School Counselor Resources

Linda Knicely
School Counselor Resources and Reference Information

Begged, borrowed, stolen and, in some cases, actually created over 27 years in the school counseling profession at Canal Winchester High School by Linda Knicely. These are random and miscellaneous documents. If you have questions about them or their context, or would prefer an electronic version, please contact me at 614.947.3508 or KnicelyL@ohiocan.org.

Have a great school year!!!
"If you're rich enough to send me to college, why do I have to go?"
HILLIARD DARBY
COLLEGE PLANNING CALENDAR

Grade 9

September
• Minimum high school classes required/recommended for 4 year college:
  English (4 years)
  Math (3-4 years), Algebra I, Algebra II, Geometry
  Science (3 years), Lab Science
  Foreign Language (2-3 years of the same language)
  Visual Performing Arts (1 year)
  Social Studies (3 years)
• Set up a study schedule 1-2 hours each day M,T,W,Th,Sun (work on developing reading, writing, math skills; work habits)
• Begin keeping a daily journal (good writing practice) throughout high school.
• Join "Explorers" Club(s) to explore careers and interests. For info — www.skcbssa.org/exploring. 436-7200 x234 or see Mr. Palazzo

October
• Don’t hesitate to ask for help early. Communicate with parents, teachers, counselor.
• Columbus Suburban College Fair  www.college-fair.org

November
• Get involved in at least one extracurricular activity

December
• Study for your semester exams

January
• Research Summer Enrichment Programs that are on the college campuses (college websites or www.petersons.com/summerop/code/ssector.asp)

February
• Talk with your parents about career interests. A thought about careers, "Do what you love — the money will come."
• Schedule classes for next year. Keep in mind high school graduation requirements, college entrance requirements, and career interests

March
• Spring Break — visit college campuses (www.nacacnet.org, www.collegeboard.com)

April
• Pre-register for Summer School; summer workshops/enrichment programs
• Look into job shadowing in area(s) of interest

May
• Study hard for final exams!

June & July & August
• Visit colleges
• Do community service
• Work/job shadow

Revised 3/6/08
Grade 10

September
- Join "Explorers" Club(s) to explore careers and interests. For info – www.skcbsa.org/exploring, 436-7200 x234 or see Mr. Palazzo
- Register for the PSAT/NMSQT, especially if you are in honors, AP advanced courses, college bound.

October
- Attend Suburban College Fair
- Take the PSAT/NMSQT
- Don't hesitate to ask for help. Communicate with parents, teachers, counselor.

November
- Get involved in at least one extracurricular activity
- Review your study habits! Are you spending enough time studying?

December
- Study for your semester exams

January
- Research Summer Enrichment Programs that are on the college campuses

February
- Schedule classes for next year. Keep in mind high school graduation requirements, college entrance requirements, and career interests (see Grade 11, February)

March
- Research PSAT, SAT and ACT prep courses

April
- Pre-register for Summer School; summer workshops/enrichment programs

May
- Study hard for final exams!

June & July & August
- Visit colleges
- Do community service
- Look into job shadowing

Revised 3/6/08
Grade 11

September
- Sign up for extra-curricular activities
- Think about goals, reasons for attending college and career plans
- Register for the PSAT/NMSQT with college counselor

October
- Take the PSAT/NMSQT
- Sign up and attend sessions with college reps who visit Darby High School
- Attend the Suburban College Fair

November
- Parents complete Financial Aid Need Estimator (opt) (can be done on line)
- Begin to compare important factors in choosing a college:
  - two/four year, location, cost, atmosphere, majors available (make use of websites,
    e.g. www.collegeboard.com; peterson.com; usnews.com; nacac.com; catalogs, etc.)

December
- Research Summer Enrichment Programs that are on college campuses

January
- Review your grade point average after 5 semesters
- Register for SAT/ACT during 2nd semester
- Take ACT

February
- Parent Meeting (evening), testing, selection, (getting started)
- Parent Meeting (evening), (Post Secondary Enrollment Options)
- Send letters requesting information from colleges (maybe 15-20)
- Search college web-sites
- Plan some college visits
- Register for ACT/SAT (Reasoning Subject Test)
- Schedule classes for next year. Continue to select challenging classes and courses that meet college requirements
- On track for high school classes required for college:
  - English (4 years)
  - Math (3-4 years), Algebra I, Algebra II, Geometry (4 years strongly recommended)
  - Science (3 years), Lab Science
  - Foreign Language (2-3 years of the same language)
  - Visual Performing Arts (1 year)
  - Social Studies (3 years)

March
- Advance Placement (AP) Info Meeting (evening) for students and parents
- Create a file for each college from which you receive information
- Consider using spring break for campus visits
- Take SAT (Reasoning Subject Test)

April
- College Search - College Visits
- Pre-register for summer programs, workshops, etc.
- Take ACT
- Line up some community service for the summer months

May
- Get ready - final exams!
- Take SAT (Reasoning Subject Test)
- Using a "Comparative Chart", list and examine things about the information you've gathered from schools

June
- Take ACT, SAT (Reasoning Subject Test)
- Visit colleges

July
- Do community service
- Read
- Work and/or volunteer in an area of career interest
- From all the schools you've received information, try to narrow down your choices to 5-7 possibilities (2 dream, 2 reach, 2 safety)
- Continue visiting colleges (….as part of vacation travel?)

Revised 3/6/08
Grade 12

September
- Request applications
- Pre-register for ACT/SAT (Reasoning Subject Test)
- Know college and financial aid deadlines
- Senior College/Career Meeting (during school day)
- Parent Meeting, (College Application Process) (evening)
- Sign up with college reps who visit school
- Attend the Suburban College Fair (September or October)
- Think about which teacher(s) you will ask to write college recommendations for you
- Try to narrow your choices down to 3-5 colleges to which you will actually apply (include "dream", "reach", and "safety" schools – don’t rule out schools because of cost...yet!)

October
- Attend Senior Seminar Parent Meeting, (Scholarship & Financial Aid)
- Parent and student: Register for PIN  www.pin.ed.gov  for FAFSA
- Apply for admission. Pay attention to application deadlines.
- Sign up and attend sessions with college reps who visit school

November
- Visit the colleges. Interview while on campus (some colleges require an interview).
- GOAL: TURN IN TRANSCRIPT REQUESTS AND ASSOCIATED FORMS
- Be aware of early decision/early action deadlines
- NCAA Info Meeting – College Bound Athletes & Parents

December
- Give yourself and the college counselor plenty of time to meet deadlines

January
- FAFSA may be filed (www.fafsa.ed.gov) Be aware of deadlines
- Some schools require PROFILE (www.collegeboard.com)
- Senior Parent Meeting, (Completing the FAFSA)
- Parents fill out and mail in taxes and FAFSA
- Request mid-year reports to be send to colleges (if required)

February
- www.ohiocollegegoalsunday.org
- Review SAR Report
- Review all financial aid information from colleges; loan programs
- Start gathering local scholarship information available in the guidance office
- Update credentials/application for admission if you've improved
- Many colleges have FAFSA deadlines in February; March

March
- Review the financial aid packages sent from the colleges; communicate with the schools
- Notify college counselor of your awards from colleges, agencies. etc

April
- You will be hearing from most colleges this month. accepted? denied? wait listed? Familiarize yourself with your options, know what to do.

May
- Respond to Colleges: Decision Time! ...communicate with the school(s)!!!
- Notify Guidance Office of your choice of college. Request final transcript be sent to your choice.
- Thank you note to all who helped in the process, e.g. recommendation writers

June
- Final high school transcript is sent to college choice

Revised 3/6/08
January 24, 2011

Dear Parent:

If your son or daughter is considering college in his/her plans for the future, several activities sponsored by the guidance department are currently, or will soon be, underway which may be of interest to you. A multi-day presentation will be conducted through all junior English classes in late February to guide students through a process of establishing individualized criteria for selecting a post-secondary institution. Information will also be shared with students on such topics as the college application process, making campus visits, preparing for and registering for college entrance examinations, and other facets of the decision-making process. Students will also begin developing an academic resume and complete a rising senior questionnaire, which should aid them greatly as they begin the actual admissions process in the fall.

On Thursday, February 24th, a valuable program will be held for parents where similar issues surrounding the college planning process will be discussed. The meeting will be held in the high school cafeteria (large side). It will begin at 7:45 p.m. and will last for approximately one hour. The presentation, which will allow ample time for questions and answers, should prove very helpful in assisting parents in defining their role in the admission process, especially for those “undergoing” the experience for the first time. This meeting will immediately follow the annual Post-Secondary Enrollment Options (PSEOP) Information meeting for parents at 6:30 p.m. If your son or daughter is interested in taking concurrent college classes next year and you have not attended this meeting in the past, please plan on attending this mandatory information session (see enclosed letter for additional information).

We are also very excited to be able to invite you to attend the Twenty-third Annual Bexley Area College Fair which will be held on Thursday, April 14th from 7:00-8:30 p.m. Canal Winchester High School is a co-sponsor of this fair, which will be held in the Capital Center of Capital University. This is an excellent opportunity to meet personally with college representatives from over one hundred colleges - many in Ohio as well as from a diverse cross-section of the United States. Because of the fair’s format, students and parents are welcome to attend at any time during the one and one-half hour time block as schedules permit. A complete list of the colleges attending as well as directions to the site will be sent home with students as the date nears, but in the meantime, circle the date on your calendar! We also have a new website www.bexleyareacollegefair.com for the fair, and I encourage you to check that out as well for lots of timely tips. If there are any questions, please do not hesitate to contact us at the high school. Last minute weather-related postponements or cancellations will also be communicated via voicemail by calling 920-2646.

Hopefully the information that can be gained from all of these programs will offer your son or daughter accurate and effective direction as he/she begins a long and complex decision-making process vital to the future. We look forward to seeing many of you at the evening college planning program as well as at the college fair. If you have any questions or concerns regarding this process, please let us know.

Sincerely,

Linda F. Knicely
Counselor (A - G)

Joe Arndt
Counselor (H - O)

Tammy Phelps
Counselor (P - Z)
~ One Stop Shopping ~

Thursday, February 22nd at Canal Winchester High School

➢ Post Secondary Educational Options Program Information Meeting
➢ College Information & Planning Meeting for Parents of Juniors

Post Secondary Education Options Program Meeting

Information meeting for parents of students in grades 10 and 11 who wish to learn more about participating in PSEOP during the 2007-08 school year
6:30 to 7:30 p.m. in the cafetorium

Learn about the PSEOP and opportunities for students to earn college and high school credit simultaneously at little or no cost to the student.

ATTENDANCE AT THE MEETING IS MANDATORY FOR PARTICIPATION IN PSEOP UNLESS OTHER ARRANGEMENTS ARE MADE.

College Information and Planning Night for Parents of College Bound Juniors

The program will provide parents of college bound juniors with an overview as well as specific steps in post-secondary educational planning and beginning the process.
It's never too early to start – ask the seniors and their parents!!!
7:45 to 8:45 p.m. in the cafetorium

Questions?
Call Mrs. Knicely, Counselor, at 920-2646

Weather-related cancellations will be communicated through a voice mail message left on the above phone number.
Junior Class Presentations - How to read the PSAT /NMSQT results.

Have students get laptops and log in to school account.

Go to PrepHQ website – login to site.
   Go to My Organizer
   Profile tab – edit profile (update info)
   Add/delete colleges
   Check out information on Records tab

Pass out Scores and Test Booklets

Follow PowerPoint presentation – to go over how to interpret scores.

At this time colleges are not including writing scores in admission decision. Look at each individual college to determine whether or not to take writing test. Best idea is to take it one time either ACT w/ writing or SAT.

Go over scales of PSAT vs. SAT – Why our average is lower than averages. (We give to all junior, some schools give just to college bound juniors)

If you omitted a lot of questions – Go back and figure out what you would have answered see if guessing would have helped or hurt your score.

Qualifying for National Merit Scholarship Program - September 2007 determined

Handouts

SAT Subject Tests
When should you take these? (Can take up to 3 at one time) SAT dates and upcoming ACT dates

Have students go to www.collegeboard.com/psatextra
Enter email address to receive notification of My Road access.

My Road tour

Log off and shut down, put away laptops.
WEB-BASED COLLEGE ADMISSIONS SEARCH ACTIVITY: FEBRUARY 2011

Your work tasks this period are to explore a variety of internet sites where your college search process can be facilitated. You should also explore the “education and training” portion of the OCIS program, available as a “shortcut” on the desktops of the computers you will be using. Below are the websites that you should attempt to visit during this period...for those you don’t get to, take this home and finish up there!

Ohio Career Information System
www.ocis.org
(Would need school access for username and password.) Make sure that you complete the “School Sort”, and the “Financial Aid Sort”, then use the two databases to research colleges, majors, and scholarships that match up with the profile that you establish.

Personal Inventory of College Styles
http://pics.collegetrends.org/
Assesses the following categories – Ideal Environment; Distance from Home; Commitment to Major Field: Curriculum for You; Academic Pressure; What’s Important to You; Location: Institutional Size. Print off when finished! Stop before they ask for money! ©

College Personality Quiz (record your scores below as you complete the quiz)
Enthusiasm:
Participant Learning:
Love of Knowledge:
Academic Skills:
Independence:
Career Orientation:
Social Consciousness:
Understanding Yourself:
Balance:
Eagerness:

What College Majors Will Match Your Personality?
http://homeworktips.about.com/library/maj/bl_majors_quiz.htm
ten question quiz

College Board Quickstart and MyRoad
http://myroad.collegeboard.com/myroad/navigator.jsp?i=homepage#i=index
These are the folks that bring you the PSAT and the SAT...but there are many other college search opportunities at this website. Remember to continue to utilize the MyRoad options at this website!

Public University information
www.collegeportraits.org
College Portrait is a source of basic, comparable information about public colleges and universities nationwide presented in a user-friendly format.

US Department of Education Information
http://nces.ed.gov/collegenavigator/
From the U.S. Department of Education (USDE) Institute of Education Sciences this website gives you access to a full scale, national college search with customized side-by-side comparisons.
ACT
www.actstudent.org
Equal time (see above) for the makers of the ACT!

College Information for Students with Disabilities
http://www.going-to-college.org/myplace/index.html

College Search Engine and other information
www.cappex.com

Ohio Private Colleges
www.ohioprivatecolleges.com
This website coordinates information for all of the private colleges and universities in Ohio and includes links to all of these websites

Princeton Review
www.princetonreview.com
Click on “Explore Colleges” for lots of great resources

Petersons
www.petersons.com
Another broad-based range of resources for the college admissions process.

Know How to Go (to college)
http://www.knowhow2go.org/
Great Access website!

Interested in majoring in engineering or health related fields?
http://www.tryengineering.org/explore.php
http://explorehealthcareers.org/en/home

http://www.bls.gov/k12/index.htm
Website for the Bureau of Labor Statistics. Includes links to the online version of the Occupational Outlook Handbook.

www.fastweb.com
Comprehensive database and “matching” service for merit-based scholarships.

www.finaid.org
Broad-based financial aid website.

www.gocollege.com

Information about transferring between two and four-year colleges
http://regents.ohio.gov/transfer
http://miami.transfer.org/cas/index.jsp

Miscellaneous websites
Colleges That Change Lives www.ctcl.org
Unigo www.unigo.com
Colleges of Distinction www.Collegesofdistinction.com
Questbridge www.Questbridge.com
National Survey of Student Engagement http://nsse.iub.edu/html/students_parents.cfm
NCAA Eligibility Center www.eligibilitycenter.org/ECWR2/NCAA_EMS/NCAA.html
NAIA (Athletics) http://www.playnaia.org
<table>
<thead>
<tr>
<th><strong>COMPETITIVE OF ADMISSIONS</strong></th>
<th><strong>STUDENT BODY</strong></th>
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<tbody>
<tr>
<td><em>(Will I get in? Can I stay in?)</em></td>
<td><em>(Single sex? Coed? Diverse or Homogeneous?)</em></td>
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<tr>
<th><strong>ACADEMIC PROGRAM</strong></th>
<th><strong>RELIGIOUS ORIENTATION</strong></th>
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<tr>
<td><em>(When must you choose a major? Is your major offered? Number of faculty in your major? Study abroad programs? Internships? Advising?)</em></td>
<td><em>(Loose historical affiliation? One required religion course? Strong emphasis with code of conduct required?)</em></td>
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<tr>
<th><strong>COST</strong></th>
<th><strong>SPORTS PROGRAMS</strong></th>
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<th><strong>GEOGRAPHICAL LOCATION</strong></th>
<th><strong>ACADEMIC ATMOSPHERE</strong></th>
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<tr>
<th><strong>SIZE OF SCHOOL</strong></th>
<th><strong>SOCIAL ATMOSPHERE</strong></th>
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<td><em>(Professors or grad students as teachers? Effect of graduate programs if they exist? Size of classes? Housing problems?)</em></td>
<td><em>(Orientation programs? Residentia vs. commuter? Small, close-knit vs. large and diverse? Politically active? Party atmosphere? Living/learning dorms? Support program)</em></td>
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<tr>
<th><strong>SIZE OF COMMUNITY</strong></th>
<th><strong>EXTRA-CURRICULAR OPPORTUNITIES</strong></th>
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<td><em>(Small town, city, suburb? Need a McDonald’s? A ballet company? Ethnic restaurants? Fast/slow pace? College’s “role within its location?)</em></td>
<td><em>(Plays only open to majors? Newspaper vs. journalism class? Debate radio/TV station?)</em></td>
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SENIOR QUESTIONNAIRE

NAME ________________________________ DATE _______________________

To assist the counselors and teachers in representing you as accurately as possible in
letters of recommendation, please read and respond to the statements and questions
below. The care and thought you give in addressing yourself to these may reinforce what
they already know about you or may help them discover something previously
unobserved. In any event, take nothing for granted. Use additional paper if necessary.

1. Explain the qualities that you feel you possess which might easily go unnoticed
   by others.

2. Complete the following statement as clearly and directly as you can. “I am
   especially proud of the following achievement. . . “

3. Mention any factors that have come up during your high school career which you
   feel put you at a disadvantage, if any.

4. Do you feel your present grades or standardized test scores (e.g. PSAT) are a fair
   representation of your academic ability. If not, please discuss.

5. Describe at least two goals that you have set for yourself and tell what you are
   presently doing to achieve them.
6. What extracurricular activity has been most important to you? Tell what you have gained from this experience.

7. In what community service activities have you participated? (In or outside of school).

8. What are your long-range career plans or interest areas at the present time?

9. Has any summer experience, work, or study been of significant importance to you? Please discuss.

10. What adjectives would you use to describe yourself? Explain why.

11. Name three school staff members that you feel know you well.
   1. ______________________
   2. ______________________
   3. ______________________

12. Is there any additional information that you would like to share here in order that others can make an accurate appraisal of you?
What is the Post-Secondary Enrollment Options Program (or PSEOP)?

PSEOP is a program that gives high school students (usually juniors and seniors) an opportunity to take classes in college (either during the school day or in the evening) that can count for both high school and college credit. These classes may meet graduation requirements; the grades earned in them will also be counted in your high school grade point average if you wish to receive high school credit for them (and have somebody else pay for them).

The point of PSEOP is to supplement, not replace, the high school curriculum. That means that students should select classes at the college level that wouldn’t be available to them at the high school (like, for example, Philosophy, Italian, Anthropology, etc.).

You have to be ready to do college-level work. As a junior or senior, your cumulative grade point average has to be anywhere from a 2.7 to a 3.7, depending on the college you are interested in attending and the grade you are in. You can learn your cumulative GPA in the guidance office—it is not the same one printed on your grade cards! You have to have at least “B”s (a cum. 3.0 GPA) throughout high school in any subject area that you plan to pursue at the college level. Finally, in order to be accepted, you have to take placement tests that show you are capable of learning at a college level of difficulty.

Colleges in the area that participate in the PSEOP program are: The Ohio State University, Columbus State Community College, Ohio University-Lancaster, and Franklin University, Otterbein College, and Columbus College of Art and Design do not participate.

If you think you meet the criteria and that you might be interested, you must attend an informational meeting here at the high school to learn more about the program. That meeting will be during sixth period on Friday, February 19th in the Media Center. You must sign up no later than 7th period Thursday, Feb. 18th in the guidance center or your English classroom in order to be able to attend this meeting. After attending, if you still think you’re interested, your parents MUST attend an evening meeting on Thursday, February 25th from 6:30 to 7:30 pm in the HS Cafeteria. Both you and at least one parent must attend one of these meetings in order to be able to participate at any time in the 2010-11 school year. Sophomores, if you think you’re interested, but want to wait until you’re a senior to participate, you can either attend the meeting this spring (it will count for next year) or wait until next year to attend.

Follow through is very important. If you cannot remember to sign up and show up for either or both meetings (without being reminded) and then to complete the application process at the college(s) you are interested in attending, you probably should think about whether you yet have the academic maturity and independent learning style necessary to take this important step.
Post-Secondary Enrollment Options Program
Canal Winchester High School
February 2011

Program Options
- Option A:
  - students/parents responsible for costs
  - courses count for college credit only
  - course grades do not affect high school GPA and rank
- Option B:
  - school district monies cover entire costs
  - courses count for high school and college credit
  - course grades are figured into high school GPA and rank

Benefits
- Expands curriculum choices available to students.
- Provides opportunities for students to study "in-depth" areas of special interest or abilities.
- Allows students to earn college credits while in high school.
- Provides financial support
- Allows students to experience college level work/life prior to making final decisions about whether or where to attend college.

Risks and Consequences
- Increased responsibility for students' own learning
- Possibility of reduced opportunity for participation in, and academic eligibility for, high school activities.
- Increased financial obligation on the part of the parent/student for the student's education under Option A. (e.g. tuition, fees, books, and materials as well as less time to work because of irregular school hours and increased study load.)

Risks and Consequences, con't.
- Lower GPA and class standing if grades are lower due to course difficulty or academic competition.
- Increased time needed for travel and study time.
- Social discomfort in less structured classes with older students.
- Increased costs if student (under Option B) fails to complete a course.
- Differences in school calendars may prevent students from participating in graduation events.

Risks and Consequences, con't.
- Inconsistencies in curricula could affect the quality of instruction. Any concern about grades received must be resolved between student and college professor.
Risks and Consequences, con’t.

- May interfere with ability to take recommended high school courses with broader scope of information (tested on college entrance exams.)
- There may be other unique factors not considered. It is the responsibility of the student and parent to investigate and weigh the risks and consequences before making this decision.

Program Eligibility

- Participation in information session.
- Must be less than a full-time student. That is, the student must be enrolled in fewer than seven classes at the high school.
- The student must be accepted by the college he/she wishes to attend.
- Must have 3.0 GPA in subject area that student is planning to take college-level coursework in.
- Colleges vary in their admissions criteria.

Process for Granting Credit

- Carnegie units are awarded toward both graduation and subject area requirements.
- College credit hours will be converted as follows:
  - 5 semester hours = 1 Carnegie unit
  - 7.5 quarter hours = 1 Carnegie unit
- Courses taken for less hours will be converted proportionately.
- Students are not able to take more units per year at the college than are available at the high school.

Transportation

- The high school will not provide transportation to students under the PSEO Program.
- Students/parents are eligible to receive reimbursement if they are generally transported to school and if they are eligible for the free and reduced lunch program.

Support Services Available

- College admissions guidance from the high school.
- Administrative services for (e.g.) college entrance exams. It is the student’s responsibility to contact the high school with information requests.
- Information about high school graduation requirements. It is the student’s responsibility to be aware of his/her progress toward meeting graduation requirements.

Student Scheduling

- No high school graduation requirement can be waived because of PSEO participation.
- Although every effort will be made to do so, resolution of scheduling conflicts between the high school and college courses is not the responsibility of the high school.
- The student will not be expected to be in attendance during extended blocks of time when he/she is not attending college.
Consequences of Failing

- Negative effect on GPA (Option B)
- May cause graduation to be delayed (Option B)
- May result in unanticipated financial obligations for the student/parent (under Option B if the student does not complete the course.)
- May cause loss of eligibility for sports (Option B)
- May cause the student to be ineligible to enroll in a college in the future.

Student/Parent Responsibilities

- Obtaining college/university acceptance.
- Meeting all standards of the college courses.
- Meeting all attendance requirements set.
- Providing all transportation.
- Knowing which/how college courses will fill requirements for high school graduation.
- Obtaining information from the high school relative to graduation (prom, cap and gown and announcement ordering, etc.)

CW Guidance Division

- Linda Knicely: last names A through G
  920-2646
- Joe Arndt: last names H through O
  920-2676
- Tammy Phelps: last names P through Z
  920-2647
- Patty Brenner: Guidance Secretary
  920-2645
Dear Senior Parent,

Welcome to a busy (and sometimes, stressful) year in your son or daughter’s life, and by virtue of that, yours as well! He or she will be making important decisions regarding the post-secondary options available to him/her - a four year college or university, a two-year community college or technical school, the military, or the world of work. If continuing on to higher education is in your son/daughter’s plans, the advising process began in eighth grade regarding course selection and encouragement for academic excellence. The focus narrowed in the spring of the junior year with the evening parent college planning night, sponsorship of the Bexley Area College Fair, and three days of in-class work with the juniors consisting of information-sharing, small-group decision-making, and resume development. An enclosure with this letter also details an upcoming senior parent college admissions information program that will be presented on Tuesday, September 21st from 6:30 to 7:30 p.m. in the high school cafetorium. While the junior parent meeting focused on the “big picture” of college admissions, the emphasis at this meeting will be on the “nuts and bolts” of the application process.

Instead of a monthly paper guidance newsletter, up-to-date information will be communicated through our school’s PrepHQ information and our high school guidance website. All CWHS seniors have PrepHQ accounts and parent access can also be added at home by having your son/daughter log into his/her account and add the information. Maintaining accurate information through PrepHQ will be an essential element for your son/daughter’s successful college admissions experience. Additional information about PrepHQ is provided on the enclosed flyer.

Since the financial need-based application process cannot be initiated by families any earlier than January 1st, an evening parent meeting to discuss this process in detail will be scheduled for early January and invitations will be mailed out for that as well. For those of you wishing more detailed information about the financial aid process, we urge you to check out www.finaid.org for information on a host of different topics. If you have any questions regarding any of the policies or programs discussed in this newsletter, about the copy of your son/daughter’s transcript that we are including for your information, about the upcoming opportunities available to your son/daughter on Sept. 21st or if you have any questions regarding the matriculation process from high school, please do not hesitate to contact any of us throughout the year at the numbers below. Parent/teacher conferences will be held Thursday, October 21st and Monday, October 25th from 4:30-7:30 p.m. We would welcome the opportunity to meet individually with you and your son/daughter during any of those time slots to answer any questions that you might have. Appointments may be made by reaching us directly at the phone numbers listed below.

Respectfully,

Linda F. Knicely  
Counselor: last names A-G  
920-2646

Joe Arndt  
Counselor: last names H-O  
920-2676

Tammy Phelps  
Counselor: last names P-Z  
920-2647
Senior Parent
College Information Meeting

September 21, 2010
6:30 p.m.
Canal Winchester High School Cafetorium

Types of Colleges/Universities
• Proprietary Schools
  ✓ vocational/technical/career diploma or certification programs
• Community or Junior Colleges
• Four-Year Colleges
  ✓ (liberal arts versus comprehensive:
  + HBCU's (Historically Black Colleges/Univ)
  + Service Academies
  + Accelerated Track Programs, e.g BS/MD, BA/JD

Key College Vocabulary
• Credits or Credit Hours
• Enrollment Status
• Early Decision
• Early Action
• Rolling Admissions vs. Common Notification
• Out-of-State Student (implications)
• FAFSA
• Cost of Attendance
• Expected Family Contribution
• Award Letter or Financial Aid "Package"
• Standard National Candidate Reply Date

Competitiveness of Admission
• Open (all high school graduates/GED holders accepted)
  ✓ includes community colleges and regional campuses
• Liberal (minimally competitive)
• Traditional (moderately competitive)
• Selective (very competitive)
• Highly Selective (extremely competitive)

Application Processing Procedures
• Observing Deadlines (HS recommends Dec. 1st - the Wednesday after Thanksgiving break, but the earlier the better!!)
• Elements of the Application (varies)
  – Common Application (www.commonapp.org)
  + Online versus Paper Application
  + Requesting Recommendations
  + Mid-Year Report Forms
  + Updating status on Connect!

Application Checklist
• The general application
• Academic Transcripts
• Letters of Recommendation (waiving access)
• Work Samples/Portfolios
• Application Essays
• Reply Cards
• SAT/ACT scores
  (from transcript or directly)
• Signature page
• Keep copies of important documents
Options Through College Websites
- Obtain general information
- Obtain curriculum information for specific majors
- Investigate sources of financial aid and scholarships
- Note applicable deadlines
- Schedule campus visits
- Access online or downloadable application

Checklist for a Campus Visit
- Minimum visit includes a group information session (adult/admissions perspective) and student-led tour of campus (student perspective).
- Additional options are:
  - Meeting with faculty in department of intended major
  - Individual meeting with admissions or financial aid contact
  - Attend a class and eat in a dining hall
  - Get “lost” on campus!!

Steps to a Successful College Interview
- Select the colleges you wish to visit
- Decide whom you want to meet with on campus
- Schedule your appointments
- Compile your credentials
- Create a list of questions
- Know proper etiquette
- Be yourself
- Collect names and addresses
- Record your impressions of the college
- Send thank you notes!

Writing the Personal Essay
- Select a familiar topic (common ones are academic plans/possible major, current events or social issues, personal achievements, background and influences)
- Begin the essay early
- Write several drafts
- Have one or two key people review it
- Be concise
- Type the essay unless stated otherwise
- Proofread the essay—don’t depend on spellcheck
- Know the audience that you’re writing for!

Searching for Scholarships
- Connect! may be THE source for local, regional, and national scholarship information through CWHS. Register as a parent through the school’s website. (Stay tuned)

- www.fastweb.com is another scholarship database which is very comprehensive.

- 90% of the scholarship monies awarded to students are awarded through the institutions they attend.

Technology resources
- www.canalwin.k12.oh.us
  Click on high school link to find guidance website as well as Connect! login site.
- www.transfer.org
- www.ecystudent.org
- www.collegeboard.com
- (for SAT as well as AP information)
  - http://www.ohioprivatecolleges.com
  - http://www.securityoncampus.org (campus safety)
  - http://rose.iub.edu/html/students_parents.cfm
  - http://colleges.usnews Rankingsandreviews.com/college
  - http://www.usanetwork.org/members.asp
Develop a Plan to Finance Your Education

- Determine college costs
- Investigate ALL possible resources
  - Parents
  - Savings
  - Summer earnings
  - Financial aid: scholarships, grants, loans and work-study
  - Other sources
- Secure necessary forms and note deadlines
- Apply for financial aid as early as possible

Senior Checklist

- Make sure that rising senior questionnaire and resume are updated for college applications.
- Schedule individual college counseling with your guidance counselor as early as the year as possible.
- Have parents attend college workshop — for parents of seniors in September
- Submit all applications or 12/1/09 reports to the guidance office.
- Watch deadlines, especially for FAFSA.

Colleges and universities inform students on the application or in the acceptance letter that admission is contingent on their performance throughout their senior year.

"We recently received your final transcript and we are writing to express our concern with the drop in your academic performance. Specifically, I refer to the grade of a D in XXXXX.

Your acceptance to XXXXX was made with the understanding that you maintain a school record of high quality throughout your final semester. Admission to college is conditional and for this reason we carefully examine all final transcripts.

Please submit a letter of explanation for the decline in your academic performance as soon as possible."

Admissions Office Etiquette

1. Contact with admissions is BEST done directly by the student.

2. Appealing an admission decision is most effective if there is new information that the school may not be aware of, such as new test scores or a significant accomplishment.
Financial Aid

FOUR STEPS

Step #1. Let the University know that you are interested in financial aid. Always check/mark on the application that you want financial aid.

STEP 2. Learn all you can about scholarships

Local Scholarships

Most scholarships that are reserved just for CW students are “active” in the spring...when students are most tired of filling out forms! Encourage them to “stay the course”! These are the ones they have the best chance of getting!

STEP 2. Learn all you can about scholarships

Athletic Scholarships

➢ All athletes applying to Div. 1 and 2 colleges must file with the NCAA Clearinghouse.
   • http://www.ncaaclearinghouse.net

➢ Applications to colleges where you intend to seek admission based on an athletic scholarship need to be done following the instructions of the college coach.

STEP 2. Learn all you can about scholarships

➢ Merit Aid/ Institutional Aid
   (70 - 90% of $ comes from here)
   - File all college financial aid forms sent by the colleges directly to the financial aid office of the college to which you are apply
   - Merit aid typically based on a variety of criteria which may include any or all of the following: GPA, rank in class, SAT/ACT scores, essays, interviews, competition on a test
   - Merit aid can affect your financial aid package

2. Learn all you can about scholarships

Talent Scholarships

➢ Art scholarships generally require a portfolio for scholarship consideration as well as for admission

➢ Music and theater scholarships will generally require an audition (also part of admissions)
Step 3. FAFSA
Free Application for Federal Student Aid

- Follow directions step by step.
  Forms located in the guidance office in
  November. (Preferred on-line at
  www.fafsa.ed.gov)
- Must obtain a pin number before applying
  online. www.pin.ed.gov
- Parent and student should both obtain a pin
  # now.
- Some private college also request the
  PROFILE.

Review

FOUR EASY STEPS

1. Check the financial aid box on
   application
2. Learn all you can about
   scholarships
3. FAFSA
4. Understanding the financial aid
   package

Don’t eliminate any college because
of costs before receiving
financial assistance information!

Remember ... check with
college officials for
accurate costs.
Is It September Yet?

Even the best kids can get ugly as senior year ends. All that fighting about curfews and car privileges is really just separation anxiety—yours and theirs.

BY JOAN LIEBMAN-SMITH

Until recently, Kate Zuckermann, a New York City high-school senior, followed her parents’ rules, mostly without complaint. But now, says her mother, Carol, “it’s almost like when she was in seventh grade. One minute she loves me and then she finds me the most annoying person in the universe.” Kate won’t say where she’s going when she heads out the door, and she has even skipped school a few times. Carol doesn’t know how to handle her. “She says she has to live her own life and make her own mistakes, but she also needs me—she’s coming to me and asking for my help and advice.” Kate agrees there’s a problem right now, and she’s as bewildered about it as her mother. “We’re really close,” she says. “But at the same time, there are times when I feel like I just want her to leave me alone, like she overssteps her bounds.”

It’s a problem that should be familiar to many members of the class of 2001—and their parents. Mood swings and erratic behavior are normal for adolescents on the verge of moving out, says Michael G. Thompson, a Boston clinical psychologist and author of “Raising Cain: Protecting the Emotional Life of Boys.” “This is the most important and most difficult transition in all of life,” he says. “It’s very hard to leave home feeling sad and dependent. Many kids handle the transition by driving their parents off; it’s a way of saying, ‘I declare my adulthood.’

But knowing that difficult behavior is a healthy declaration of independence doesn’t make it any easier to live with, and the last summer at home can be stormy. Marvin and Patty Fabrikant of Washington, D.C., have been through it three times, with Jason, Jeffrey and Heather. (Next year they’ll be in the high school again, with their youngest, Michael.) “The oldest one was disobedient, the second one reckless and the third temperamental,” says Marvin. He still remembers the night Jason climbed out of his bedroom window and drove his girlfriend all the way from Washington, D.C., to her school in Florida. After that, says Patty, an empty nest begins to look good. “You’re relieved when they finally leave,” she says.

Leaving home is actually the last of a series of major milestones during senior year. The biggest is getting into college. Students who apply for early decision or early action in December just about everyone else finds out sometime in April.

The parents don’t know what’s going on,” he says. “They want to talk to their kids, but they don’t want to talk to them.” In fact, many seniors see even the simplest exchanges as a threat to their independence.

Although they don’t admit it, many seniors are worried about what will happen after they leave. Kids whose parents have rocky marriages are especially anxious because they suspect—and they’re not always wrong—that they’re the glue holding the family together. Sibling relationships can also become strained because seniors may feel guilty about “abandoning” their younger brothers and sisters. They may also be jealous that their siblings will get more parental attention or may even take over their bedroom.

How can parents survive senior year with both their sanity and their relationship with their kids intact? Although they may decide to ease up on some restrictions, they shouldn’t give up being parents in the spring of senior year, warns Bailey. Talk to other parents of seniors so you don’t feel isolated. Volunteer for class activities; it gives you something to talk about with your kids. Finally, try to relax a little. “By the senior year they’ve basically outgrown the trappings that kept them close. They’re free to get away from us as they please,” says Patty Fabrikant. Adds Marvin: “You really don’t want to keep the strictures too tight senior year that they break when they go to college, from all that freedom.” So how did their kids turn out? Jason graduated from the University of Pennsylvania and is applying to law school. Jeffrey graduated from a top tier law school and is working in New York. And Heather is an honors student at Penn. There is life after Orientation Day—just hang on.
PARENT RECOMMENDATION FORM

Child's Name ________________________________

Parent's Name _______________________________

You are most help when you are specific with your descriptive statements and when you give examples. Please return this form prior to the end of the school year. Feel free to attach additional sheets if the space provided is not sufficient.

A. Tell the good story. Colleges are particularly interested in an anecdote about your child's relative maturity, character, leadership or service, or anything else you deem important. What first comes to mind that would help a college to distinguish him/her from a number?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B. What is the first word or two that comes to mind as you recall your child's work ethic and self-motivation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

C. Please describe any academic change/progression/growth that you have observed in your child during his/her years here?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

D. Please tell us about your child's hobbies, special talents, skills, awards in academics, athletics, fine arts, etc. Please be as specific as possible.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
E. For what are you most proud of your Child? Explain.

F. What surprises you about your child? Explain

G. Have your child’s years at Canal Winchester been a good experience for him? Explain.

H. Are there any special factors, experiences, background information that we should know in writing the school report?
How to Use this Guide

Picking the college that is right for you is a big decision. You will need to ask many questions when deciding on a college. In addition, consider taking a campus tour, attending a class or two, eating a meal on campus, and looking through recent issues of the student newspaper.

To get a sense of how much you are likely to learn, grow, and develop at a given institution, there are some key questions to ask the people you'll meet—the tour guide, admissions staff, and currently enrolled students.

Some of the most important questions can be found in this guide.

Remember that...

...it's important to ask questions when visiting a college campus.
Supportive Campus Environment

**Students perform better and are more satisfied when they feel their institution supports them academically and socially.**

To discover how students feel about their relationships with others and what activities they are involved in, ask...

- How well do students get along with other students?
- Are students satisfied with their overall educational experience?
- How much time do students devote to co-curricular activities?
- To what extent does the school help students deal with their academic and social needs?

**Personal and Social Development**

- What health and counseling services are available?
- What types of career planning and job placement services are available?
- Do students exercise or participate in physical fitness programs?
- How do students meet others with similar interests (e.g., clubs, fraternities and sororities, intramural sports)?

Enriching Educational Experiences

**Experiencing a wide variety of educational opportunities makes learning more useful and meaningful.**

To explore more opportunities for learning, ask...

- What kinds of activities are students involved in outside of the classroom?
- What types of honors courses, learning communities, and other distinctive programs are offered?
- Do students interact with other students who have different social, political, or religious views or come from different racial and ethnic backgrounds?
- How many students study in other countries?
- Do students participate in activities that enhance their spirituality?
- What percentage of students do community service?
- Is a major senior-year project or experience required?
Student-Faculty Interaction

When students interact with faculty inside and outside of the classroom, their teachers become role models and mentors.

To find out how students and faculty interact in and out of class, ask...

- Are faculty members accessible and supportive?
- How many students work on research projects with faculty?
- Do students receive prompt feedback on academic performance?
- How often do students talk with faculty members about what they are learning in class?
- How often do students talk with advisors or faculty members about their career plans?
- Do students and faculty members work together on committees and projects outside of course work?

Active Learning

Students learn more when they are involved in their education, asked to think about what they are learning, and work with each other on assignments or projects.

To find out how actively students participate in the learning process inside and outside of the classroom, ask...

- How often do students discuss ideas in class?
- How often are topics from class discussed outside of the classroom?
- Do students work together on projects inside and outside of class?
- How often do students make class presentations?
- How many students participate in community-based projects in regular courses?
- Do students have opportunities to tutor or teach other students?
- How many students get practical, real-world experience through internships or off-campus field experiences?
Challenging intellectual and creative work is important to student learning. Colleges and universities emphasize the importance of academic effort and have high expectations of student performance.

To find out how challenging the academic programs are, ask...

- To what degree is studying and spending time on academic work emphasized?
- Do faculty members hold students to high standards?
- How much time do students spend on homework each week?
- What type of thinking do assignments require (e.g., analytical, critical)?
- How much writing is expected? How much reading is expected?
- Do class discussions and assignments include diverse perspectives?

The questions in this guide are based on the National Survey of Student Engagement (NSSE). Each year NSSE collects information directly from students at hundreds of colleges and universities. Responses to the survey provide valuable information about what is actually going on in the lives of students and the quality of their college experiences.

Check to see if the college you are considering participates in NSSE. Detailed information on students' experiences may be available from the admissions or institutional research office. For a list of participating NSSE schools or for more information, please visit nsse.iub.edu.

Photography: McGill University, Northwestern College, Radford University, Robert Morris University, Saint Michael's College, San Francisco State University, Savannah College of Art and Design, University of Georgia, University of Michigan-Flint

NSSE
National Survey of Student Engagement

Indiana University Center for Postsecondary Research
1900 E. Tenth Street, Suite 419
Bloomington, IN 47406-7512
Phone: (812) 856-6824
Fax: (812) 856-5150
nsse.iub.edu
E-mail: nsac@indiana.edu
REQUEST FOR MAILING OF COLLEGE CREDENTIALS

Your name: ______________________

Date submitted: ______________________

Deadline (if any): ______________________

Have you already submitted your application online?
  o Yes
  o No

Specific items requested:
  o Transcript (sent automatically)
  o School profile (sent automatically)
  o Secondary School Report Form/Counselor Report Form/College Prep completion form (please print and provide)
  o Narrative recommendation
  o Teacher recommendation(s) from:
    ____________________________________________
    ____________________________________________

Please hold my application for:
  o Application fee check
  o Personal Statement

Additional comments:
NOTICE TO PARENTS OF SENIORS

Rather than disrupt class time throughout the year (but particularly in the fall) to administer college planning assessments such as the PLAN, and the PSAT and to conduct individual career plan activities with underclassmen, Canal Winchester will be consolidating all of these activities into the morning of October 14th this fall. Students in grades nine through eleven will be engaged in one of the above activities from 7:45 to 11:15 a.m. within the high school classrooms. Seniors will be given two options from which to select on that day. First, they may use the day for college visitation. This will not count against them as one of the three days that they may utilize for this purpose during their senior year. I have reviewed with students the steps they need to follow to set up such an experience and will be happy to assist them in making contact, etc. Second, they may use the day for career shadowing. In both instances, students will be required to provide proof of their attendance, documented on college letterhead or business stationery, upon their return. In addition, students who are career shadowing have a brief one-page summary of their experience to complete upon return. At that time, the day is considered as a “field trip”, not an absence. If the documentation is not returned, the day will count as an unexcused absence, and may jeopardize their ability to exempt senior exams in the spring. To provide even more flexibility in scheduling, students who document a similar experience completed on any weekend day or other day in October when school is not in session (e.g. COTA Day on Oct. 16th or our local inservice day on Oct. 23rd) We feel that either type of experience will be extremely productive and critical in helping them in their decision-making process regarding their future plans and we strongly encourage them to select one of these two options. It is especially important that students not procrastinate and delay in making these arrangements as soon as possible as visitation “openings” often fill quickly in the fall. If students need assistance making connections for shadowing, we will be happy to help them with these plans, as long as they request the help at least two weeks in advance. Please note that there will be no classes scheduled for seniors on October 14th. Please complete, sign, and return the form below so that we can continue with our plans for that day. We ask that you return the form with your son or daughter no later than Friday, October 9th. If you have any questions regarding this program, please feel free to contact me at 920-2646. Thank you!

Linda Knicely

My son/daughter, __________________________, has my permission for the following:

______ College Visitation at __________________________.

______ Career Shadowing experience with __________________________
  title/occupation __________________________
  phone number __________________________
  address __________________________

______________________________________
Parent Signature
ANNUAL "TEST DAY" TO BE HELD AT CANAL WINCHESTER HIGH SCHOOL

Rather than interrupt classes throughout the fall for scheduled tests such as the PLAN and PSAT as well as when planned career education activities are conducted, students in grades nine through twelve at Canal Winchester High School will be involved in these activities all at the same time on Wednesday, October 14th. All ninth graders, in groups of approximately 20 students, will participate in a series of career education activities. The morning will begin with a large group presentation scheduled for the entire ninth grade entitled "Making High School Count" which will be held in the cafetorium. Students will also be completing a variety of career education activities with teacher assistance and supervision. Later, each ninth grade group will also rotate to one of the three computer labs or the Media Center to receive orientation and training on the OCIS (Ohio College/Career Information Systems) software available for student and teacher use.

All tenth graders will be participating in PLAN testing to provide students with accurate feedback regarding their basic academic skills at a point in their high school career when intervention, course selection, etc. might still be impacted, rather than waiting until graduation is upon them. The feedback that students will receive from their test results is also helpful in post-secondary planning as the PLAN is a shortened, practice version of the ACT, one of two possible college entrance examinations that students may later take. Tenth grade-assigned teachers will administer the test in various classrooms. The cost for this test is born by the school district.

Students in eleventh grade will be required to take the PSAT and the fee for that has already been built into their English class fees. Eleventh grade-assigned teachers will administer the PSAT in groups of approximately 20 students.

Twelfth graders will have two options:
1. to utilize the day for college visitation
2. to utilize the day for career shadowing

Seniors have been given separate forms to complete regarding their intentions. These forms have also been mailed home to the parents of seniors and are due back in the guidance office by Friday, October 9th. They will be required to provide proof of attendance; otherwise it will count against them as an unexcused absence. It is hoped that students will be strongly encouraged to take advantage of the above opportunities on the 14th and assistance will be given to them to make arrangements as necessary. The morning’s activities will conclude at 11:15 a.m. Our block schedule will not be utilized this week.
SENIOR SHADOWING DAY EXPERIENCE REPORT

YOUR NAME: ________________________________

NAME OF PERSON SHADOWED: __________________________

RELATIONSHIP TO YOU: __________________________

ADDRESS: _________________________________________

NUMBER WHERE THEY CAN BE REACHED: ________________

COMPANY/BUSINESS OF EMPLOYMENT: __________________

JOB TITLE

__________________________________________________

BRIEF DESCRIPTION OF RESPONSIBILITIES: ______________

__________________________________________________

LIST THREE THINGS THAT YOU LEARNED ABOUT THIS JOB WHILE THERE:

1. ________________________________________________

2. ________________________________________________

3. ________________________________________________

WOULD YOU LIKE TO PURSUE A CAREER IN THIS AREA?  
WHY OR WHY NOT? _________________________________________

__________________________________________________

YOUR SIGNATURE: ________________________________

PARENT SIGNATURE: ________________________________

SIGNATURE OF PERSON SHADOWED: __________________

ATTACHED TO THIS FORM SHOULD BE EITHER THE BUSINESS CARD OR A PIECE OF  
LETTERHEAD OR BROCHURE FROM THE COMPANY OR BUSINESS WHERE YOU SPENT  
THE DAY. THESE MATERIALS NEED TO BE TURNED INTO YOUR ENGLISH TEACHER  
IMMEDIATELY UPON YOUR RETURN TO SCHOOL ON THURSDAY.
Whew! It's Over!

Now, as with all first attempts, we're sure that there are bugs to be worked out, schedules to modify, and most importantly, a decision made as to whether to try something like this again next fall. So . . . if you would please respond to the following evaluation and return the form to either Joe's or my mailbox by the end of the school day on Thursday, your input will be carefully considered and used. Thanks!

Linda

Directions: Please circle the appropriate response.

1. What responsibility did you have on Test Day?
   ICP activities     PLAN testing     PSAT testing     floating proctor

2. Please evaluate the amount of time given to complete your assignment(s).
   Too much           Too little       Just right
   COMMENTS:

3. The instructions I received were clear and sufficient to complete my assigned task
   Strongly Agree    Agree           Disagree        Strongly Disagree
   COMMENTS:

4. Having a Super Test Day is an effective means of dealing with multiple tests.
   Strongly Agree    Agree           Disagree        Strongly Disagree
   COMMENTS:

5. Overall, having a Super Test Day each year is a good idea.
   Strongly Agree    Agree           Disagree        Strongly Disagree
   COMMENTS:

6. Additional Comments/Suggests:
NAME: 
BIRTHDATE: 
RESIDENT OF: ___ Franklin County ___ Fairfield County ___ Bloom Township ___ Violet Township

**MY TENTATIVE POST-SECONDARY PLANS INCLUDE:**

<table>
<thead>
<tr>
<th>FURTHER EDUCATION</th>
<th>MILITARY</th>
<th>WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(indicate branch in next category)</td>
<td>(indicate branch in next category)</td>
</tr>
<tr>
<td>beginning Autumn, '11</td>
<td>active duty</td>
<td>full-time</td>
</tr>
<tr>
<td>delaying one or more quarters</td>
<td>college ROTC</td>
<td>part-time</td>
</tr>
<tr>
<td>undecided</td>
<td>National Guard</td>
<td>I presently have a job at:</td>
</tr>
<tr>
<td>full-time (12 or more credit hours)</td>
<td>Reserves</td>
<td></td>
</tr>
<tr>
<td>part-time (less than 12 credit hours)</td>
<td>service academy</td>
<td>I work approximately ____ hrs. per week.</td>
</tr>
<tr>
<td>undecided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diploma/certificate: typically 3-12 month trade or specialty school program</td>
<td>Army</td>
<td>I am currently looking for a part-time job doing:</td>
</tr>
<tr>
<td>associate degree: two year technical or community college</td>
<td>Navy</td>
<td></td>
</tr>
<tr>
<td>bachelor's degree: four year liberal arts or comprehensive college or university</td>
<td>Air Force</td>
<td></td>
</tr>
<tr>
<td>I have/have not taken the ACT (circle one)</td>
<td>Marines</td>
<td>The type of full-time work I am looking for after graduation is:</td>
</tr>
<tr>
<td>Month(s):</td>
<td>Coast Guard</td>
<td></td>
</tr>
<tr>
<td>Composite(s):</td>
<td>Merchant Marines</td>
<td></td>
</tr>
<tr>
<td>I plan to take/retake the ACT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have/have not taken the SAT (circle one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V:</td>
<td>I took the ASVAB last spring</td>
<td></td>
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<td>M:</td>
<td>I did not take the ASVAB last spring</td>
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<tr>
<td>W:</td>
<td>I would like to take/retake the ASVAB this year.</td>
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<td>I plan to take/retake the SAT</td>
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<td>Additional information I would like in this area is:</td>
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<td>Colleges that I am considering:</td>
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<tr>
<td>College majors that I am considering:</td>
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<td>6th sem.</td>
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<tr>
<td>___ end of senior year</td>
<td>7th sem.</td>
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<tr>
<td>CUM. GPA: ___ 6th sem.</td>
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<td>___ 7th sem.</td>
<td>CUM RANK: ___ 6th sem.</td>
<td></td>
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<tr>
<td></td>
<td>___ 7th sem.</td>
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</table>
The College Application Process – The Nuts and Bolts

- Review steps that we covered in the spring of the junior year, including all the handouts received. Discuss college criteria template. Starting to narrow down to single digit applications(?)

- Review college application steps:
  - Completion of rising senior questionnaire on Connect! and update resume
  - Proper way to request recommendations (discuss waiving right to access/review)
  - Assistance with essay completion
  - Early Decision/Early Action – pro’s and con’s
  - Online resources, including the application process – communicate!
  - Keep your Connect! account up-to-date and check back often!
  - Elements of the application “package”. Pay attention to details and deadlines!!! (May differ – be earlier – for specific programs or majors and/or certain scholarships.) Otherwise, goal for completion should be December 1st.
  - Application fee – NO CASH (check or money order). May also be waived for online applications.
  - Review fee waiver procedures.
  - Common Application
  - Mid-year reports
  - Applying for scholarship/financial aid (FAFSA and CSS Profile)
  - ACT registration deadline is Sept. 17th for Oct. 23rd test date (review protocols for those taking it on Sept. 11th). Late reg. deadline is Oct. 1st.
  - Review Writing/No Writing options and importance of sending scores directly from testing agency by the stated deadline (ex. NCAA and OSU)
  - SAT registration deadline is Sept. 10th for Oct. 9th test date (Sept. 24th for late registration). Next test date after that is Nov. 6th, with registration deadline of Oct. 8th.

- Review sign-up procedure/behavior guidelines for visits with college representatives visiting CWHS – go over schedule. Remind students about what you can/can’t “sign up for” through Connect!

- Review attendance policies regarding college visits and proper procedures for doing so.

- Go over fall schedule of events (rep. visits and college fairs). Go over last year’s seniors “What We Wish We Had Done Differently” survey results.

- Explain Test Day in detail. Go over handout.

- Remind parents to attend senior parent meeting to be held Tuesday, Sept. 21st from 6:30 to 7:30 in HS cafeteria.

- Remind students to review for accuracy the sixth semester transcript that was mailed to their homes last week.

- Questions?
WRITING AN EFFECTIVE COLLEGE APPLICATION ESSAY

I. The essay will be read/assessed in the college admissions offices on three levels.
   A. Written expression
      1. spelling, grammar, syntax and usage must be perfect
      2. techniques of proofreading
         a. cover all lines below the one you’re checking with a ruler
         b. read essay backwards – helps avoid skimming
         c. read aloud to yourself or someone else
         d. always give to someone else to read
         e. read once, set aside, then read a few days later
         f. if using a word processor, use the spell-checker, but don’t depend
            on it alone!
   B. Content
      1. looking for logic of argument
      2. ability to say something of substance in an economical and efficient
         manner. Be concise!
      3. develop ideas that are interesting to read
      4. see 2c and 2e above. Does the writing flow or does it sound stilted and
         awkward? Does it reflect your personal style?
      5. may be used to explain any gaps or changes in your academic record
         (either here or in a different essay).
      6. focus on what you (the applicant) can contribute to the institution, not just
         what you hope to get from it.
      7. if discussing extra-curricular activities, apply them to your personal
         development; focus on evidence of leadership and depth, rather than
         breadth, of involvement.
   C. Underlying themes/messages
      1. three commonly-asked questions are:
         a. “Describe a personally satisfying experience.”
         b. “What are your most significant academic interests?”
         c. “Explain how you think our college will help you grow.
      2. no matter how they are worded, every college application essay is asking
         the same thing – “Who are you and what makes you different from all the
         other qualified applicants we must consider?”
      3. the answer
         a. use originality and creativity! This involves an element of risk
            which is inversely related to the chances of admission at that
            particular school.
         b. Readers are looking for curiosity and resolution. Are interests of
            the dream variety or are they backed up with achievement and
            exploration?
         c. Do something that really expresses who you are. This is your
            chance to show o your unique qualities – express a special talent
            or a fuller sense of abilities and aspirations.
         d. Try to convey an authentic voice – the true essence of your
            personality and a deeper understanding of your individual
            strengths.
         e. Keep the essay positive, upbeat, and lively!
         f. Remember, there is no single right answer.
   II. Miscellaneous
      A. Pay especial attention to directions regarding length, style, format, etc.
      B. Beware of extremes in length – cover subject, but don’t use overkill.
      C. May use additional paper or attachments unless expressly prohibited from doing so.
      D. Writing the college application should be enjoyable!
PERSONAL EVALUATION FORM

Student Name ___________________________ Completed by ___________________________

1. In what capacity do you know this student?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________


2. Is he a "mover and a shaker" or simply a member in your activity, sport, organization, etc.? Please include responsibilities, achievements, awards, etc. of which you are aware.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________


3. What are the first words (or phrases) that come to mind when you think of him?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________


4. What does he get fired up about?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________


5. Has he exhibited leadership skills? If so, give an example.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________


6. Are there any special considerations/circumstances/background information (home problems, etc...) that we should know about?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

(continued on back)
7. Tell the good story. What is your favorite anecdote about this student?


8. Considering all of your preceding responses, in which category would you recommend him personally to a college?

_____ enthusiastically
_____ strongly
_____ average
_____ without enthusiasm
THE COLLEGE OR SCHOLARSHIP INTERVIEW

Canal Winchester High School
February 2011
Mrs. Knicely

Introduction

- In the former case, varies in level of importance.
- Colleges track "contact history" to determine seriousness of interest
- Normal to feel uncomfortable – not accustomed to talking about yourself

Do soul-searching BEFORE your interview

- Know yourself – not used to thinking about self in organized, lucid manner
- Analyze your personality
- Consider your strengths and weaknesses
- Assess your academic experiences
- Evaluate your outside interests and activities
- Examine your values and goals
- Clarify what's important to you

Before the interview

- Review college/major information that you’ve received, including website
- Review your preliminary application, including your essay responses
- If scholarship interview, know what you are applying for
- Ask if you should bring anything with you (e.g. transcript, recommendations)
- Plan to arrive about 15 minutes early
- Know where you are going – have good directions and a map before you leave home

As the interview begins

- Stand when your name called and give firm handshake
- Friendly, relaxed facial expression
- Introduce parents or others if they are with you
- Wait to take whatever chair is offered, but do not move it closer to the interviewer
- Use a natural sitting "open" posture, holding body alert, hands on chair or in lap
- Let the interviewer speak first to set the tone
- Always make eye contact as he/she speaks to you and as you respond
- Do not give monosyllabic answers. Avoid mumbling or monotone voice
- Sometimes it's not what you say but how you say it
- Expressive tone of voice, volume, inflection can hold interviewer's interest

During the interview

- Almost always starts with breaking the ice (first 3-5 minutes), general conversation, etc. Allow conversation to flow, moderate length answers
- Don't worry about length of interview – not indicative of success or interviewer's impressions of you
- Dealing with the "curve ball" question
- Keep responses honest – don't fake it – okay to say "I don't know"
- If don't understand the question, ask for clarification
- Keep cool and composed. Take a deep breath
- When it is your turn to ask questions, use it to show them how prepared you are
- (don't ask things you should already know – more opinion-type questions)
- OK to write down questions ahead of time on note cards, etc.
Mind your P’s and Q’s!

- Polite, Prompt, Prepared
- (no) Quibbling or complaining, (ask) Questions
- When asked a question about your passion or something you feel comfortable talking about – spend time doing so! (Less chance that they’ll have time for them to ask questions that “stump” you)

After the interview

- Shake hands and express your appreciation
- Make sure you have the name(s) of those you interviewed with
- Write and mail thank-you note(s)
- Write down own notes and impressions immediately afterwards

Do’s and Don’ts

- Do wear clean, neat clothing – no ripped jeans or revealing tops.
- Don’t even BRING your cell phone into the room!
- Do use cologne, perfume, and make-up conservatively.
- Don’t chew gum or wear a ball cap into the room!
- Do try to make a personal connection with the interviewer (e.g. pictures on desk, etc.)

During day-long scholarship competitions or group events

- Assume you are always under the microscope...
- even if you’re not directly involved in a conversation, etc.
- Stay interested and engaged in what others are saying as well.

What are interviewers looking for?

- Intellectual promise/curiosity (favorite books or courses question)
- Motivation/inner drive (why accomplishments were important to you)
- Energy level (active or laid back)
- Stability (ability to control emotions and be unflappable during the interview, even when “stuck”)
- Sense of humor (don’t be afraid to smile, laugh, loosen up a bit)
- Values (state beliefs with firmness and conviction)
- Interest in the institution (don’t want them to think they’re a “safety” school)
- Articulation (speak well, use good diction, Role play with friends but don’t sound over-rehearsed. Spontaneity is good if clear and concise)
- Integrity (don’t tell little white lies)

What are interviewers looking for? (con’t)

- Independence (how long been away from home before, etc.)
- Leadership
- Personality
- Originality (bring expressions of your creativity into the conversation)
- Self Image (healthy – be careful of body language)
- Confidence (express positive attitude toward new and challenging opportunities). No seeming boastful, egotistical or overconfident - difference is in the tone of voice – firm, but gentle)
- Preparation
- Other traits (organizational skills, sincerity, commitment to task and social conscience)
Your two selves

- Your academic self
- Be able to describe your high school to someone who isn’t familiar with it.
- Consider the subjects you’re enjoyed and your academic program.

- Your nonacademic self
- Goals and values – do you have a star you steer by?

In Summary

- Ask yourself what specific points you want the interview to know about you
- May want to discuss special problems or circumstances (talk with someone close to you for their opinion if not sure about this)
- Talk about what really matters to you, not what you think ought to matter to you
- Relax, be yourself, and try to enjoy it!!!
MISCELLANEOUS “STARTER” QUESTIONS FOR ALUMNI COLLEGE PANEL

1. Discuss the advising process. How is a faculty advisor assigned to you? When and on what topics have you met with him/her?

2. What is the college’s procedure for student orientation and registration?

3. What services does the school offer for if you are undecided about a major?

4. Is there an honors progress? What are the qualifications for entry? What are the advantages/disadvantages that you know of?

5. Did you get the classes you requested during registration?

6. What is the average class size for introductory courses?

7. How many hours a week do you have to study?

8. Is your course load too heavy? Is there a lot of pressure?

9. Are professors available during office hours?

10. What are your major gripes about this place?

11. If you had to choose a college all over again, would you choose this one?

12. What types of students attend (men/women, ages, range of diversity, in-state/out-of-state)?

13. Are you required to live on campus? What are campus housing policies, rules?

14. How are roommates assigned?

15. What types of student activities, organizations, athletics are available?

16. What is the surrounding neighborhood like?

17. How is security?

18. What are the residence halls like?

19. Are there freshmen-only residence halls?

20. Can you have a car on campus? Where do you park?

21. How is the food?
22. Is there a health clinic on campus? Have you used it?

23. Have you used public transportation in the area?

24. Is tutoring available?

25. Do you have a phone in your room? Voice mail? Computer hook-up/e-mail?

26. Have you used the library? What is it like?

27. Do you know anything about the study abroad programs?

28. Can you explain about “general education requirements”?

29. What is the academic calendar? (quarter, semester, etc.)

30. Talk about Greek (fraternity/sorority) life. Are any of you “rushing”?

31. What varsity or intramural athletic programs are available? Are they a major part of the social life?

32. What is the average class size? Smallest? Largest?

33. Have your classes been taught by full-time faculty members, teaching assistants, or a combination of the two?

34. Do any of you work work-study jobs? Please describe how they work.
Canal Winchester Senior Exit Survey

Name: __________________________

1. Contact Information:

Complete Address: ____________________________

Telephone Number: __________________________

E-mail: ____________________________

Preferred contact method: Mail Telephone Email

2. FINAL TRANSCRIPT REQUEST – Colleges require a final high school transcript to verify grades and class rank. Please list the name of the college you wish to have your final transcript/confirmation of graduation. If you wish to send your final transcript to a person or organization other than a college, please enter the name and address.

Name of School: ____________________________

City and State: ____________________________

Comments: ____________________________

Where will you be living? On Campus Off Campus With Family

What do you plan to major in? If unknown, write undecided. ____________________________

Will you attend school Full time Part time

3. Scholarship Information:

<table>
<thead>
<tr>
<th>Schools Applied To</th>
<th>Decision</th>
<th>Scholarship(s) offered</th>
<th>Amount</th>
<th>Renewable</th>
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5/2/2011
4. If you are not attending a two or four year college/university in the fall, please complete the following questions:

Do you plan to attend a specialized program of study (through a company, union, hospital, etc)?
Examples: apprenticeship programs, practical nursing, beautician, business school, etc

Name of Program or School: ____________________________

Area of Study: ____________________________

Will you receive Diploma Certificate License

5. If you plan to work full time and not attend college this fall, please answer the following questions:

Place of Employment: ____________________________

Kind of Work: ____________________________

6. If you are planning to attend college/school after working for a period of time, answer the following questions. (If you are working full time this summer and plan on attending school in the fall or summer of this year, do not answer these questions.)

Will you attend school/college after working?  Yes  No

Will you attend school  Full time  Part time

7. If you have joined or are planning on joining the military, please answer the following questions.

Branch of the military: ____________________________

Area of Specialization: ____________________________

8. If no applications or plans have been made and if you wish assistance, please check below and your counselor will contact you.

_____ Yes, contact me.

5/2/2011
<table>
<thead>
<tr>
<th>HIGH SCHOOL STUDENTS</th>
<th>COLLEGE STUDENTS</th>
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</table>
| **ACADEMIC/LANGUAGE ISSUES**  
Accurate, explanatory grading system  
(including cumulative GPA and class rank)  
Rigor of program  
End goal: English fluency/GED/HS diploma  
Passage of OGT/remediation  
Availability of ESL coursework between/among high schools  
Entrance and/or placement testing  
Accommodations, etc. | **ACADEMIC/LANGUAGE ISSUES**  
Tutoring/Mentoring  
Remedial Coursework  
Reduced and/or “graduated” course load  
Advising  
Orientation  
Entrance/placement testing (TOEFL, COMPASS-ESL)  
Academic major/career advising |
| **PSYCHOLOGICAL ISSUES**  
Gender (changing role of women from native to current society)  
Cultural disconnect (ex. religious, dietary)  
Anxiety/worry about family members not living with them (either elsewhere in US or in native country) | **PSYCHOLOGICAL ISSUES**  
Gender (changing role of women from native to current society)  
Cultural disconnect (ex. religious, dietary)  
Anxiety/worry about family members not living with them (either elsewhere in US or in native country) |
| **SOCIAL ISSUES**  
Age (traditional versus nontraditional)  
Finding the right “fit” – residential versus commuter, proximity to home and family, “name” recognition (e.g. OSU Buckeyes!)  
(Extended) family circumstances  
Family values/expectations  
Length of time in US  
(how assimilated into “American culture”) | **SOCIAL ISSUES**  
Age (traditional versus nontraditional)  
Getting into college versus staying in college (First Year Experience) engagement within college community – sense of identity  
(Extended) family circumstances  
Family values/expectations  
Length of time in US  
(how assimilated into “American culture”) |
| **LOGISTICAL/PROCESS ISSUES**  
Awareness and use of fee waivers for entrance tests and application fees.  
Sharing of family resources (ex. car)  
Financial Aid advising  
Understanding of college admissions vocabulary and process | **LOGISTICAL/PROCESS ISSUES**  
Continued financial aid advising  
Sharing of family resources (ex. car)  
Understanding of vocabulary and process (e.g. transfer system) |
ELIZABETH C. HAMBLET, was a postsecondary learning disabilities specialist for over a decade, first at Simmons College (MA) and then at Rutgers University (NJ). Now based in Princeton, NJ, she speaks, writes and consults on transition to college for students with disabilities. Her Web site, www.lcadvisory.com, offers information and helpful links for families and professionals.
Helping Your Students with Disabilities During Their College Search

Over the past decade, the number of students with disabilities enrolling in college has increased steadily. Data are not gathered annually, but the figures compiled by the National Center for Education Statistics show that the number of undergraduates at degree-granting institutions rose from 1,508,000 in 1999 (Snyder & Hoffman 2001) to 2,156,000 enrolled in 2003 (Snyder & Hoffman 2009), a 69 percent increase over only four years. There is no reason to believe that this upward trend has changed in the intervening years. And the recent amendments to the Americans with Disabilities Act (ADA), enacted in January 2009, are expected to add to the number of students applying for accommodations at college, as they have added to the definition of who is considered disabled (AHEAD 2008).

As the number of students requesting accommodations has increased over the past several decades, many colleges have begun looking more carefully at whether these students with disabilities actually qualify for services and accommodations, as the mere presence of a disability doesn't necessarily guarantee them these adjustments (Gregg & Scott 2001). Some schools now critically examine requests and consider whether granting them would mean fundamentally altering their programs, something the ADA expressly states colleges do not have to do (Wolinsky & Whelan 1999). Colleges have also been working against perceptions that accommodating students with disabilities results in "watering down" their programs and allowing students to graduate unqualified (Murray, Wren & Keys 2004). These issues, as well as budgetary concerns, have led many schools to offer students very minimal accommodations and to set high standards for deciding which students are eligible for accommodation.

The disconnect between students' high school services (which tend to be very supportive) and college accommodations can be a shock to some students with disabilities, and cause great stress and anxiety (Hadley 2007). In some cases, lack of access to certain accommodations may make students doubt their ability to succeed (Hadley 2007). Therefore, it is crucial that students understand the college disability services environment, so they can choose a college that meets their needs and are knowledgeable about how to access the necessary services when they get there.

It can be helpful for college counselors to understand the changes students will experience when they move to college. Having this knowledge will allow counselors to educate students and their families about the disability services environment at particular institutions. Counselors can encourage students and families to consider disability services as an important criteria in their college search. The first step is to have an understanding of how services work at the high school level.

The Law

Students with disabilities in the K-12 system are covered by one of two laws, either the Individuals with Disabilities Act (IDEA), or Section 504 of the Rehabilitation Act of 1973 (commonly referred to as Section 504). Under IDEA, Individualized Education Plans (IEPs) are written generally for students with learning disabilities. Students with chronic health issues and physical impairments typically receive 504 plans rather than IEPs, while students with visual or hearing impairments typically have IEPs.
written for them (this can vary from state to state). Depending upon the state code, students with Attention Deficit Disorder (ADD or ADHD) might receive a plan under either law. Written into the plan are the specialized instructional methods, accommodations and other services (such as occupational therapy) that a student will receive.

Identification and Documentation
Certain conditions, such as visual impairments, are typically discovered early in children's development and are evaluated and documented by a medical professional. A letter from a doctor is usually all that school systems require for documentation of a disability in order to offer services to these students.

However, when it comes to learning disabilities, students' difficulties typically don't become obvious until they are in a learning environment. Because of this, school districts are responsible for identifying struggling students, testing them and, if they are found eligible, offering them services and accommodations. The testing used to establish the presence of a disability is called psychoeducational testing. In the evaluation process, students' cognitive ability (commonly known as IQ) is tested and compared against testing of their academic skills (reading, writing, math, and listening). In many districts, if there is a sufficient discrepancy between the skill sets tested (e.g., between students' verbal ability and their reading skills), these students will be found eligible for services for their learning disability, and a plan will be composed to outline the services and accommodations offered to them.

The evaluation battery for ADD will vary from district to district. To date, there is not a single agreed-upon protocol, and no single test is considered to be sufficient and valid for diagnosing ADD. In some districts, a note from a doctor will be sufficient to stand as documentation. In others, the school might evaluate the student using psychoeducational testing as well as other methods.

Protocols and Procedures
When students are found eligible for services, either under IDEA or 504, school districts write formal plans to outline the services and accommodations they will receive. Meetings are held with the parents or guardians every year to review the plan. In many cases, the meeting is a formality, and the plan remains unchanged over the years. In some school districts, students may be tested every three years to make sure that they still meet eligibility standards, though the law no longer requires that schools do this. Even though learning disabilities and ADD aren't outgrown, some students have their services discontinued because their scores on their reevaluation testing do not meet their district's eligibility cutoffs or discrepancy requirements. While some districts look critically at students' eligibility when they reevaluate, in many districts, students who are identified for services at any point in their education typically don't undergo such scrutiny, and they are allowed to maintain their services until they graduate even if their more recent testing does not meet the district's eligibility requirements.

Accommodations
Like eligibility standards, accommodations and services will vary, too, depending upon district resources and students' needs. Students with various kinds of disabilities may be allowed extra time to take tests and complete assignments. Many will be assigned a few periods each week to work in a learning center with a state-certified learning disabilities specialist in order to learn compensatory strategies and to work on assignments. Some will receive specialized instruction directly linked to their disability (e.g., Orton Gillingham, a program designed to help dyslexics learn to read). Students with significant motor problems may be provided with a one-on-one aide to help them maneuver through their school day and scribe for them during tests and assignments. Students with visual impairments will receive their texts and assignments in alternative formats, such as Braille or auditory formats, or they may have a human reader to help them. All of these services and aids students receive from their district are provided free of charge.

Parental Involvement
Some parents may be accustomed to playing an active part in their child's educational services. There are those who request that schools provide them with weekly, or even daily, reports on their child's progress, homework completion, etc. Others lobby
for their school districts to provide their students with numerous services and supports, and they research new interventions and ask schools to invest in them. In many districts, parents get quite involved in their student’s day-to-day academic lives and choosing accommodations and services for their child. Since students’ 504 plans or IEPs aren’t valid without their parents’ signature, schools must involve parents in the planning process for their children.

Once you have a foundation in high school special education services, it’s easier to understand why so many families are shocked to find out how these services change at the college level. Disability services at many colleges only remotely resemble the system to which families are accustomed. As they direct them through the college search process, it is crucial for counselors to educate families about these changes so that students and families can consider schools’ disability services as part of the college selection process.

Students who were identified with disabilities before they arrive at college have to submit proof of their disability, called documentation, to the proper office or administrator. The requirements for this paperwork will vary by disability category and from college to college. For learning disabilities, the testing students undergo at their high schools is typically sufficient for documentation at college.

The Law
Part of the reason for the changes in disability services after high school is that colleges are not subject to IDEA, which only applies to students in the K-12 system. Since IDEA no longer applies after students graduate high school, their IEPs are no longer valid. In other words, they “expire” when students graduate, meaning that they have no legal standing in the college environment.

Students covered under Section 504 will also find that their plans “expire” once they graduate from high school. It is important for them to know that, even though colleges must follow Section 504, they still aren’t bound by students’ 504 plans. Many families harbor the misconception that since colleges are subject to Section 504, students’ 504 plans will work at college. Like IEPs, 504 plans are written by high schools for use at those high schools; they have no application after graduation.

Students who were covered by IDEA may find that their accommodations at college are very different than they were in high school. This is because IDEA is an education law, and Section 504 and the Americans with Disabilities Act (ADA), the two laws that cover colleges, are actually anti-discrimination laws. IDEA requires K-12 districts to provide specialized instruction and very supportive services in order to help students achieve their maximum potential. Section 504 and the ADA, on the other hand, simply require colleges to provide students with disabilities with access to their programs, not specialized education or enough accommodations to make them as successful as their peers. In fact, Section 504 specifically says that “... aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and nonhandicapped persons” (34 C.F.R. §104.4). This is a major difference from the emphasis in high school. Students with 504 plans will likely experience similar changes to their accommodations because the law requires less of colleges than it does of high schools with regard to supporting students.

Identification and Documentation
Unlike schools in the K-12 system, colleges are not responsible for figuring out who amongst their students has a disability. Instead, the burden is on the student. Students with disabilities at college must identify themselves to the appropriate office or dean (typically through email or a phone call), provide the necessary paperwork required, and they may have to come for a meeting with a disability coordinator before they can be considered for services. Students who do not request disability services, even if they have obvious physical handicaps, will not be offered accommodations by their college unless they request them.

Students who were identified with disabilities before they arrive at college have to submit proof of their disability, called documentation, to the proper office or administrator. The requirements for this paperwork will vary by disability category and from college to college. For learning disabilities, the testing students undergo at their high schools is typically sufficient for documentation at college. However, schools may set a limit for how old that testing can be (typically three to five years). If students’ documentation is too old or is missing an element required by their college (such as an additional test), it is the students’ responsibility to seek out and pay for whatever additional testing is necessary. Unlike high schools, colleges do not have to provide this testing, and the majority of them do not offer it.

Students with ADD are likely to find, depending upon the college they choose, that the burden of proof is much different than it was for them in high school. Many colleges are now beginning to require psychoeducational testing as part of the
documentation requirements for ADD, in addition to other kinds of measures. High schools are not required to evaluate students using these testing protocols just because students plan to attend a college that requires it; they only have to do what is relevant to their own services. So students may have to seek out and pay for the testing they’ll need for their college. But these students should not pursue any additional testing until they are sure the college they want to attend requires it. All of this information can be found on the disability services office Web site, usually under a tag or heading that says “documentation guidelines.” There will be specific guidelines for different kinds of disabilities. After they look at the documentation guidelines or requirements, students who think that they need additional testing should call the Disability Services office to confirm this before they schedule a testing appointment.

Families need to understand that the law allows colleges to decide for themselves what their documentation and eligibility requirements are. Some students whose scores on psychoeducational testing qualified them for services in high school may find that they don’t get them anything at a particular college. As long as colleges are as closely to typical guidelines in the field for these decisions, the law allows them to set their own criteria, which can vary from college to college. This means that some, though not many, students with learning disabilities and ADD will not be found eligible for services at the college they attend.

Protocols
Many students have little involvement in the yearly review of their plan in high school. In fact, some may not even know what accommodations are written into their plan, some don’t use what is there, and many likely have no idea why such adjustments have been offered to them... However, in college, nothing happens without the student’s involvement first. Students must initiate the accommodation process by applying for adjustments through the school’s procedures.

Accommodations
Reasons why they’re different: Because the emphasis in the governing laws is on avoiding discrimination, not on education, and the laws tend to treat institutions of higher education with great deference, colleges have a lot of leeway in deciding what accommodations they will grant. The emphasis is on leveling the playing field for students with disabilities, not raising their performance to the level of their peers.

Another change in emphasis at the college level that often affects accommodations is the focus on making students into independent learners who use compensatory strategies and assistive technology to help them get around their areas of weakness. Colleges expect students to be in charge of their own learning and to find ways to get information they need on their own; therefore, many colleges will not offer some of the accommodations that students have used in high school because these adjustments do not promote students’ independence.
In addition, the laws allow colleges to hold to their entrance, general distribution, major, and graduation requirements. This means that some students will not be eligible for admission because they haven’t taken certain courses that are required for consideration, and others who are admitted might have to take college courses in subjects that were waived for them in high school. For instance, colleges can require students to learn a foreign language in order to graduate; no exceptions have to be made for students with disabilities. In addition, programs may have technical standards that do not have to be waived. For example, an engineering school can refuse to allow students to use calculators on their exams if it can make an argument that doing so would “fundamentally alter” (ADA 1990) its program.

At many colleges, students will have to justify their requests for accommodation with evidence from their documentation that proves such adjustments are necessary. Colleges do not have to offer accommodations and services simply because they have been recommended in students’ plans or because students have historically received them at the high school level. Instead, many colleges will not offer accommodations unless they can see a reason to in the testing or students can make a case that convinces the disability services staff that they are necessary.

As a result of all these factors, students may find that accommodations to which they have become accustomed in high school are unavailable to them at college. And the law says this is okay.

**Accommodations Commonly Approved and Not Approved**

Accommodations that may not be hard to get once students are found eligible for services can include time-and-a-half to take in-class tests, permission to record lectures and access to texts in alternative formats. There are also several accommodations that students may not find available to them in their new academic world.

One of the biggest changes students will find in available services is tutoring. There is no law saying that colleges have to provide tutoring of any kind to anyone. Most schools do, because they are running a business and they want students’ tuition dollars. But even at some of the most competitive schools, the only tutoring available may be done by other students. Even for students with disabilities, the law does not require one-on-one tutoring, instruction in special strategies or techniques, or tutoring by an experienced, qualified teacher. This an important point for students to understand.

Section 504 says that colleges “...need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.” This means that students with physical disabilities who require assistance for personal care (e.g. dressing, feeding, bathing) can have such an aide come to classes and live with them, but the college will not pay the assistant’s salary, and disability services offices don’t have someone on staff to provide such help, either. Students with significant physical needs may be able to find an aide and get his/her salary paid through a government department such as vocational rehabilitation or other related offices. Such arrangements are commonplace, but students should contact the appropriate agency for help several months before they graduate from high school.

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Students with other kinds of significant needs who were assigned an aide throughout school to help them in the classroom may find that they are not given permission to have an assistant attend classes or live with them, even if they are willing to pay for the services of such an aide. (An example of such a condition is Asperger Syndrome.) Depending upon their disabling condition, students who cannot function at college without the assistance of a personal aide may not be considered qualified to attend that college. This is a determination that the law allows colleges to make. The law’s strong stance on personal aids and colleges’ goal to make students more independent can affect accommodations for students with other kinds of disabilities, too. Students with hearing impairments may find that their school prefers to accommodate them through captioning technology rather than with sign language interpreters. Students with visual impairments
and reading disorders may find that they are required to learn to use text-to-speech software because their college does not provide human readers for exams and assignments. Eliminating human assistance in these forms helps to cut colleges' budgets (interpreters, for example, can be quite costly, and colleges don't like to pay when students don't come to class and forget to cancel the interpreters) and promote independence, so many colleges are moving in this direction.

Because of the focus on students' independence, another accommodation students may be used to from high school that they are unlikely to receive in college is study guides provided by professors or tutors. Once students arrive at college, it is considered reasonable to expect them to figure out how to prepare for their exams without having someone tell them what to study. Students who have become reliant upon others to prepare study guides will have to quickly learn how to do this for themselves.

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Double time or more for exams (as opposed to time-and-a-half, which is typically approved) may be available, but the burden of proof for the necessity of this will be much heavier than it was when students were in high school. Unlimited time will be difficult to get at almost any college, and for a very good reason. If a school agrees to "unlimited" time, it has to allow students as much time as they say they need—it can't set any limits. Some college disability services offices have even had students request several days to take each exam. So most colleges will reject such a request and offer time-and-a-half or double time instead.

On a related note, students will also find that most colleges don't approve "alternative format" exams. Alternative formats that are commonly requested are take-home exams (in place of exams taken in the classroom), essay exams in place of multiple choice tests, multiple choice questions in place of essays, and projects or oral reports instead of papers. These are accommodations that some students get accustomed to in high school but colleges generally reject, claiming that a change to test format will "fundamentally alter" their programs, which the ADA explicitly says they don't have to do.

In addition to the legal argument, colleges resist test accommodations because they don't like to tell professors what kinds of exams are appropriate in their classes (and many professors, for their part, don't like to be told how to run their classes). Also, even if professors agree to an alternative format, creating two different exams raises the worry that students will claim that the alternative version they took was harder than the original version taken by the class. While a few exceptions are made for students with serious, relevant disabilities (e.g. a student with a severe brain injury that affects his memory might be granted multiple choice exams), most colleges won'tapprove such alterations, even for students who have a long history of having the exam format of their choice.

Notetakers may be easily available or not, depending upon the school's philosophy and its resources. At some schools, the philosophy may be that students need to acquire notetaking skills as a life skill and that handing students a copy of someone else's notes is not helping them to do this. Also, many colleges have to rely on volunteers to take notes, and they may have problems with quality and with volunteers' class attendance. These schools will typically offer students with disabilities the loan of a digital recorder so they can record their classes and use them to catch what they missed after class. Students' preference for a notetaker or their unwillingness to learn to use a digital recorder effectively (i.e., without listening to an entire lecture over again) is not considered sufficient reason to provide a notetaker rather than an alternative accommodation.

Extended time to complete papers and out-of-class assignments is not offered at a lot of colleges because many of them share the philosophy and experience that allowing extended time to students who already have a time-management problem will only allow them to procrastinate for longer, creating bigger problems for themselves. On many campuses, there are tutoring centers where students can get help in managing their time and planning for long-term assignments. This is considered an
Parents who are accustomed to being involved in their student’s education may be greatly upset by the changes they encounter at the college level. Many will be surprised by the fact that students are considered adults in the eyes of the law once they enroll at college, even if they are not yet 18. It’s also surprising for many when they learn that the Family Rights Education Privacy Act (FERPA), protects the privacy of students’ records, even from the parents who are paying for their education.

Many colleges can provide only what might be called “compliance-only” services. At these schools, minimal accommodations are available (and there is no charge for them), such as extended time for tests and the opportunity to record classes. At the next level, students may have access to special tutors or coaches, special review sessions and other more supportive services. These are typically available to anyone approved for disability services, and there usually is no extra charge for these services. At the highest level, there will be a separate special program with its own admission standards. These programs may be run out of the disability services office, but they are not a substitute for the compliance-level services all colleges have to provide to all approved students with disabilities free of charge. Instead, they are offered in addition to the

parents were concerned, and they may send these students some information about the request process. Others will not do this, as they see it as a violation of students’ privacy. Still others won’t do it because they feel that students should take on the responsibility for themselves, and they interpret the fact that students have not requested accommodations as a sign that they don’t want or need them. Parents who are accustomed to “calling the shots” in their child’s education may be very upset about their inability to do so once their students reach college.

It is important to understand the changes that students with disabilities will encounter when they get to college. After educating students and their families about these changes, next help emphasize to them the importance of considering disability services at each college on their list as an essential part of their college search, and assist them with this research.

Since Section 504 and the ADA apply to any college that accepts federal funds (i.e., student loans), it is likely that any school your students are considering has to provide services and accommodations for students with disabilities. Students can be assured that they can expect at least the very minimal services already described at any college on their list.

Students should know there are different levels of service available at different colleges. Many colleges can provide only what might be called “compliance-only” services. At these schools, minimal accommodations are available (and there is no charge for them), such as extended time for tests and the opportunity to record classes. At the next level, students may have access to special tutors or coaches, special review sessions and other more supportive services. These are typically available to anyone approved for disability services, and there usually is no extra charge for these services. At the highest level, there will be a separate special program with its own admission standards. These programs may be run out of the disability services office, but they are not a substitute for the compliance-level services all colleges have to provide to all approved students with disabilities free of charge. Instead, they are offered in addition to the

WWW.NACACNET.ORG
Regardless of what level of service students are seeking, they should do their research on disability services for every college they are considering. They can start this research with the homepage for the disability services office. While they shouldn’t be too impressed with a fancy Web site, they can use the site to find out what kinds of accommodations are commonly offered and what other additional (free or fee-for-service) services are available.

mandated services and are designed to be very supportive. At most colleges that offer these programs, students first have to be admitted to the university, then they may apply to the special LD or ADD program, though policies vary. The fees for these programs run from $1,000 to $3,000 a semester and, typically, their goal is to gradually wean students off of their intensive services before they graduate.

Families should know that even paying for an expensive support program will not guarantee students access to the kind of qualified learning disabilities specialist or ADD coach that they worked with in high school. No one can work as a high school special education teacher or case manager without being certified in that field by the state. But the law does not set any standard for who can work for disability services offices or these special fee-for-service programs at the college level. Not all of these offices or programs are staffed by people with degrees and/or experience in special education (or in education at all; many come from other backgrounds, like social work). Sometimes the people working in these programs have simply been given several hours of training by others in the department (who may or may not have relevant training themselves). These staff members won’t necessarily have the kind of background families might expect when they pay extra for such a service, so it is important for families to ask questions. They shouldn’t simply be impressed when a staff member is called a “learning specialist” or “academic coach.” Instead, they should ask very specific questions about staff members’ education and experience, as these titles don’t correspond to any specific master’s degree or certification at the college level.

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Many sites offer brief biographies of the office staff members, which will give families a sense of the kind of backgrounds they have. Parents may be surprised to discover that many colleges’ disability services offices are staffed by people who may be deans with academic backgrounds or by individuals who come from counseling centers; this is fairly typical, especially at smaller schools. Generally, the state schools are a better bet for finding disability services directors and coordinators who are educated and experienced in working with students with disabilities. This doesn’t mean that other staff members don’t do a good job helping their students. But families should make sure they know what they are paying for when they send their student to a school.

Some sites will give examples of what kinds of accommodations are commonly granted. If a school’s site doesn’t do this, families can call and ask. It’s safe to say that disability services offices will be quite honest in responding to such inquiries. Since disability services are removed from the admission process (except when they have a special fee-for-service program), staff members are unlikely to try to sell students on services they cannot or will not offer. It does not behoove disability services staff members to lie to students about services and accommodations and then have them show up expecting to have access to them. Generally students will get honest answers from staff members when they ask about what they might (emphasis on might—decisions are made on a case-by-case basis, not by category of disability) receive at their target colleges.

Families should also click on any links they see to other sources of support on campus. These may include a tutoring center (sometimes called a learning center, academic support center,
For some students, especially those who have received a lot of support in high school, access to certain services may be crucial to their success... For others who use minimal accommodations in high school, these services may not be as important as other considerations in their college decisions. However, students who are accustomed to using only a few accommodations should keep in mind that the academic environment in college is quite different from the one to which they are accustomed in high school, and they may require different adjustments in their new environment.

learning resource center, or other similar name), writing center, math tutoring center, or the like. While these services may not work with disability services directly, it will give families a sense of what kinds of help students can seek, especially if they are not found eligible for disability services or don't receive all of the accommodations they seek there.

Before they make a campus visit, advise students to make an appointment to meet with someone in disability services while they're on campus (one-person offices or departments may not be staffed in the summer). While there, they should see whether there are special rooms for accommodated testing, look at any adaptive technology labs, and see what other kinds of special resources are available. They might even ask if there is a student who uses services frequently and successfully who would be willing to meet with them. Only a student can tell another what the college environment is really like, especially when it comes to specifics like professors' reactions when they hand them the Letter of Accommodation or how effective they think the accommodations and services are. At some schools, if the families ask in advance, the director or disability coordinator might even be willing to look over students' documentation to tell families what might be missing and what accommodations might be available based on the paperwork (most won't commit until the students are enrolled, but they might be willing to give families an idea about this).

Once students gather this information about disability services, they will be able to consider it as another facet of their target colleges. For some students, especially those who have received a lot of support in high school, access to certain services may be crucial to their success (though they should keep in mind that certain accommodations simply won't be available at the college level). For others who use minimal accommodations in high school, these services may not be as important as other considerations in their college decisions. However, students who are accustomed to using only a few accommodations should keep in mind that the academic environment in college is quite different from the one to which they are accustomed in high school, and they may require different adjustments in their new environment. Whatever they decide, they need counselors to alert them to the changes at colleges so that they can do the proper research and make an educated decision about the best college for them and their individual needs.

REFERENCES

Stay in School

Kids need to learn there’s a price to pay for dropping out

The Chicago school system has taken an unusual approach to dissuade students from dropping out: It’s trying to scare them into sticking it out until graduation.

Before any youngster drops out, he and his parents will be required to sign a form waiving the student’s right to public education and warning him that lack of a high-school diploma almost certainly will blight his future.

The document doesn’t pull any punches, requiring the student to acknowledge that:

- “I will be less likely to find good jobs that pay well, bad jobs that don’t pay well, or maybe any jobs.”
- “I will not be able to afford many things that I will see others acquiring.”
- “I will be more likely to spend time in jail or prison.”
- “I will be more likely to rely on the state welfare system for my livelihood.”
- “I will be considerably less able to properly care for and educate my children.”

The case can’t be made any more bluntly than that. In contemporary America, a high-school diploma is the minimum certification necessary to have any chance at a decent job and advancement.

The U.S. economy has evolved far beyond the days when even a dropout could find a good job in a manufacturing plant and enjoy a middle-class lifestyle. Many of those jobs are now overseas, and modern plants require workers to have higher and higher levels of education and training.

Dropouts are not just bailing out of school; they’re bailing out of the 21st century and their own future.

Will the Chicago program be effective? Probably not, according to professor Alfred Hess, who teaches education and social policy at Northwestern University. Most dropouts don’t announce their intention; they just stop coming to school and so will never see Chicago’s waiver form.

Elaine Bell, executive director of student assistance, intervention and outreach for Columbus Public Schools, agrees with Hess.

Which means that students should learn about the dangers of dropping out long before they approach that decision.

Instead of a waiver, perhaps every classroom, especially in low-performing urban school districts with high dropout rates, should have a poster listing the grave consequences of quitting school.

Nobody wants to be a loser, but that’s the likeliest outcome for dropouts. That’s a message kids should hear early and often.