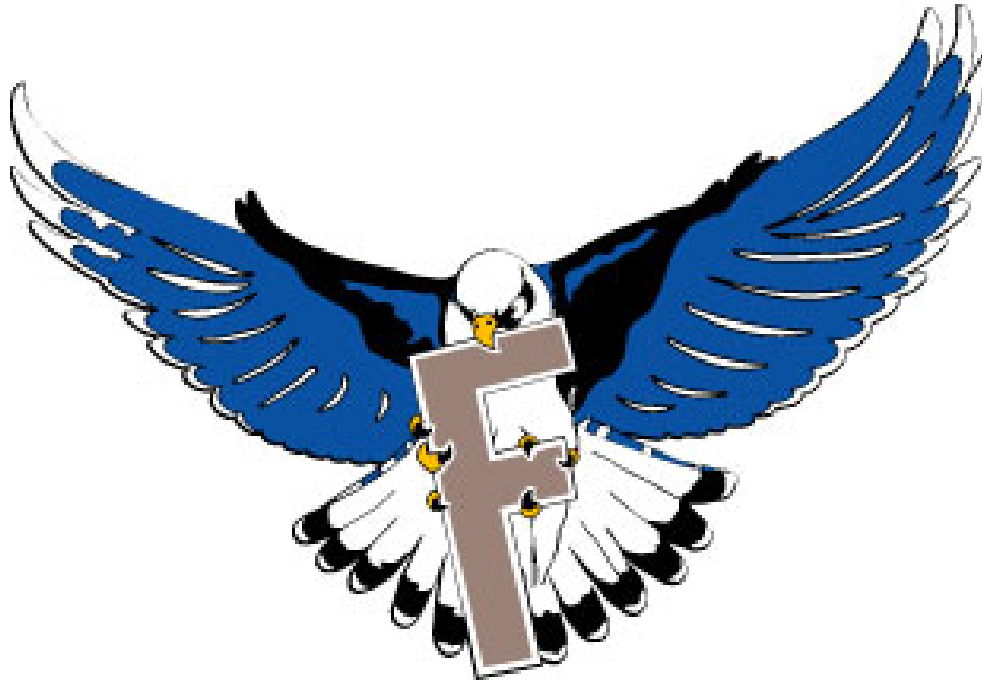


**Post High School
Planning Information**



**Fairfield Ludlowe High School
785 Unquowa Road
Fairfield, CT
06824**



Bob Esposito
Director of Pupil Services and School Counseling
(203) 255-7232
resposito@fairfieldschools.org

Julie Power
Administrative Assistant
(203) 255-7232
jpower@fairfieldschools.org

Warner School Counseling Office – (203) 255-7225

Kimberly Bauco – kbauco@fairfieldschools.org
Courtenay Trahan – ctrahan@fairfieldschools.org
Lois Wallman – llwallman@fairfieldschools.org

Mary Ann Kovacic, Secretary – mkovacic@fairfieldschools.org

Webster School Counseling Office – (203) 255-7238

Christina Caron – ccaron@fairfieldschools.org
Joanna Caserta – jcaserta2@fairfieldschools.org
Brian Sutcliffe – bsutcliffe@fairfieldschools.org

Bonnie Sims, Secretary – bsims@fairfieldschools.org

Wright School Counseling Office – (203) 255-7242

Bridget McHugh – bmchugh@fairfieldschools.org
Matt Sutton – msutton@fairfieldschools.org
Monica Struzik – mstruzik@fairfieldschools.org

Karen Tierno, Secretary – ktierno@fairfieldschools.org

College and Career Center – (203) 255-7230

Alice Gorman – agorman@fairfieldschools.org

School Website: <http://fairfieldschools.org/schools/flhs/>



Junior Timetable

January – April

- ❑ Review your PSAT scores and visit <http://www.collegeboard.com/student/testing/psat/scores.html> for tips on how to use PSAT results to prepare for the SAT.
- ❑ Students should attend the information session in the College and Career Center.
- ❑ Students should schedule a post high school planning meeting with their parents and school counselor between February break and the end of April.
- ❑ Create a senior schedule that is relevant to your post high school plans.
- ❑ Check your transcript for accuracy – including courses, grades and credits.
- ❑ Register for the SAT Reasoning Test in May and/or June, and/or the ACT in April or June. FLHS code is **070187**.
- ❑ Register for the Subject Tests (formerly SAT II) in June if you are considering Early Decision or are terminating courses for which Subject Tests are available; for example, chemistry, math, U.S. History. You can register at www.collegeboard.com.
- ❑ Sign up for Advanced Placement (AP) tests, if appropriate.
- ❑ Consider taking an SAT prep class.
- ❑ Use the College and Career Center and Naviance to get an initial list of colleges.
- ❑ Visit the College and Career Center to gather information on careers.
- ❑ Attend local college fairs and make appointments to visit colleges during April vacation and in the spring.

May – June

- ❑ Take the SAT Reasoning Test or ACT.
- ❑ Talk to your school counselor and subject area teacher about taking SAT Subject Tests.
- ❑ Continue to work with your counselor to refine your post high school plans.
- ❑ Review your SAT Reasoning Test scores with your counselor. Review your senior schedule to be sure it includes all courses necessary to accommodate your future plans.
- ❑ Arrange for college visits and/or interviews during the summer.
- ❑ If you are going to participate in D1 or D2 athletics, you must register with the NCAA Clearinghouse.
- ❑ Ask 2 teachers to write you a letter of recommendation for the fall.

July-August

- ❑ Compile resume/list of activities, jobs and community service ventures.
- ❑ Complete FLHS “Senior Meeting Documents” which is available in the “Library” section of Naviance and in your school counseling office.
- ❑ Review SAT material.
- ❑ Begin to outline possible college essays.
- ❑ Consider employment or experiential opportunity related to career interest.

Senior Timetable

September

- ❑ **Meet with your Counselor to discuss your college plans.**
- ❑ **Check to be sure you know all your college deadlines.**
- ❑ **E-mail or call** all colleges you need to visit and make arrangements for tours and interviews. If possible, set them up for school vacation days or weekends.
- ❑ Sign up for October, November or December SAT Reasoning Test, SAT Subject Tests or ACT if needed. **Fairfield Ludlowe High School Code is 070187.**
- ❑ Begin application process (complete applications, write essays and compile resume).
- ❑ Send official standardized test scores to colleges through College Board or ACT.
- ❑ Decide if you wish to apply for Early Decision or Early Action.
- ❑ Sign up to see college representatives in the College and Career Center.
- ❑ Check your credits and course requirements for graduation.
- ❑ Finalize college list (5 – 8 schools total) including reach, target and favorable schools.
- ❑ Establish time line of deadlines for applications and financial aid forms. Visit the College Board website to obtain CSS Profile form, if necessary.
- ❑ Ask teachers if they are willing to write you a letter of recommendations. Provide teachers with stamped, college-addressed envelopes.

October

- ❑ Submit any applications for early decision or early action.
- ❑ Complete **Senior Application Packet** materials and the FERPA waiver on Common Application. Set up a senior meeting appointment with your counselor **at least three weeks before your first deadline.**
- ❑ Sign up for December SAT Reasoning Test, SAT Subject Tests or ACT, if necessary.
- ❑ Visit Colleges.
- ❑ See college representatives in the College and Career Center.
- ❑ Check your transcript to be sure it is accurate.
- ❑ Check Naviance for scholarship information.

November

- ❑ Take November SAT Reasoning Test or SAT Subject Tests, if appropriate.
- ❑ Continue to visit colleges.
- ❑ Fill out college applications. Submit Parent Permission to Release Records and transcript requests to your counselor.
- ❑ Continue researching colleges in the College and Career Center.
- ❑ Sign up for January SAT Reasoning Test or SAT Subject Tests, if necessary.
- ❑ Submit request to College Board and ACT to have your official SAT Reasoning Test, SAT Subject Tests and/or ACT scores sent to all your colleges.
- ❑ Check with your school counselor to be sure you have some favorable schools.

December

- ❑ Fill out college applications.
- ❑ Expect notification of Early Action/Early Decision.
- ❑ Plan to attend Financial Aid Night.
- ❑ Take December SAT Reasoning Test, SAT Subject Test or ACT, if necessary.

January

- ❑ File *Free Application for Federal Student Aid (FAFSA)* form for financial aid. Most colleges want this form. Some may require the *CSS Profile*. Both forms are available electronically.
- ❑ Complete remaining college applications.
- ❑ Take SAT Reasoning Test or SAT Subject Tests, if necessary.
- ❑ Rolling admissions schools will begin notifying students of their decisions.
- ❑ **Inform your counselor of all college decisions you receive.**

February – June

- ❑ Beware of “Senior Slump.” All colleges accept students on the condition that they maintain their grades and can rescind the acceptance if a student’s grades decline.
- ❑ Sign up for Advanced Placement Exams, if appropriate.
- ❑ Complete applications and interviews for local scholarships.
- ❑ Notify each college that accepts you whether you are accepting or rejecting their offer. **May 1st** is the universal notification deadline.
- ❑ **Notify your counselor of the school you will attend.**
- ❑ Check in the College and Career Center for summer and full-time jobs.
- ❑ Apply for State of Connecticut loans from your local bank.

Naviance

Naviance is a web-based program that allows students and parents to access important information about college admissions, scholarships, college visits to FLHS, and admissions statistics for Fairfield high school students. Once students begin to apply to college as seniors, Naviance is our record-keeping system through which we keep track of where students have applied, when transcripts are sent from the school counseling office and admissions results. Naviance also provides a place for students to keep a record of the extra-curricular activities in which they have participated during high school.

You can access this wealth of information at the following site:

<http://connection.naviance.com/ludlowe>



For first-time users, enter the registration code as it is written on the card given to you by your child's school counselor. Enter your email address and create a password. Once you have created a username, you no longer use the registration code. After logging in, you may click on the selections in the left-hand column to do college searches, view scholarships, or update extra-curricular activities through "my résumé."

Very Important Note: When using Naviance, do not use the "Back Button" as you will often lose what you have been doing.

Once you have logged in, you can click on "Scattergrams" under the heading "About College," and view statistics for last year's graduating class. When looking at the Scattergrams, you may come across some graphs that do not have any data. If there have been a limited number of applicants to a particular school where only one applicant has been either accepted/denied, then the display will be restricted in order to protect student privacy.

TESTING CALENDAR

C.E.E.B. Code for Fairfield Ludlowe High School – 070187

SAT

Test Date	Test Administered	Registration Deadline
March 8, 2014	SAT I Only	February 7, 2014
May 3, 2014	SAT I or Subject Tests	April 4, 2014
June 7, 2014	SAT I or Subject Tests	May 9, 2014
October 11, 2014	SAT I or Subject Tests	TBA
November 8, 2014	SAT I or Subject Tests	TBA
December 6, 2014	SAT I or Subject Tests	TBA

Register with a credit card at <http://www.collegeboard.org/>, or pick up a registration bulletin in the College and Career Center.

We recommend that students take the SAT I in May and reserve June for Subject Tests, if appropriate. However, students may opt to take the SAT I in June if the other dates are not convenient, and some students choose to take SAT Subject Tests in May so they piggy back AP testing. Both high schools are test centers in May and June. Students wishing to take the SAT I in March must use other area high schools. Please be certain to put our school code on all forms so that your counselor receives a copy of your scores.

*FLHS is a testing site for the October, May and June SAT test dates.

ACT

Test Date	Registration Deadline
April 12, 2014	March 7, 2014
June 14, 2014	May 9, 2014
September 13, 2014	TBA
October 25, 2014	TBA
December 13, 2014	TBA

Please visit the Act website: www.act.org for testing locations, or pick up a bulletin in the College and Career Center. Fairfield Warde is scheduled as a testing center for the October, April, and June administration dates. Housatonic Community College is a testing center for the October, December, February, and April administration dates.

TOEFL

The Test of English as a Foreign Language (TOEFL) evaluates the English proficiency of people whose native language is not English. Further information is available in the Career Center.



ADVANCED PLACEMENT TESTS

All Advanced Placement tests are given during the school day. Registration for these tests will be online this year. The registration site is www.TotalRegistration.net/AP/070187. Online Exam registration will begin on Monday, February 24, 2014 and end on Monday, March 24, 2014. The cost of each AP exam is \$90. If you have any questions, see Mr. Esposito or Ms. Power in room 266.

Week 1 Exam Schedule

	7:30 a.m. – 11:15 a.m.	12:15 p.m. – 3:15 p.m.
Monday, May 5	Chemistry Environmental Science	Psychology
Tuesday, May 6	Computer Science A Spanish Language	None
Wednesday, May 7	Calculus AB Calculus BC	None
Thursday, May 8	English Literature	Latin
Friday, May 9	English Language and Composition	Statistics Studio Art Portfolio Due

Week 2 Exam Schedule

	7:30 a.m. – 11:15 a.m.	12:15 p.m. – 3:15 p.m.
Monday, May 12	Biology	Physics B Physics C: Mechanics Physics C: E & M (2 pm)
Tuesday, May 13	US Gov & Politics	French Language
Wednesday, May 14	US History	European History
Thursday, May 15	Macroeconomics	Microeconomics
Friday, May 16	Spanish Literature	No Exam



NCAA CLEARINGHOUSE

The college-bound student athlete must meet academic eligibility and core course requirements in order to qualify for Division I and Division II college sports teams.

At the beginning of the senior year, student athletes should see their counselor for NCAA Clearinghouse Guide and information. The information and forms are on-line at the NCAA website www.studentclearinghouse.org. **The Clearinghouse will not review any student who has not completed three full years of high school.**

Division I Academic Eligibility Requirements

- Graduate from high school
- Successfully complete a core curriculum of at least 16 academic courses in English, math, science, social studies, and academic electives such as foreign language (see the NCAA guide for specific courses).
- There is a sliding scale for GPA and SAT scores:
 - The minimum GPA is 2.0 in the core with need either a combined score of 1010 on the SAT (Verbal and Math sections only) or an ACT sum score of 86.
 - At the top of the scale, students with a GPA of 3.55 or better will need either a combined score of 400 on the SAT (Verbal and Math sections only) or an ACT sum score of 37.



Division II Academic Eligibility Requirements

- Graduate from high school
- Successfully complete a core curriculum of at least 14 academic courses in English, math, science, social studies, and academic electives such as foreign language (see the NCAA guide for specific courses).
- Have a minimum GPA of 2.0 in the core
- Have a minimum SAT score of 820 (Verbal and Math sections only) or an ACT sum score of 68.

Division III Academic Eligibility Requirements

These requirements currently do not apply to Division III colleges.

ADMISSIONS PROCEDURES



Regular Admission

College application deadlines for regular admission vary but tend to run from January 1 of the senior year through the middle of March. Under this type of approach, colleges review their entire applicant pool and make all of their decisions. Students will be notified of the college's decision at the beginning of April and are asked to commit to the school of their choice by May 1.

Rolling Admission

Rolling Admission schools do not have a specific application deadline. Students may apply at a time during the senior year and are usually informed of the college's decision within six to eight weeks. Under this type of approach, colleges will either review their applicants on a case-by-case basis, or on a monthly basis. If you are going to apply in this manner, it is important you apply as soon as possible, as you will encounter less "competition" the earlier you apply. Accepted students do not have to inform the college of their decision to attend the college until May 1.

Early Action

Early Action is an application method whereby students receive an admissions decision "early" - typically before the Regular Admission process begins. Early Action is not binding. Students may still pursue other applications and, if accepted, do not have to respond until May 1. In general, you can apply to as many "Early Action" schools as you would like, although there are some selective colleges that prohibit multiple early applications of any kind.

Early Decision

Early Decision is another type of "early" admissions procedure, however the decision is binding. This type of application is suggested for students who have had a strong junior year, have done a thorough job researching colleges, and are able to narrow their first choice down to one school. If a student applies under such a plan he/she signs a binding agreement with the college, which states that, if accepted, the student will attend and withdraw all pending applications. Most Early Decision deadlines are in November (1st or 15th) with notification of the decision in mid-December (15th). Colleges will either accept, deny or defer students. A deferral means that the student will be reconsidered with the regular decision pool. You can only apply to 1 school for Early Decision consideration.

Some schools have an Early Decision II option, which will have a later deadline, allowing students more time to research schools.

There are some variations on the above admission procedures – Single Choice Early Action, rolling Early Decision, and Priority Deadline to name a few. Colleges will indicate which type of procedure(s) they use in admitting students, as well as the stipulations for that plan in the front of the application.

HOW COLLEGES REVIEW APPLICATIONS

The National Association for College Admission Counseling has been surveying institutions on the relative value of each factor in the admissions decision since 1993. According to the Association, the values have remained fairly consistent over time. Listed below are the top factors in order of importance. Grades in college prep courses (which are an indication of the strength of curriculum) have remained the number one factor in the decision about whom to admit to college.



1. Transcript
 - a. Strength of schedule (AP, Honors, College Prep)
 - b. Weighted Grade Point Average
 - c. The number of courses taken each year
 - d. The grade trend: an upward trend in grades will be noticed (but so will a downward trend).
 - e. Senior schedule – is the student continuing to challenge him/herself?
 - f. Strength of high school
2. Standardized Test Results – SAT, Subject Tests, ACT, AP (there are a growing number of colleges that list standardized testing as an optional part of the application)
3. Student Essay
4. Teacher Recommendations
5. Counselor Recommendation
6. Expressed interest in the college – has the student visited? Interviewed? Met with the college representative when he/she visited the high school?
7. Interview – if offered by the institution
8. Extracurricular activities – athletics, clubs, work, volunteer
9. Special Talents, unusual achievements, alumni ties to the school
10. Alumni Relations



COLLEGE RESUMES

A resume is a simple, well organized summary of your personal, educational and occupational experiences, accomplishments and skills. There are two types of resumes: a college resume (or college activity sheet) and an employment resume. Both should give the reader a brief overview of your background; however, your college resume should be short and sweet—a simple listing without detail to give the admissions counselor a snapshot of your experiences. Your employment resume should elaborate on your strengths to show an employer your potential for success on a job.

- *Outline your background.* Use headings which describe your goals, education, achievements, jobs, abilities and activities as experiences which highlight your job objective. **Use the attached sample resumes as guides.**
- *Direct your resume toward a particular objective or field.* State the objective clearly and concisely at the beginning of your resume. Develop more than one resume if you have more than one job/career interest.
- *Begin statements with action verbs.* Use short phrases and concrete examples, numbers and quantities to describe your experiences (i.e., “Supervised camp activities for 30 girls, ages 6-12”).
- *Emphasize results.* Describe the activities and responsibilities involved for the position. Show your accomplishments or the strengths and skills you developed within that situation.
- *Use reverse chronological order.* Highlight your education, jobs, activities, etc. starting most recently and work backwards.
- *Keep it short.* Resumes should be logical, organized and **one typed page.**
- *Proofread carefully.* **ABSOLUTELY NO MISTAKES** (spelling, grammatical, typing).
- *Make it visually appealing.* Use quality bond paper, highlighting, formatting, type size and style. Be consistent in style and content.
- *Provide accurate information.* Inflating titles and exaggerating responsibilities is unacceptable.
- *Have your resume critiqued.* See Mrs. Gorman in the College & Career Center for a review.
- *Highlight your accomplishments.* Profile all of your talents, skills and experiences.
- *Use your GPA accordingly.* When you exclude it, the reader will assume that it is low.
- *Talk to your references.* After asking permission, have the names, daytime addresses and phone numbers of references (teachers, counselors, employers, administrators) typed and readily available on a separate page that has your contact information on the top.

Employers know that you have limited *work* experience...you need to show them through your skills, leadership roles, activities, abilities and courses that you have *related* experience and *the potential* to be a great employee!

Sample College Resume/Activity Sheet

FRED E. FALCON

fredfalcon@gmail.com

785 Unquowa Road
Fairfield, CT 06824

203-255-0000 (h)
203-254-5555 (c)

EDUCATION

Fairfield Ludlowe High School
785 Unquowa Road
Fairfield, CT 06824
3.0 GPA
CEEB Code: 070187

ACADEMIC AWARDS

Headmaster's List 9, 10, 11, 12
National Honor Society 11, 12
Mu Alpha Theta 11, 12
Brown University Book Award 11

ATHLETIC AWARDS

All FCIAC Volleyball 10, 11, 12
All State Volleyball 12
Sportsmanship Award 9

SCHOOL ACTIVITIES

Theater Workshop: Cast member in all musicals 9, 10, 11, 12
Theater Workshop: Costumes 10, 11; Crew Chief 12
Key Club 9, 10, 11; Secretary 12
Varsity Volleyball Team 10, 11; Captain 12
Ludlowe Leaders 11
Junior Varsity Volleyball Team 9

COMMUNITY ACTIVITIES

Senior Pilgrim Fellowship Volunteer, 2006 - Present
(fund raisers, soup kitchens, clothing drives)
Safe Rides (driver weekends), 2008 - Present
Town Youth Council (provides recreational activities for local youth), 2006 - 2008
Fairfield YMCA Athletic Volunteer, 2006 - 2007

EMPLOYMENT

Fairfield Recreation Department: Junior Counselor, Summers 2008, 2009
Babysitting, 2006 - Present

Sample Employment Resume

FRED E. FALCON

fredefalcon@gmail.com

785 Unquowa Road
Fairfield, CT 06824

203-254-5555 (c)
203-255-0000 (h)

OBJECTIVE:

To obtain a summer job where hard work, common sense and a willingness to succeed will be valued.

EDUCATION:

Fairfield Ludlowe High School
Diploma expected
GPA – 3.0

Fairfield, CT
June 2010

Coursework includes Honors and College Prep courses. Spanish (5 yrs.). Intro to MS Word, Excel, Access and PowerPoint.

HONORS & ACHIEVEMENTS:

Honor Roll - 5 semesters
FLHS Coach's Award – Varsity Soccer, 2009; JV Soccer, 2008

SUMMARY:

Hard working, responsible, trustworthy and conscientious. Team player. Able to follow directions well and willing to take initiative. Take pride in a job well done.

EXPERIENCE:

Fairfield Ludlowe High School
Ludlowe Leader

Fairfield, CT
2008 - Present

Give incoming students and their parents tours of FLHS. Provide support and information to freshmen as they transition to high school.

Key Club - Volunteer

2005 - Present

Work on school and community projects and fundraisers for local, national and global programs. Developed excellent communication, time management and organizational skills by working on several projects throughout the year.

Columnist - The Prospect

2006 – 2007

Created new column for sports section focusing on individual athletes and their personal, academic and athletic accomplishments and goals. Interviewed fans, students, coaches and teachers to gain well rounded perspective of the athlete.

EMPLOYMENT:

Stop & Shop
Cashier

Fairfield, CT
2008 – Present

Work 10 – 15 hours per week during the school year.

Fairfield Recreation Department
Lifeguard
Red Cross Certification.

Fairfield, CT
Summer 2008

ACTIVITIES:

FLHS - Varsity Soccer, 2008; JV Soccer, 2007; Freshman Soccer, 2006

REFERENCES: Available on request.

TEST OPTIONAL SCHOOLS

There are currently approximately 850 colleges and universities that do not require the use of standardized test results to make admissions decisions. Some schools exempt students who meet grade-point average or class rank criteria while others require SAT or ACT scores but use them only for placement purposes or for scholarship purposes. Please check with the school's admissions office to learn more about specific admissions requirements.

The following is a partial list of schools, grouped by the Barron's Selectivity Index, of Colleges and Universities that are test optional. For a comprehensive list of test optional school, visit the website www.fairtest.org

Most Competitive

Bates College
Bowdoin College
Colby College
College of the Holy Cross
Connecticut College
Hamilton College
Middlebury College
New York University
Smith College
Wake Forest University

Highly Competitive

Agnes Scott College
Bard College
Bennington College
College of the Atlantic
Denison University
Dickinson College
Fairfield University
Franklin and Marshall Col.
Furman University
Gettysburg College
Gustavus Adolphus College
Hampshire College
Lawrence University
Mount Holyoke College
Muhlenberg College
Ohio State University/ATI Wooster
Ohio State University/Mansfield
Ohio State University/Newark
Pitzer College
Providence College
Saint John's College/Annapolis
Texas A&M Univ./College Station

Texas A&M Univ./Commerce
Texas A&M Univ./Corpus Christi
Texas A&M Univ./Galveston
Texas A&M Univ./Kingsville
Union College
University of Texas/Austin
University of Texas/Dallas
Wheaton College

Very Competitive

Augustana College
Baldwin-Wallace College
Campbell University
Christopher Newport University
Drew University
George Mason University
Goucher College
Hobart and William Smith Co.
Juniata College
Kansas State University
Knox College
Lake Forest University
Lawrence Tech. University
Lebanon Valley College
Lewis and Clark College
McDaniel College
Messiah College
Nazareth College
Oklahoma City University
Pacific Union College
Roanoke College
Rollins College
St. Lawrence College
St. Michaels College
Salisbury University

Simon's Rock/
College of Bard
Sterling College
Susquehanna University
Touro College
University of Arizona
University of Arkansas
University of Kansas
Univ. of Minn./Morris
Univ. of Nebr./Lincoln
University of Oklahoma
University of Oregon
University of Scranton
Wash. and Jeff. College
Whitworth College
Wittenberg University
Worcester Polytechnic
Institute



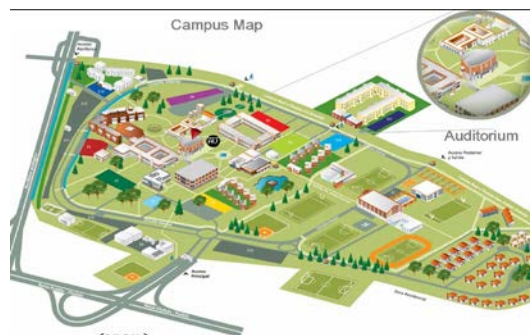
THE CAMPUS VISIT

Visiting colleges is a critical part of the decision making process. Every college is unique and you need to see how you “fit” into the college. You should visit the colleges during your junior year (February or April break, if possible) or in the early fall of senior year. It is best to visit when classes are in session. It is important to call ahead requesting a tour of the college. During the tour, you will have the opportunity to check out the campus, dorm rooms, library, athletic facilities and classroom buildings. You will also have the opportunity to speak with students, admissions representatives, professors and local residents. You can also ask about opportunities to sit in on classes or possibly stay overnight. Students usually conduct tours of the campus so be prepared to ask lots of questions. They are trained at most colleges to answer even the most unusual questions. Contact the college through their website or call to find out the time of tours.



Some important tips to get the most out of college visits:

- Know something about the college before you go. Be sure to look over the website and any other materials you have received from the college.
- Know where the college is located and budget plenty of time for travel.
- Allow enough time to get the “feel” of the campus. A two-hour visit should give ample opportunity for a fairly extensive tour and meeting with the admissions office.
- Limit yourself to touring two colleges a day.
- If you have a specific interest in athletics, the arts or a particular field of study, try to arrange to meet with people connected to that interest.
- Pick up application and scholarship form if needed and a campus map. The map is essential if the college doesn’t offer an escorted tour.
- Don’t hesitate to discuss finances, including scholarships, loans and work opportunities. Talk with someone in the financial aid office.
- Be sure your tour includes a freshman dorm, the library and the student center. There usually are students available in the student center that are happy to answer questions about their college.
- Read the bulletin boards, posters and campus publications. This will give you a real feel for the issues on campus.
- Check on any special services such as academic support services, special health or food services available.
- Check out the surrounding town/city close to the campus.
- Bring along a camera and write down your impressions of the campus so you can evaluate your visits when you return home.



College Comparison Worksheet

	<u>College</u>	<u>College</u>	<u>College</u>	<u>College</u>	<u>College</u>
Size & Location					
<ul style="list-style-type: none"> • Location • Enrollment • Nearest City • Atmosphere 					
Academics					
<ul style="list-style-type: none"> • Class Size • Stud./Faculty Ratio • Competitiveness • Classes taught by professors/grads 					
Student Body					
<ul style="list-style-type: none"> • Diversity • Competitiveness • % live on campus • % home on wknds 					
Facilities					
<ul style="list-style-type: none"> • Recreational • Residence Halls • Academic Bldgs • Cars on Campus 					
Student Life/Services					
<ul style="list-style-type: none"> • Intramurals/Clubs • Greek Life • Academic Support • Career Counseling 					
Admission					
<ul style="list-style-type: none"> • Average GPA • SAT/ACT Scores • Subject Tests • ED/EA/Deadlines 					
On a scale of 1 – 5, rate the following:	Ratings	Ratings	Ratings	Ratings	Ratings
People					
Social Life					
Classrooms					
Residence Halls					
Town					
Campus					

THE COLLEGE INTERVIEW

If available, the college interview is a wonderful opportunity to discuss a college with a member of the admissions staff or an alumnus. It is a time to find out more about the school in both general and specific terms. You can share information about yourself, your interests and your goals. The college can also gain a better sense about how you would fit into its community. Don't get stressed about the experience. The admissions staff is not there to torture you. Their purpose is to find out about you by challenging you to engage in a good discussion. They are looking to see if you are going to fit in their community.

Helpful hints before the interview:

- Take along a copy of your high school transcript, resume, and test score reports
- Read about the college in guidebooks, their college catalog or website
- Arrive on time – be early, but never be late
- Dress appropriately (no jeans)
- Be prepared with a list of questions – they should be based on your interests, your needs, and your concerns

Appropriate questions can include some of the following:

- What types of college housing are there for freshman – suites, doubles, singles?
- How are roommates assigned?
- How will my faculty advisor be assigned?
- What is the average class size for a freshman course?
- What kinds of financial aid programs are available? What forms should I fill out? Are there any special scholarships offered by the school? Are there deadlines for financial aid?
- What job placement/recruiting is conducted on campus?
- What percentage of students remain on campus on weekends?
- What meal plans are available?
- Are there fraternities/sororities on campus and what percentage of the students join?
- How much is the college involved with the community?
- How does the college assist with study abroad programs?
- If I need academic support, is there a tutoring service on campus?
- Is it difficult to change majors?
- What can I do to help in the admissions process?

Questions the interviewer may ask you:

- How do you spend your leisure time?
- What activities are you involved in at school?
- Why did you choose this college?
- What is the best book you have read?
- Have you had a part time job during high school? What did you do?
- What major do you intend to pursue? What career are you hoping to enter?
- What was the hardest course you took in high school?



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"My short-term goal is to bluff my way through this job interview. My long-term goal is to invent a time machine so I can come back and change everything I've said so far."

STUDENTS' RIGHTS AND RESPONSIBILITIES **in the College Admission Process**

An outgrowth of the Statement of Principles of Good Practice, the Students' Rights Statement makes clear to entering college students those "rights" which are only alluded to by the Principles of Good Practice. It also spells out the responsibilities students have in the admission process.

When You Apply to Colleges And Universities You Have Rights

A. Before You Apply:

1. You have the right to receive factual and comprehensive information from colleges and universities about their admission, financial costs, aid opportunities, practices and packaging policies, and housing policies. If you consider applying under an early admission plan, you have the right to complete information from the college about its process and policies.

B. When You Are Offered Admission:

1. You have the right to wait to respond to an offer of admission and/or financial aid until May 1.
2. Colleges that request commitments to offers of admission and/or financial assistance prior to May 1, must clearly offer you the opportunity to request (in writing) an extension until May 1. They must grant you this extension and your request may not jeopardize your status for admission and/or financial aid.
3. Candidates admitted under Early Decision programs are a recognized exception to the May 1 deadline.

C. If You Are Placed on A Wait List or Alternate List:

1. The letter that notifies you of that placement should provide a history that describes the number of students on the wait list, the number offered admission, and the availability of financial aid and housing.
2. Colleges may require neither a deposit nor a written commitment as a condition of remaining on a wait list.
3. Colleges are expected to notify you of the resolution of your wait list status by August 1 at the latest.

When You Apply to Colleges And Universities You Have Responsibilities

A. Before You Apply:

1. You have a responsibility to research and understand the policies and procedures of each college or university regarding application fees, financial aid, scholarships, and housing. You should also be sure that you understand the policies of each college or university regarding deposits that you may be required to make before you enroll.

B. As You Apply:

1. You must complete all material that is required for application, and submit your application on or before the published deadlines. You should be the sole author of your applications.
2. You should seek the assistance of your high school counselor early and throughout the application period. Follow the process recommended by your high school for filing college applications.
3. It is your responsibility to arrange, if appropriate, for visits to and/or interviews at colleges of your choice.

After You Receive Your Admission Decisions:

1. You must notify each college or university that accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college that you wish to attend, but no later than May 1. It is understood that May 1 will be the postmark date.
2. You may confirm your intention to enroll and, if required, submit a deposit to only one college or university. The exception to this arises if you are put on a wait list by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify a college or university at which you previously indicated your intention to enroll.
3. If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and make no additional applications. If you are an early decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid. If you think that your rights have been denied, you should contact the college or university immediately to request additional information or the extension of a reply date. In addition, you should ask your counselor to notify the president of the state or regional affiliate of the National Association for College Admission Counseling. If you need further assistance, send a copy of any correspondence you have had with the college or university and a copy of your letter of admission to:

NACAC
1631 Prince Street
Alexandria, VA
22314-2818

National Association of College Admissions Counselors



College Application Organizer

		College Example	College	College	College	College	College
Application	School Specific						
	Common App	X					
	Supplement	X					
Deadline	ED	Nov. 1					
	ED2						
	EA						
	Regular						
Application	Application	Sent 10/29					
	Fee	\$45.00					
	Essay	Sent 10/29					
	Teach. Rec #1	Mr. Smith					
	Teach. Rec# 2	Ms. Jones					
	Counselor Rec.						
	Transcript	Sent 10/22					
Standardized	SAT	Sent 10/25					
	Subject Test(s)	N/A					
	ACT						
	AP	N/A					
Campus	Tour	Oct. 15					
	Info Session	Oct. 15					
	Contact Info						
Supple	Art Portfolio/ Audition						
	Interview						

Financial Aid

Financial aid is given by the college in three kinds of aid:

- **Grants/Scholarship** – This is money that does not have to be repaid to any agency.
- **Loans** – There are many types of loans available to students that must be repaid once the student leaves college. There are varying rates of interest on the loans.
- **Work-Study** – This is a federal program administered by the colleges in which students work 10-15 hours per week at the college.



Students may accept any part, or the entire package, when the college offers it. All offers are given based on financial need so parents should anticipate that they will have to show confirming information regarding their income assets.

Many colleges do offer achievement or talent scholarships. These are given according to academic ability or special talent and are not tied to parental financial need. Please check individual catalogues to ascertain if colleges offer such scholarships and to find out how to apply for them. Also inquire at the college financial aid office.

Other sources of aid are available once you have decided on your college choice and are as follows:

National Programs

- **National Merit Scholarship (N.M.S.Q.T.)** – This scholarship is based on scores received on the PSAT. given in the fall of the junior year. Students are notified if they are semi-finalists in the fall of the senior year. Only your score on the PSAT in your junior year counts for the NMSQT.
- **Military** – All branches of the military run their own academics which are free to students as well as offering a scholarship for ROTC (Army, Navy, and Air Force) which are offered at many colleges and universities. The National Guard offers scholarships, which pay tuition at any state school.

Federal Program

Beyond all the programs administered through the colleges by filing the FAFSA, there is a guaranteed student loan that is administered through local banks. Repayment begins six months

after the student leaves college. A FAFSA form must be filed to allow a student to apply for the Stafford Loan.

Parent Loans for Undergraduate Students (PLUS) is a loan for parents available through local banks. Payments begin 60 days after the loan is taken out.

State of Connecticut Programs

- **Connecticut Scholastic Achievement Grant Program** is a state program that students may apply to if they rank in the top fifth of their class or receive a score of 1200 or above on the SAT. Applications are sent directly to the students if they qualify.
- **Robert Byrd Scholarship** – This is a federal scholarship administered by the State of Connecticut. The award is for \$1,500 and is given to a senior who ranks in the top three percent of the class. Applications must be filed by April 15.

Local Scholarships

Many scholarships come to both high schools on a continuing basis throughout the year. Notices are posted in all senior homerooms and applications are available in Mr. Tatto's office and the College and Career Center. It is important that students check their homeroom bulletin board regularly for updated scholarship information.

There is an application available in March that is distributed to all seniors interested in applying for a variety of local scholarships. The various organizations use a uniform application and interview students who meet their requirements. Scholarship money is awarded at the end of the year.

FREQUENTLY ASKED QUESTIONS



1. How many colleges should I apply to?

In general, we suggest you submit applications to 5 - 8 schools. Those schools should represent one of three types: Reach, Target, or Favorable. These categories depend on your child's credentials, as well as the selectivity of the school.

2. How many days of school can my child miss to visit colleges?

Absences due to college visits are considered excused. If a student exceeds 20 excused absences in a yearlong course, s/he will lose credit in the course. While it is important to visit schools, families should be judicious in missing school for these visits. Families need to decide, based on their own circumstances, how much school their child can miss without having an adverse effect on their son/daughters grades. Depending on your schedule, the best time to visit is during February/April break.

3. Do schools want all application materials sent together?

No. When the first piece of information is received for a student, the college will set up a file on that student, and enter the student into their computer system. Any subsequent material will be placed in the student's file.

4. Does it matter how far in advance of the application deadline my child sends in the application materials?

The closer the application deadline gets, the more mail a college will receive. We advise you set an artificial deadline two weeks in advance of the college's application deadline.

5. How will I know that the college has received my application materials?

Once the college receives a piece of the application material, they will send an e-mail indicating receipt of this information, as well as a list of the missing materials, or will update their application website. Two weeks after you send in the last piece of information, you can call the admissions office to be sure the application is complete.

6. What happens if I find out that the college is missing something from the application, and it is already after the application deadline?

Don't panic. Student should contact the college. There is often a delay between the time the material is received and processed by the college admissions office. These discrepancies are often resolved with a simple phone call.

7. How does my child send his/her SAT scores to colleges?

The easiest way to send scores is to log on to the website www.collegeboard.org. Scores can be requested in writing by using the Score Request Form found in the SAT bulletin.

8. Will it make a difference whether I use the Common Application, or the colleges' own application?

No. Colleges who subscribe to the Common Application have voluntarily agreed to accept it in lieu of their own. However, many colleges who take the Common Application also require their own supplement as well. If a student chooses to use the college's own application instead of the Common Application they **MUST** let their school counselor know, as it will affect the way the department sends out school materials.

9. If a school's application does not have a teacher recommendation form, is it acceptable to use the one from the Common Application?

Yes. Colleges are more interested in receiving the information than they are of the form it comes in on.

10. How do we motivate our child to take control of the process?

There is no easy answer to this question. Students should own the process. However, some students, for a variety of reasons – stress, being overwhelmed, fear – display resistance to owning the process. It is important that parents provide their children with support by affirming their daughter's/son's sense of self-worth, not by taking over the application process. Contact your child's counselor for advice if this continues to be an issue.

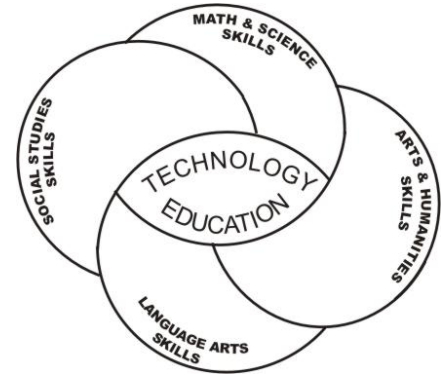
11. Should my child take an SAT prep course, and do they help?

This depends upon your child. Everyone should do some type of preparation for the SAT. Some children are motivated enough to prepare on their own. There are no secrets to preparing for the SAT. SAT tutors basically give structured feedback to practice problems. They may also provide strategies for taking the exam that are readily available in most SAT preparation materials. Just as with most endeavors in life, the more you put into something, the more you get out. Enrolling in an SAT preparation course for the sake of enrolling in an SAT course will not necessarily make a difference in your child's score.

Technical Careers as Postsecondary Options in Connecticut

Many parents are concerned that their children have formed postsecondary (after high school) goals and plans that include Technical Education at the expense of a college education. Today, a technical education can be a college education. Today's postsecondary technical education can be pursued for college credit leading to a one year certificate, a two year associate degree, a four year degree or beyond through a doctorate degree. It is also possible to take two majors at once, or a combination of majors and minors, at any degree level to prepare for future career goals.

Postsecondary Technical Education can be a stepping stone to many related careers. For instance, a person with a certificate in Automotive Technology can apply that education to an Associate Degree in Automotive Technology, Management or Finance, then a Bachelor's Degree in Automotive Technology, Automotive Engineering, Automotive Design, Automotive Finance, Automotive Management, Automotive Marketing, Automotive Insurance, Automotive Media & Publishing, Automotive Economics or Automotive Education, to name a few. Many entrepreneurial opportunities exist in the Automotive sector of the economy for those who wish to go into business.



One of the differences between an engineering education/career and a technical education/career is the level of mathematics that is required. Technology programs usually require Algebra 1 or 2 and sometimes Trigonometry, while Engineering programs require mathematics beyond this level. Technology programs will frequently have more of their course time allotted to applied hands on labs, while engineering programs would emphasize more theoretical activities.

Testing

Vocational aptitude testing and occupational interest tests (such as ASVAB-career interest inventory test for juniors/seniors) can be of great value when making decisions about the future. These tests can reveal likes or dislikes, strengths and weaknesses, that a person may not be aware of, but that may be very valuable information for forming goals and plans.

State of CT Community/Technical Colleges

The Community/Technical College system offers Certificate and Associate Degree Programs-the certificate programs can usually be continued as or converted to Associate Degree programs with additional academic courses.



Courses are scheduled at all times of day or evening. This can be convenient for some and inconvenient for others who need to maintain a steady work schedule. This also requires a higher level of personal organization and self-management skills than the more structured morning, afternoon, evening sessions schedule of the private technical schools.



The CT Community/Technical College System is very inexpensive compared to all other options. The CT Community/Technical College system offers many support services that are not available in the proprietary (private) schools. The CT Community/Technical College system is the entrance to the State of CT Pathways Program and College of Technology. Most CT Community College programs go to great lengths to help their students to find employment in their chosen field while still in school.

State of CT Pathways Program

Under the State of CT Dept. of Higher Education Pathways Program, students who earn an Associate Degree such as in Automotive Technology from a CT Community/Technical College are guaranteed acceptance into the CT State University System, Central CT State U. School of Technology, University of New Haven School of Engineering, University of Hartford Engineering and University of CT School of Engineering

State of CT Community/Technical Colleges College of Technology

This is a specialized curriculum that allows a student to begin technology or engineering technology studies at any of the state's 12 Community Colleges with the ultimate goal of achieving a 4-year, baccalaureate degree in Engineering or Technology at the University of Connecticut, Fairfield University, Central Connecticut State University, the University of Hartford, University of New Haven, or Charter Oak State College.

Along the way, a student has the opportunity to earn a two-year associate degree, gain marketable skills, and explore interesting careers in fields projected to enjoy employment growth in the coming years. The program, as a whole, allows students to continue their studies at the participating colleges and universities as juniors without any loss of credit. The Community Colleges' College of Technology program offers the student affordable tuition significantly reducing the cost of higher education.



State of CT Charter Oak College

Technical certifications and other valuable life experiences can be converted to college credit. Students who attend non-credit programs can convert their professional certifications to college credit through the State of CT Charter Oak College. For instance, the ten ASE automotive certification tests are each convertible to three college credits, so that a student who attends a non-college credit institution for Automotive Technology can still earn 30 college credits for his/her professional certifications. This is almost half of the credits needed to earn an Associate Degree. CT Charter Oak College has a main office on the campus of Central CT State U. and offices in all the community/technical colleges in CT.

State of CT Department of Higher Education <http://www.ctdhe.org/>

State of CT Department of Higher Education is the State of CT department responsible for all postsecondary education programs in the State of CT, whether those programs are public or private. Their website lists all postsecondary institutions and programs in CT with descriptions and contact information.

State of CT Vocational/Technical Postsecondary Adult Program

<http://www.sde.ct.gov/sde/site/default.asp>

The State of CT Dept. of Education (not the State of CT Department of Higher Education) also offers some postsecondary opportunities in the State of CT technical high schools. Information is available on the State of CT Dept. of Education web site under “CT Technical High Schools”.



State of CT Bureau of Rehabilitation Services

<http://www.brs.state.ct.us/index.html>

The State of CT Bureau of Rehabilitation Services offers many services for students graduating with disabilities. The Vocational Rehabilitation Program affords eligible individuals with significant disabilities an opportunity to achieve their full potential for competitive employment and independence.

Private Proprietary (for profit) Technical Schools

Proprietary institutions are private for profit institutions that operate under the supervision of the State of CT Dept of Higher Ed. Proprietary schools are usually the most expensive postsecondary option but they also offer some unique advantages.

Proprietary schools frequently schedule on a modular basis (a module of 4-6 weeks covering a system of an automobile such as engine, transmission or brakes), with entry into and graduation from the program possible at each module. The student usually chooses a morning, afternoon or evening session. Many students find this more structured consistent schedule easier to follow. The evening session program sometimes takes longer to complete because less than five evenings a week may be scheduled.

The best schedule for many students is one where the student attends class during the morning and then goes to a job. The student is attending classes when he/she is most rested. The student should then work in the afternoon and study in the evening. The second best situation is job in the morning and then classes in the afternoon sessions. The student is not too tired in the afternoon to do well in school if the student gets 8 hours sleep. The student should then study in the evening. These two schedules are complimentary from the view point of efficient scheduling for both the school and the employer. The morning school session can be followed by the afternoon work session; the morning work session can be followed by the afternoon school session. Two cohorts of students can be efficiently scheduled for both school and work with the evening available for study. Most proprietary schools go to great lengths to help their students to find employment in their chosen field while still in school.



The least effective situation is the student working during the day and attending evening class. The student is tired from working all day and is least able to concentrate and study. Also, there is little time left in the day for studying. If a student takes classes only 2 nights a week, say Monday and Wednesday, then they can study the other two nights but the time to complete the program is at least doubled. Some proprietary programs allow students to repeat whole modules at no additional cost.

Since the student is intensively studying a particular technology in depth and not taking typical liberal arts classes, the student can be ready for an entry level position in a shorter period of time, but, may not earn any college credits.

On the Job Training

Many organizations offer on the job training for specific careers. The military and hospitals are good examples of this type of career training.

Labor Unions

Some unions offer various combinations of classroom and on the job training.

Summary

Since Postsecondary Goals and Plans require an investment of time and money, there is a large payback in investing some time and money in forming one's Postsecondary Goals and Plans. Testing is important; so is visiting a variety of programs and talking to people involved in those programs such as students, teachers, graduates and employers of those graduates. A student should carefully explore all the resources (facilities, equipment, teachers' credentials and professional development, student support programs, etc.) of each program so that he/she can accurately compare and decide which program is appropriate for them. Realistic goals, plans and expectations will lead to good decisions.

GAP YEAR

Every year, some members of the senior class opt for a different post high school experience. If you fall into this category, please consider the following:

1. Make a senior appointment with your school counselor to discuss your options. We have a lot of information.
2. Consider the reasons why you are not ready to apply to college. Maybe you are nervous about the process and the fear of not getting accepted anywhere. Maybe you are simply not ready to decide what you want to study or maybe you need some time away from academics to give you a fresh perspective.
3. It is important to begin planning what road you will take after graduation. Take some time to brainstorm everything and anything that appeals to you in the short term. Maybe you would like to travel to a foreign country. Maybe you would like to work for a while or explore a particular interest.
4. Investigate each of the items on your list. Talk to people who have actually done some of the things in which you are interested in. Recognize the minuses as well as the pluses.
5. Use the internet. There are many sites designed specifically for those students who are taking time off. A few of the more helpful sites are:
 - www.gapyear.com
 - www.takingoff.net
 - www.yearoutgroup.org
 - www.mapthegapinternational.com

THE MILITARY

The No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002 require the Fairfield Board of Education to provide, upon a request made by a military recruiter or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. A parent or eligible student who objects to disclosure of such information without prior consent may file a notice of objection with the school district at any time. Such objection must be made in writing to and received by the Headmaster of Fairfield Ludlowe High School.

A percentage of students choose the military as an option. Within this area, there are several alternatives to investigate.

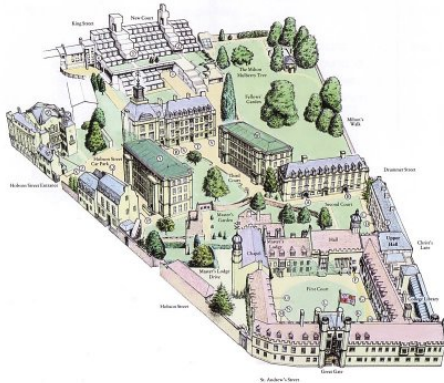
- **Military Academies** - Appointment to one of the US service academies is a most competitive process. Students must begin in their junior year to seek a nomination. Students must have the endorsement of a Connecticut congressman or senator. If they receive an admission appointment to an academy their educational costs are covered and upon completion of college studies they will serve 5 years of active duty and 3 years in the reserves.
- **ROTC Programs** – There are two types of ROTC programs available: scholarship and non-scholarship. Students apply for the scholarship program in the fall of the senior year. ROTC presentations are generally made in the College and Career Center in the spring. Juniors should also attend. Many of these programs offer 2, 3 and 4 years scholarship programs that cover most of a student's college expenses. The ROTC programs may be offered in regular college settings or in military college settings. Once students accept a ROTC commission in their junior year they agree to serve 4 years of active duty and 4 years in the reserves. Some college costs covered by ROTC programs may vary from college to college and from military branch to military branch.
- **Enlisting in the Military** – Representatives from each branch of the service schedule visits to the College and Career Center during the school year. These visits are announced and also placed on the College and Career Center website. Students are also invited to visit the recruiting offices 4490 Main Street in Bridgeport.



ASVAB Testing – The ASVAB is a two hour, multiple-choice aptitude test given free of charge by the Department of Defense. This battery of tests is the basic qualifying instrument for entrance into the military and for placement in specific military training programs. The ASVAB can also be used for post-secondary ROTC opportunities.

STUDENT ADVICE FROM THE TRENCHES

- Start looking at colleges in the spring; start your essays over the summer.
- Make sure that colleges offer a good environment for you.



- Ask about the negatives when you visit colleges.
- Campus visits can help you narrow your list down.
- Like your favorable schools – you may need them.
- Don't just pick a school because your friends like it.

- Don't get hooked on just one school – you might not get in there.
- Your ideas about what you want will change over time.
- Don't obsess over the college process – you still need to do well in school.
- Don't just focus on school – find an activity you love.
- Don't let the college process dictate what activities you do.



- Ask your teachers early to write letters for you so they have time.
- If you want to submit artwork with your applications, talk to your art teachers now about what you will need to do.

- Look at some applications now to learn what they ask.
- Plan carefully to take your SAT's so you can fit them in.
- Use the Common Application.
- Send an essay, even if it's not required.
- Save a writing sample from Junior year.



PARENT ADVICE FROM THE TRENCHES

“Don’t get caught up in the “hoopla” of the college admission process. You do NOT need to pay a “college advisor” to help with admission. The counseling staff here is wonderful and there is software to help. The Career Center here at FLHS is amazing, much of the information you need is here.”

“Be HUMBLE about the process ... college is a STEP in your life not the BE ALL and END ALL ... everyone doesn’t have to go to Princeton or Harvard to be successful in life.”

“I recommend setting up a separate email account just for college use with some free account like Google mail, Yahoo, etc. It keeps everything going to one place and the student and parent might want to share it to keep track of deadlines and correspondence with colleges.”

“The first time we took our son on an extended “college tour,” we looked at six colleges in PA. In that mix there were small, medium and large colleges/universities, public and private, and so-called safety, target and reach schools. All the schools were impressive in their own ways. When we completed that trip, my son had a much better idea of what type of school he was interested in and he also realized that he was actually going to be accepted to a college.”

“Keep as calm as possible and keep your kid as cool as you can. Remind them that there is a college for everyone.”

“Plan a drive or two in your child’s junior year. It’s nice to see schools when they are in session. The trip lets you see firsthand your child’s reactions, the questions they ask, etc. and most importantly you have time to talk! Just make sure you keep your opinions to yourself at this point. Observe and listen. Save any guidance or opinions for acceptance time.”

“Think carefully before you apply early admission. Unless your child is absolutely sure they want to attend that school and you can forego any negotiations with the financial aid office, regular admission works best. My son grew and changed in his idea of where he wanted to attend, and by not doing early admission he had choices.”

“I set up a special calendar listing all the requirements for each college and related dates, such as how soon you can do a certain step and what the final deadlines are. Depending on the relationship you have with your child you can do this together or separately, with your efforts being a backup to theirs.”

“... if you have a child that wants to play sports in college, we would say that he/she should attend as many summer residential camps as possible, where the coaches there get to see you play for a week or more.

Find the schools that YOU are interested in, and have the attitude that YOU are recruiting THEM, as well. Call the coach, go visit, attend the camp over multiple summers. It is easier for the coach to pick through students who want to attend his school, as opposed to trying to recruit students who may or may not want to attend.”

“Remember that what your child thinks they want at 17 may change by the time they are 20. After two years at the college she thought she HAD to go to my daughter transferred to another she hadn't even considered before. It was one of the best things she could have done. Be prepared for changes.”

“My best advice would be to start the application and essay early. It took much longer than we anticipated to complete the application, do the resume, etc. There's a lot more clerical work associated with the project than I imagined.”

“The college process is a stressful one – try to step back and relax. The students are under tremendous pressure and anything a parent and the school can do to minimize that will help the process be a memorable experience rather than a battleground.”

“I believe there is a school for everyone and try and keep an open mind. There are many students applying to the same schools. There may be the equivalent of the over applied to school in another part of the country. There are many schools liking to round out their profiles with geographic diversity.”

HELPFUL WEBSITES

College Search

Naviance <http://connection.naviance.com/ludlowe>
Naviance is Fairfield Ludlowe's web-based communication and college resource tool.

Peterson's Education & Career Center www.petersons.com/ugrad
Campus news, advice on writing application essays, and an engine for college searches.

The College Board www.collegeboard.com
A lot of useful information about campus visits, interviews, and other parts of the college search process. Downloadable applications for over 800 colleges and a solid, comprehensive search engine. There is also an abundance of information on the SAT.

The Princeton Review www.princetonreview.com
A pretty good search engine with a wide array of variables, including location, academics, sports, student life, and housing.

The American College Testing Program www.act.org

Financial Aid

College Tuition www.wiredscholar.com
This site gives families the tools to tackle college tuition

FAFSA www.ifap.ed.gov
A worksheet that explains how to properly complete the FAFSA is available on this site.

FAFSA on the Web www.fafsa.ed.gov
Interactive Web version of the Free Application for Federal Student Aid.

Fastweb www.fastweb.com
A free, searchable scholarship database that enables you to locate sources for financial aid that are suitable for you.

Financial Aid Information Page www.finaid.org
Financial aid primer from the U.S. Department of Education, plus FAFSA links.

Scholarship site www.scholarships.com
General scholarship search

TERMS AND ABBREVIATIONS

American College Tests (ACT)

Tests administered by the American College Testing Program which measure educational development in English, Math, Reading and Natural Sciences.

Advanced Placement

College credit for an advanced course taken in the junior or senior year of high school. Successful completion may result in college credit.

Candidate's Reply Date

Usually May 1, the date by which your college must have received your deposit.

Cooperative Education

Programs whereby terms of full-time studies are alternated with terms of full-time paid employment related to students' majors.

Deferment

Policy by which a college will allow you to defer your enrollment for one year.

Internship

Program whereby studies and employment are combined in a term or employment occurs in the summer. Work relates to students' major but the arrangements are not ongoing as with cooperative education.

PSAT/NMSQT

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test

A test designed to provide preparation and insight to the SAT I. The test is offered only in October and should be taken by all college-bound juniors. Scores are reported on a scale of 20-80 in critical reading, mathematics and writing.

SAT Reasoning Test

Tests administered by the College Entrance Examination Board (CDEB) which measure verbal and mathematical abilities; various colleges use scores achieved on this test as part of the admissions process. Scores are reported on a scale of 200-800. The code number for Fairfield Ludlowe High School is **070187**.

SAT Subject Test

Tests that are taken in specific subject areas. Some colleges require up to three tests as part of the admissions process. Applications for these tests are available in the Career Center.

Transcript

Official record of high school courses, test scores, ranks in class and other pertinent data.

Wait List

A list of applicants, some of whom may be admitted after May 1.