on.ncaa.com/recruitcalendars.

- **Contact Period** - Period of time when it is permissible for authorized athletics department staff members to make in person, off-campus recruiting contacts and evaluations.
- **Evaluation Period** - Period of time when it is permissible for authorized athletics department staff members to be involved in off-campus activities designed to assess academic qualifications and playing ability. No in-person, off-campus recruiting contacts may be made during an evaluation period.
- **Quiet Period** - Period of time when it is permissible to make in-person recruiting contacts only on the college's campus. No in person, off-campus recruiting contacts or evaluations may be made during the quiet period.
- **Dead Period** - Period of time when it is not permissible to make in-person recruiting contacts or evaluations on or off the college's campus or to permit official or unofficial visits to the college's campus



Campus Visits for College Athletics

Any visit to a college campus paid by the NCAA school you're visiting is an official visit. Visits paid for by student-athletes or their family are considered unofficial visits.

During an official visit the college can pay for transportation to and from the college, lodging, meals, and reasonable entertainment expenses.

The only expenses a college-bound student-athlete may receive from a college during an unofficial visit are tickets for a home athletics contest.



Questions to Ask During Your Athletic Visit

Before you decide to make your first visit to a college, it's a good idea to think carefully about the kind of information you are going to need in order to eventually make your decision. Once you do, you'll be able to ask the right kinds of questions. The following are some good ones to get you started.

Ask the College Athletic Recruiter (most likely a coach):

- What position do you want me to play, and how many others are you recruiting for the same position?
- What is your philosophy of offense? Defense? Are you considering any changes?
- Will I be redshirted?
- If I need a fifth year, will you finance it?
- What happens to my scholarship if I am injured or ineligible?
- What kind of academic support is in place for athletes?
- Are all injuries handled by the school's insurance policy?
- If injured, may I use my family doctor? Who determines my fitness to compete after an injury?
- What is expected of players during the off season?

Ask of the Players at the College:

- What does your day typically look like? In season? Off-season?
- Approximately how many hours do you study?
- What, generally, are the attitudes of professors in different fields of study? In my field of study towards athletes?
- How do you like the living arrangements?
- Who is available to help you if you have academic problems?

Ask of the Non-Athletes at the College:

- What do you think of the quality of education you are receiving at this college?
- If you had to do it over again, would you choose this college to attend? Why? What is the general opinion of athletes on this campus?

Ask of School Officials/Admissions Officers:

- What is the graduation rate for athletes? In my sport?
- About how long does it take someone in my sport to earn a degree from this college?
- What is my eligibility for additional financial aid?



FAQs

What are colleges looking for?

6 Common Myths

*Getting All A's is the most important thing
*Test scores can make or break your chances of getting in
*The more clubs and activities you have, the better
*You should ask for a recommendation only from a teacher where you earned an A
*It is a mistake to be creative with your essay
*To make yourself memorable, you must visit the campus

"Many colleges report that, while academic performance is key, they take a multifaceted approach to reviewing applicants, looking well beyond what can be seen on a transcript. "A holistic admissions review process allows a student to demonstrate their best qualities and discuss how they would be a good fit for that college," he says. "
- US News & World Report

"Colleges appreciate applicants with meaningful extracurricular achievements, not just club memberships."

- US News & World Report

How do a student's transcripts get forwarded to a college of choice?

An official DSHS transcript includes a student's final marks from Grades 9, 10 and 11, as well as a weighted cumulative GPA for the first six semesters of high school. The Guidance Office is responsible for forwarding this transcript to each college of choice. As soon as first quarter grades from senior year are available, each college on record with the Guidance Office will receive an updated copy of a student's transcript. In February, another updated copy of the transcript, with first semester senior year grades and the seventh semester GPA, will be submitted to all colleges of choice. Finally, a copy of the student's graduation transcript will be submitted to the college that the student will attend after graduation.

Do teachers or school counselors review college essays with students…before submission?

Reviewing college essays is not a standard part of the DSHS curriculum. However, students are welcome to ask an English teacher to review their work. Students may also ask their school counselor for assistance with the essay.

Can parents meet with school counselors about post-secondary planning and the college process?

Absolutely! School counselors are available to meet with students and/or parents/guardians throughout the academic year. Counselors are best prepared to discuss post-secondary planning beginning in the spring of Junior year and recommend that parents schedule these appointments during April, May and June. Feel free to schedule a session with your child's school counselor that best meets the needs of all attending the meeting.

Do college representatives visit DSHS and, if so, how do students access these sessions?

Yes, a wide range of colleges visit DSHS every year. The colleges tend to provide an overview of their institution and answer questions from students. Because these sessions are very well-attended, only Seniors are admitted to the meetings. Seniors must RSVP at least a day in advance of the meeting on Scoir in order to attend a college's meeting. It is the student's responsibility to also obtain advance permission from a teacher, if he/she will miss a class.

Is the planning process for a foreign college/university different than for a US college/university?

Application requirements vary for each college/university and application deadlines may vary from the deadlines of US colleges. It is possible that students could be required to submit additional application materials, including proof of language proficiency or results of additional qualifying testing (the SAT's are only applicable when applying to US colleges). Most, if not all, foreign universities have a website with a student application section. Students can also email/write to the university for an Application Packet.

Applying to a foreign college/university has other differences, such as, requiring a passport and possibly a travel visa, potential need for inoculations, cultural considerations, verification of accreditations, etc. For more information, contact your child's school counselor.

Financial Aid

Financial Assistance

Many families are becoming increasingly concerned about meeting the rising cost of a college education. If there is any question about the ability to pay for the entire year's educational costs, then it is advisable to apply for financial aid or look for scholarship opportunities. Those families interested in applying for financial aid (money offered for demonstrated financial need) must complete the appropriate forms and submit these forms according to the directions. Both the financial aid process and the forms for applying for aid frequently change and are updated annually in the autumn of each year

It is always a prudent measure to include at least one of your HOME state colleges/universities in the list of schools to which you plan to apply just in case finances at other colleges to which you are accepted do not work out. Additionally, students who score above a designated level on their Grade 10 MCAS Graduation Exams qualify for tuition grants at Massachusetts State Colleges and Universities.

Most colleges and universities award financial aid as a "package" which means that students receive a combination of scholarship or grant money (money you do not have to give back), loans (money you must pay back when you leave college) and campus jobs (work-study which is sometimes related to your field of study). Generally, institutions are able to help more students by using the package method. See the section below on Federal Financial Aid for additional information.

Financial aid is derived primarily from four sources: institutional money, private funding, state money and federal dollars. Institutional sources of aid are provided and controlled by the institution, while private sources of aid are derived from community organizations, foundations, professional associations, corporations and commercial lending institutions. State sources of aid are usually administered through a state agency and include grants/scholarships, loans and state funded work-study. The federal government is the largest single source of student financial aid funds which are appropriated annually by Congress.

Financial Aid

The Free Application for Federal Student Aid (FAFSA) is sponsored by the United States government. ALL students wishing to be considered for financial aid that include federal funds must complete this form. The FAFSA form is available sometime in the fall of senior year. Families should apply as early as possible because financial aid IS distributed on a "first come, first served" basis.



Prior to submitting your FAFSA, you'll need to create an FSA ID which is made up of a username and password and can be used to log into the online Free Application for Federal Student Aid (FAFSA) form. More information relating to the federal financial aid form is available online at www.fafsa.gov.

The CSS Financial Aid PROFILE, otherwise known as the 'Profile', is an online program of the College Scholarship Service (CSS), which is the financial aid division of the College Board. Many private colleges/universities subscribe to this program and require applicants wishing to be considered for financial aid to register with CSS and complete an electronic questionnaire called the “Profile.” Generally speaking, the CollegeBoard begins accepting this electronic registration in October. The Profile’s online registration process can be found at www.collegeboard.org. The fee for the initial application and reporting to one college is $25.00. Subsequent reports sent to additional colleges are $16.00 each. The Profile form is only available online at the College Board website.

If you have any questions regarding the financial aid process, please know you are welcome to contact any counselor in the guidance office.

An interesting side note is that sometimes a student cannot be eligible for certain institutional funds until they have been rejected for federal sources. In addition, all students, regardless of income level, are eligible for Direct Unsubsidized Loans, but they must complete the FAFSA. These are two reasons why all students should consider completing the FAFSA - regardless of family income.

Federal Financial Aid Programs

Any student wishing to be considered for any of the federal student assistance programs must complete a FAFSA and eligibility must be determined. Aid is available for qualifying students through the following programs:

Pell Grants: The Federal Pell Grant Program provides need-based grants to low-income undergraduate students. Financial need is the determining factor in the amount of the grant. The grant amount can change each award year and depends on program funding. For more information, go to https://studentaid.gov/understand-aid/types/grants/pell

Federal Supplemental Educational Opportunity Grants: The FSEOG is for students with exceptional financial need. Students may receive a maximum of $4,000 per year depending on need and availability. Eligibility for this grant as well as the amount of the grant is determined by the college’s financial aid office. For more information, go to https://studentaid.gov/understand-aid/types/grants/fseog

College Work Study: Work-study programs are administered by schools participating in the Federal Work-Study Program. Federal Work-Study provides part-time jobs on campus or off campus for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. For more information, go to https://studentaid.gov/understand-aid/types/work-study

Direct Loans: The U.S. Department of Education offers eligible students at participating schools Direct Subsidized Loans and Direct Unsubsidized Loans. (Some people refer to these loans as Stafford Loans or Direct Stafford Loans.)This loan allows any student to borrow directly from lenders at a low interest rate in order to help finance educational expenses. The maximum a freshman student may borrow is $5500.00. A sophomore student may borrow up to $6500.00 and a junior or a senior may borrow a maximum of $7500.00 per year. The U.S. Department of Education will pay the interest for students who qualify for a Direct Subsidized loan program while they are in school and for six months after students leave school. Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. Students are responsible for paying the interest on a Direct Unsubsidized Loan during all periods. For more information, go to https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized

Direct Plus Loans: The U.S. Department of Education makes Direct PLUS Loans to eligible parents of undergraduate students through schools participating in the Direct Loan Program. The maximum PLUS loan amount you can receive is the cost of attendance (determined by the school) minus any other financial aid received. A parent does not have to demonstrate need to be eligible. Fees and plans vary. If you do not request a deferment, you will be expected to begin making payments after the loan is fully disbursed (paid out). For more information, go to https://studentaid.gov/understand-aid/types/loans/plus/parent

Commonwealth of Massachusetts Aid

These programs are available to state residents. The student must file the FAFSA and follow the guidelines of the Commonwealth for disclosure of family financial information to the state.

MASSGrant: Grants are awarded to permanent residents attending full-time undergraduate study at a state approved college in Massachusetts, Pennsylvania, Vermont or the District of Columbia. Awards are granted to those with a family contribution of zero and $6656.00. MASSGrant awards vary each academic

year and cannot exceed a student's calculated financial need, when combined with all other financial assistance received at the institution. For more information, go to https://www.mass.edu/osfa/programs/massgrant.asp

Massachusetts State No Interest Loan Program: Loans are available to financially needy permanent residents. For more information, go to https://www.mass.edu/osfa/programs/nointerest.asp

The MEFA Undergraduate Loan: This program provides loans up to one hundred percent of the cost of attendance, less any financial aid received. For more information, go to https://www.mefa.org/undergraduate-student-loans

Online Resources

(Several suggested resources are listed for your convenience. The Dover-Sherborn Guidance Office does not endorse any of these agencies.)

www.mass.edu
https://studentaid.gov/
www.mefa.org
www.finaid.org
www.gocollege.com
www.fidelity.com/ufund
www.salliemae.com



Scholarship Information

Local Scholarship Information

Local scholarships from sources within Dover and Sherborn are awarded prior to graduation at the Senior Awards Night. Some of these scholarships are awarded based on information submitted by students in the form of an application, while others are awarded through a selection process undertaken by members of the high school's Scholarship Committee. These scholarships are granted through the generosity of local individuals and organizations and the availability, criteria and dollar amounts are subject to change from year to year.

There are a number of scholarship opportunities for Dover-Sherborn seniors. Applications will be available on April 1st. Please connect with Carol Spezzano in the Guidance Office if you wish additional information or have any questions regarding the Dover-Sherborn Scholarships.

Regional/National Scholarship Information

The Dover-Sherborn High School maintains a listing of a variety of regional and national scholarships that exist.

Regional/National Scholarships

John and Abigail Adams Scholarship

The John and Abigail Adams Scholarship provides a tuition waiver for eight semesters of undergraduate education at a Massachusetts state college or university. The scholarship covers tuition only; fees and room and board are not included.

Click here for John & Abigail Adams Scholarship guidelines

Stanley Z. Koplik Certificate of Mastery Awards

The Stanley Z. Koplik Certificate of Mastery with Distinction waives tuition at Massachusetts public colleges and universities.

Click here for Stanley Z. Koplik Certificate of Mastery Awards guidelines



Warning

Each year students and their families are the targets of scholarship scam artists. Protect yourself from scholarship scams by becoming an educated consumer. Often scams use official sounding titles like “national,” “federal,” or “foundation” as part of their name and promise to find you scholarships or grants. The Federal Trade Commission (FTC) suggests that you watch for these signs of a possible scam:

• The Scholarship is guaranteed or your money will be refunded.
• You cannot get this information anywhere else.
• We will do all the work for you.
• We just need your credit card, bank account number or social security number to secure the scholarship.

No one can guarantee you a scholarship. Students must apply for financial aid and scholarships themselves. For more information or to report a scam, please contact the FTC by calling 877-FTC-HELP.

Scholarship Resources

These are some of the most popular scholarship resources:

- Avoiding and protecting yourself from Scholarship Scams. You should never have to pay to apply for a scholarship! finaid.org/scholarships/scams
- FastWeb - fastweb.com
- College Board Scholarship Search Service bigfuture.collegeboard.org/pay-for-college/scholarship-search
- Going Merry is a new program that calls itself a Common App for scholarships goingmerry.com
  - Matching: You are matched with scholarships you are most eligible for.
  - Direct Applications: Apply directly to multiple scholarships.
  - Autofilled Applications: Saves you time.
  - Scholarships Grouped By Essay Topics: Minimize the number of essays you have to write.
- College Greenlight - collegegreenlight.com
- Scholly.com - myscholly.com
- Chegg - chegg.com/scholarships#
- National Health Service Corps nhsc.hrsa.gov/scholarships/index.html (for Health Services related scholarships)
- Cappex - cappex.com/scholarships
- Weird Scholarships Guide - lendedu.com/blog/weird-scholarships

Massachusetts State Admissions

Massachusetts State University System and UMASS Minimum Admissions Requirements

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED/HiSET recipient.*



Freshman Applicants

The admissions standards for freshmen applicants at Massachusetts Public four year institutions have three primary components:

1. Successful completion of required academic courses in specific subjects.

2. A minimum average and weighted grade point average (GPA) earned in high school level academic courses.

3. The submission of SAT or ACT scores. (This may vary at different campuses. Review their websites for the most accurate information.)

Academic Course Requirements

All freshmen applicants are required to successfully complete the following courses in each academic subject, for a total of 17 required courses:

SUBJECT	REQUIREMENT
English	4 courses
Mathematics	4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school
Sciences	3 courses (from Natural Science and/or Physical Science and/or Technology/ Engineering), including 3 courses with laboratory work
Social Sciences	2 courses (including 1 course in U.S. History)
Foreign Languages	2 courses (in a single language)
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

High School Grade Point Average and SAT/ACT Sliding Scale Requirements

Students must earn a minimum weighted high school GPA of 3.0 for the four-year public campuses in Massachusetts. Freshman applicants who do not meet the 3.0 GPA requirement must earn the following SAT or ACT scores in order to be eligible for admission:

The University of Massachusetts
University of Massachusetts, Amherst
University of Massachusetts, Boston
University of Massachusetts, Dartmouth
University of Massachusetts, Lowell

Campuses Weighted Average GPA	Combined SAT Score (Evidenced Based Reading & Writing and Mathematics)	ACT Score
2.51 - 2.99	1030	20
2.41 - 2.50	1070	21
2.31 - 2.40	1110	22
2.21 - 2.30	1140	23
2.11 - 2.20	1180	24
2.00 - 2.10	1220	25

State Universities

Bridgewater State University
Fitchburg State University
Framingham State University
MA College of Art and Design
MA Maritime Academy
MA College of Liberal Arts
Salem State University
Westfield State University
Worcester State University

Campuses Weighted Average GPA	Combined SAT Score (Evidenced Based Reading & Writing and Mathematics)	ACT Score
2.51 - 2.99	990	19
2.41 - 2.50	1030	20
2.31 - 2.40	1070	21
2.21 - 2.30	1110	22
2.11 - 2.20	1140	23
2.00 - 2.10	1180	24

Some UMass and State University campuses now participate in test optional policies. Please refer to the individual schools' admissions offices for complete testing requirements. Please also refer to the Massachusetts Board of Higher Education Admissions Standards webpage at https://www.mass.edu/forstufam/admissions/admissionsstandards.asp for more specific information regarding these admissions standards. Please note that these are minimum standards and meeting them does not guarantee admissions to a state college or university.



Community College Options

More and more students are enrolling in community colleges across the nation, even as media attention focuses on the most selective four-year colleges. Why are students choosing community colleges, and should you consider a community college as a part of your college search?

The Economic Option

One reason for the growing popularity of community colleges is their relatively low tuition. Overall, the average cost of public community colleges is less than half the cost of public four-year colleges and about one-tenth the cost of private four-year colleges. As a result, students who spend two years at a community college and then transfer to a four-year college spend less money for the same bachelor's degree as their classmates.

The Associate's Degree Option

The two-year associate's degree is a goal itself for many community college students. Community colleges offer a wide variety of programs that train students to work in specialized fields, such as dental hygiene, computer technology, nursing, and culinary arts.

The Transfer Option

For students who want the four-year degree, community colleges work with four-year colleges to make sure those students can make a smooth transfer. Most community colleges maintain transfer or "articulation agreements" with a number of four-year colleges. These agreements map out exactly which community college courses will transfer to a specific four-year college. They may even guarantee admission as a junior to students who fulfill certain course work and grade requirements. For more information on whether the community college you're considering has articulation agreements with the four-year colleges that interest you, talk to an academic advisor at the community college. Some students even use their two years at community college to improve their chances of getting into a more selective four-year college.

The Flexible Option

Most community colleges cater to students of all ages and backgrounds. As a result, you'll often find more options in class scheduling, including evening and weekend classes. Distance learning is also one of the strengths of community colleges, with a variety of courses offered online, by correspondence or by other alternative methods.

An Option for You?

Community colleges can have some drawbacks for students who want the residential college experience. The majority of community colleges do not offer dorms (although

you can find some that do), and many community college students have full-time work or family obligations. As a result, you may not find the same breadth or depth of social options and extracurricular activities that you would at a traditional four-year residential college. On the other hand, community colleges often provide a more supportive learning environment, with smaller class sizes and an emphasis on academic and career counseling, than do larger universities.

As with all college decisions, make sure to research the specific community colleges that interest you. Like their four-year counterparts, each community college is unique, and you must decide for yourself which colleges may be right for you.

Massachusetts Association of Community Colleges

Massachusetts has 15 Community Colleges, each with multiple campuses and satellite locations that offer unique opportunities for the local communities they are a part of. Each college provides open access to high quality and affordable academic programs. Learn more at masscc.org.

Central Massachusetts 30K Commitment

Some of the Massachusetts public community colleges and four-year institutions have teamed up to ensure your associate's and bachelor's degrees will cost you $30,000 total, and in some cases **even less**! You can lock in the cost of your associate's and bachelor's degrees at $30,000 total, and get the education and training you need for a high-demand career, through the $30K Commitment. The versatility of Central Massachusetts' public higher education institutions gives students a range of affordable options. Earn 2 degrees in 4 years by starting your educational path at Mount Wachusett Community College or Quinsigamond Community College, earning an associate's degree, and transferring to Fitchburg State University or Worcester State University. Learn more at mass.edu/gohigher/admissions/under30k.asp.

Mass Transfer

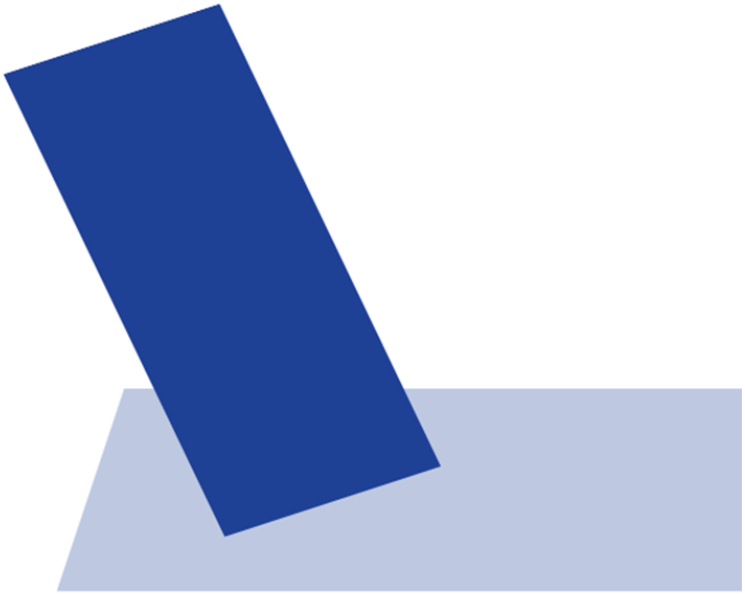
MassTransfer makes it easy for students to transfer from one Massachusetts public higher education institution to another. It is a way for community college students who complete an associate's degree to enroll in linked programs with the full transfer of credit, guaranteed admission and a tuition discount. It also provides any student who completes the *MassTransfer* Block with the benefit of satisfying the general education/distribution/core requirements at any other public higher education institution in the Commonwealth. Learn more at mass.edu/masstransfer/home.asp.

Partnership Between Framingham State University & Mass Bay Community College

Learn more about these and other opportunities at massbay.edu/academics/partnerfsu.

- **FSUatMassBay** - Through **FSUatMassBay**, MassBay students can complete a bachelor's degree — right on MassBay's Wellesley Hills campus. Eligible students, who enroll at MassBay in liberal arts or business administration programs and earn their associate's degree, can follow a pathway to earn bachelor's degrees in liberal studies or management from Framingham State University.

- **Dormitory Housing & Residential Life** - For students interested in living on campus, Framingham State University offers full-time MassBay students the next best thing: the unique opportunity to live on FSU's campus, while attending classes at MassBay. Located just miles from MassBay's Framingham, Ashland, and Wellesley Hills campuses, Framingham State's partnership gives MassBay students the experience of living in a dorm on a college campus. MassBay students live together in the same dorm as a cohort.



Gap Year

Considering A Year Off (aka Gap Year)

Many students choose other options besides entering college the September following high school graduation and find it a valuable and rewarding experience. While this option may be considered and researched throughout senior year of high school, it is strongly recommended that you do not use this strategy in isolation. Taking time off requires careful consideration and discussion with family members. It is strongly recommended that students considering a “year off” still pursue the college exploration and application process during senior year. This ensures that you will have options in March, April and May available if you have a change of heart. Additionally, many colleges will allow students to defer their acceptance until the following September, enabling the student to take time to pursue other interests and experiences for a year, returning to college the next September.

Consider a year off if:

- You have an opportunity to travel or work in a new environment
- You have a special interest or passion you wish to pursue outside of college
- You want to strengthen your academic profile
- You need a break from school and need to do something different

There are endless possibilities and resources available to those considering a year off experience. If a student wishes to travel there are dozens of exchange programs. For a community service experience contact City Year, AmeriCorps, or SCA (Student Conservation Association.) Outward Bound and the National Outdoor Leadership School offer high quality programs to build self-esteem, self-reliance and leadership skills. Visions International offers opportunities in cross-cultural living and outdoor exploration, while programs like ITHAKA Cultural Study Programs in Greece allow a student to live with a Greek family, learn the language, study the history and work on an active archeological project. Time Out Associates in Milton is another resource worth consulting for some targeted information on programs and year-off opportunities.

A student looking to strengthen their academic profile might consider a post-graduate year experience at one of the many fine independent schools in our nation such as Andover, Choate, Exeter or Taft. Others might consider attending the American School in Switzerland or Paris. A student can spend a year in a British boarding school by contacting the British American Education Foundation or spend a semester in Scotland attending the University of St. Andrews.

The following listing provides some information for some of the interim year programs that exist:

A.F.S. Intercultural Programs: This global not-for-profit Network provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world. 800-AFS-INFO afs.org
Americorps: The mission of Americorps is to improve lives, strengthen communities, and foster civic engagement through service and volunteering. You can choose the opportunity that aligns with your passions. 800-942-2677 americorps.gov
Apprenticeship Programs: The website lists apprenticeship program sponsors recognized and registered by the Bureau of Apprenticeship and Training or a State Registration Agency dol.gov/agencies/eta/apprenticeship
City Year: This program was founded to unite young adults from diverse backgrounds for a year of service. It helps young people develop into leaders, problem solvers and more active citizens. Members will receive benefits including a bi-weekly stipend, access to scholarships and an educational award. 617-927-2500 cityyear.org
The Dynamy Internship Year: DIY is a domestic gap-year program providing students ages 17-22 with meaningful opportunities to gain real-world experience, explore career interests, and build critical life skills before taking life's next steps. 508-796-0190
27 Sever Street, Worcester, MA 01609 dynamy.org
Earthwatch: This international environmental nonprofit organization connects people with scientists worldwide to conduct environmental research and empowers them with the knowledge they need to conserve the planet. 800-776-0188, 300 Washington St., Suite 713, Newton, MA 02458 earthwatch.org
Education First: EF offers a broad range of travel and educational programs from study abroad and student exchange to academic degree programs. 800-457-1300
EF Boston, Two Education Circle, Cambridge, MA 02141 ef.edu
EF Gap Year: These international programs allow students 18-22 to travel the world and gain valuable life skills. This innovative experiential learning model helps students discover their goals and gain confidence. efgapyear.com
Habitat for Humanity: For students interested in helping families and communities who are building and improving places to live, Habitat for Humanity offers multiple gap year opportunities. habitat.org/stories/is-a-gap-year-right-for-you
National Outdoor Leadership School: NOLS organizes expeditions of up to three months (tuition fees apply) to various parts of the world. In some instances, college credit is awarded. 800-710-6657 nols.edu
Occupational Outlook Handbook: Put out by the US Department of Labor, this website lists career information which includes; nature of the work, working conditions, employment, training, job outlook, earnings, related occupations and sources of additional information. bls.gov/ooh

Outward Bound: Outward Bound's mission is to change lives through challenge and discovery. It is predicated on the belief that we seek, embrace, and value adventure and the lifelong adventure of learning. 866-467-7651 outwardbound.org
Peace Corp: Volunteers live and work side by side with community members in more than 60 countries on locally prioritized projects, building relationships, exchanging cultures and knowledge, and helping transform lives. peacecorps.gov
The Samaritans: For close to 50 years, Samaritans have provided lifesaving suicide prevention services in Massachusetts. Getting involved is a life-changing opportunity to help others in your community. 617-536-2460 samaritanshope.org
School for International Training: SIT is a leader in immersive, field-based study abroad programs for undergraduates. Semester long immersive programs offer an extraordinary, transformative study abroad experience. 888-272-7881, 1 Kipling Road, Brattleboro, VT 05302 studyabroad.sit.edu
StudyAbroad: This site offers a comprehensive directory of study abroad programs for experiential education including summer study, internship, service learning and volunteer programs, and more. Search by level, type, and country. Find useful insider information. studyabroad.com
AmeriCorps VISTA (Volunteer in Service to America): Members in the VISTA program serve in any US state or territory to alleviate poverty by helping local organizations expand capacity to make change. Opportunities include serving full time for one-year and summer associate programs.
americorps.gov/serve/americorps/americorps-vista

Vocational/Career

Career Resource

- Occupational Outlook Handbook - bls.gov/ooh

Vocational Opportunities

Automotive Technology:

• Franklin Cummings Tech-Boston 877-400-2348 franklincummings.edu

• Mass Bay Community College-Wellesley 781-239-3000 massbay.edu

• Minuteman Technical Institute-Lexington 781-861-7151 minutemanti.org

• Porter and Chester Institute-Worcester 508-304-6500 porterchester.com

Carpentry/Construction:

• Minuteman Technical Institute-Lexington 781-861-7151 minutemanti.org

• North Bennet Street School-Boston 617-227-0155 nbss.edu

• North Shore Community College-Danvers 978-762-4000 northshore.edu

Computer Networking/Computer-Aided Design/Cybersecurity:

• Bunker Hill Community College-Boston 617-228-3398 bhcc.mass.edu

• Franklin Cummings Tech-Boston 877-400-2348 franklincummings.edu

• Mass Bay Community College-Wellesley 781-239-3000 massbay.edu

• Northern Essex Community College-Haverhill 978-556-3000 necc.mass.edu

Cosmetic Services:

• Catherine Hines Institute of Esthetic-Woburn 781-935-3344 catherinehinds.edu

• Elizabeth Grady-Medford 781-395-1971elizabethgrady.edu

• Minuteman Technical Institute-Lexington 781-861-7151 minutemanti.org

• New England Hair Academy-Malden 781-324-6799 newenglandhairacademy.com

Culinary Arts:

• Bunker Hill Community College-Boston 617-228-3398 bhcc.mass.edu

• The Cambridge School of Culinary Arts 617-354-2020 cambridgeculinary.com

• Quinsigamond Community College-Worcester 508-853-2300 qcc.edu

Electrician/Electrical repair:

• Franklin Cummings Tech-Boston 877-400-2348 franklincummings.edu

• Minuteman Technical Institute-Lexington 781-861-7151 minutemanti.org

• Porter and Chester Institute-Worcester 508-304-6500 porterchester.com

• The Peterson School-Westwood 781-320-3292 petersonschool.com

• Wentworth Institute of Technology-Boston wit.edu/academics/workforce-development

Emergency Medical Technician (EMT)/Nursing Assistant/Dental Assistant

• Mass Bay Community College-Wellesley 781-239-3000 massbay.edu

• Northern Essex Community College-Haverhill 978-556-3000 necc.mass.edu

• Quinsigamond Community College-Worcester 508-853-2300 qcc.edu

Heating, Ventilation, Air Conditioning and Refrigeration (HVAC&R)

• Franklin Cummings Tech-Boston 877-400-2348 franklincummings.edu

• Porter and Chester Institute-Worcester 508-304-6500 porterchester.com

• The Peterson School-Westwood 781-320-3292 petersonschool.com

Interior Design

• Mass Bay Community College-Wellesley 781-239-3000 massbay.edu

• Northern Essex Community College-Haverhill 978-556-3000 necc.mass.edu

Manufacturing Technology

• Quinsigamond Community College-Worcester 508-853-2300 qcc.edu

Paralegal Studies

• Bunker Hill Community College-Boston 617-228-3398 bhcc.mass.edu

• Mass Bay Community College-Wellesley 781-239-3000 massbay.edu

Plumbing

• Minuteman Technical Institute-Lexington 781-861-7151 minutemanti.org

• The Peterson School-Westwood 781-320-3292 petersonschool.com

• Porter and Chester Institute-Worcester 508-304-6500 porterchester.com

Military Options

Enlisting in the U.S. Military

Joining the United States military is a career path that many take after high school because of the numerous benefits that come with it. Although a career in the armed forces can be a dangerous job in some cases, you can also receive several benefits that you cannot get from many other jobs available in the civilian sector.

Education Benefits
Some of the primary benefits that come with joining the military are the educational programs. When you get into the military, you can get access to the GI Bill. This gives you a certain amount of money to pay for your post-secondary education. You can get money to pay for your tuition as well as for your living expenses. You can also get some training in various college-level classes while you are in the military.

Health Care
Another major benefit of joining the military is the health care that comes with it. When you are in active military duty, in the National Guard, or in the Army Reserves, you get access to a military health care plan called TRICARE.

Bonuses
As a way to recruit new military personnel, the government has set up a bonus program. The incentives that are being offered to join the military constantly change, but they can be substantial depending on a particular situation.

Skill Set that Employers Want
Employers are finding that veterans of all ranks have marketable technical and leadership skills. People with a military background also possess numerous attributes, including loyalty, leadership ability, respect, integrity, duty, reliability, and working as team members, that employers value in their employees.

Serving the Country
Another benefit of joining the military is that you get to serve your country and make a difference in the world. You get to help protect the country and do what many civilians cannot do. During military conflicts, it can be a very dangerous job.

If you are interested in exploring careers in the military, contact a local recruiter to set up an appointment to learn more about the enlisting process. See contact information below.

US Navy Recruiting
255 Park Avenue, Worcester, MA
(508) 756-6158

US Marines Recruiting
186 Main Street, Marlborough MA
(508) 303-0908

US Army Recruiting
328 Worcester Road, Framingham MA
(508) 875-5550

US Air Force Recruiting
255 Park Avenue, Worcester MA
(508) 926-0052

US Coast Guard Recruiting
Centre Plaza - 221 Centre Street, Malden, MA
(781) 338-9480

Service Academies and ROTC Programs

Juniors interested in the Service Academies and the ROTC Scholarship programs should begin **AS SOON AS POSSIBLE** (January of Junior would be appropriate) to ensure that they receive full consideration. SATs and/or ACTs should be taken by May of the junior year. Open houses can be visited during the summer.

The **first step** in securing an appointment to one of the academies is to request a Pre-Candidate questionnaire.

The Academies	
Admissions U.S. Military Academy Building 606 West Point, NY 10996-1797 845-938-4041	Admissions U.S. Air Force Academy 2304 Cadet Drive, Suite 200 U.S.A.F. Academy, CO 80840-5025 800-443-9266
Admissions U.S. Naval Academy 117 Decatur Road Annapolis, MD 21402-5018 410-293-4361	Admissions U.S. Merchant Marine Academy 300 Steamboat Road Kings Point, NY 10024 800-732-6267

Admissions U.S. Coast Guard Academy 31 Mohegan Avenue New London, CT 06320-4195 860-444-8500	The Coast Guard Academy has an admissions procedure similar to other highly competitive colleges. However, there is no nomination process involved. Write directly for an application.

The **second step** is to write to each of your senators and your congressman and ask that they consider you as one of their nominees.

Find your local representatives through this link: govtrack.us/congress/members

In this letter you should indicate your first, second, third, and fourth choices for academies as well as:

- Name, address, and telephone number
- Date of birth and Social Security Number
- High school name and year of graduation
- Names of your parents

Other helpful information:

- Steps for the Service Academies Application Process:
  - whitehouse.gov/service-academy-nominations/steps/
- Procedures for the Service Academies Process:
  - whitehouse.gov/service-academy-nominations/procedures/
- If an academy offers a Summer Leadership Experience program you should apply and attend if selected. Check the specific academy website January of junior year to see when openings for the Leadership Camp opens.

Academic Preparation:

It is recommended that young persons who aspire to go to one of the service academies take a college preparatory curriculum in high school that stresses English and Math. Also, they should plan on taking the ACT and SAT tests as early as possible and more than once.

ROTC Scholarship programs involve a competitive application process as well. In addition to the written application, candidates must undergo a physical examination, formal interview, and a physical abilities test. The first step in the process is to contact the local recruiting station for an application.



Worksheet 1: College Comparison Worksheet

Considerations	College #1	College #2	College #3
Name of College or University			
Major / Career Goals Is your area of academic interest strong at this college?			
Campus Statistics Student enrollment/size of freshman class Size of campus Student/faculty ratio Average class size			
Geographical Location Specific region Urban, suburban or rural Weather/Geography Nearest city, airport			
College Type and Setting 2 year / 4 year Private, public, technical Co-ed, male, female Religious affiliation			
Housing % living on campus Residence hall requirement Food plan options Apartment/off-campus housing			
Admissions Selectivity Middle 50% SAT range # of applicants vs. # of accepts Early Action, Early Decision?			
Academic Environment Honors program Double Majors/Minors Required courses/Distribution requirements Undergraduate Internships, Co-ops, Year Abroad/Exchange Programs Support Services/Program			

Activities Organizations –religious, affinity groups Greek Life (what %) Athletics – NCAA division, intramural, club, Traditions			
Student Body characteristics Diversity Geographic Distribution Female/Male Ratio			
Campus Events Tours, Interviews, Open Houses College Fair, College Rep Visit			
Admission Requirements SAT and/or ACT - what is the college's testing policy? Required, optional, or test-blind? GPA Essays / Letters of Recommendation Common Application or Individual College Application			
College Expenses: Tuition, Room and board In State or Out of State Tuition Application fees, deposits Books, additional fees, travel costs to home Fee for Support Services (if applicable)			
Financial Aid: FAFSA / Scholarships			
Retention Rate: What percent of freshmen return for Sophomore year?			
Graduation Rate: What percent of students graduate within 6 years?			
Placement Rate/Outcomes: What percent are employed or attending graduate school 6 months after graduation?			
Other Information			



College Application Checklist

Colleges	Applications				Letters of Recommendation								Test Scores	Interview Requested		Aid	Follow-Up
					Counselor		Teacher #1		Teacher #2		Other						
	Transcript Requested	Early Deadline (date)	Regular Deadline (date)	Application Sent	Recommendation Requested	Thank You Note	Recommendation Requested	Thank You Note	Recommendation Requested	Thank You Note	Recommendation Requested	Thank You Note	Test Scores sent	Interview Requested	Thank You Note	Financial Aid Submitted (FAFSA, CSS PROFILE)	Check that colleges have received all materials

Website Address and Password Worksheet

Scoir

Website Address	Student's Email Address	Password
www.scoir.com		
	Parent's Email Address	Password

College Board / SAT Website

Website Address	Username	Password
www.collegeboard.org		

ACT Website

Website Address	Username	Password
www.act.org		

The Common Application Website

Website Address	Email Address	Password
www.commonapp.org		

College Portal Logins

School Name:		
Website Address	Username	Password

School Name:		
Website Address	Username	Password

School Name:		
Website Address	Username	Password

School Name:		
Website Address	Username	Password

School Name:		
Website Address	Username	Password

School Name:		
Website Address	Username	Password

FAFSA

Website Address	FSA ID	FSA Password
https://studentaid.ed.gov/sa/fafsa		