College and Career Guide

Bethel High School
David Deakin Educational Park
Bethel, Connecticut
www.bethel.k12.ct.us
CEEB Code 070025

School Counseling 2012

BETHEL HIGH SCHOOL

COLLEGE AND CAREER GUIDE

2012 - 2013

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POST SECONDARY INFORMATION

The Counselors wish to share with you college information and other post secondary options of which we feel you should be aware at this point in your child's high school career. Please feel free to communicate your questions and concerns to us.

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HIGH SCHOOL TIMETABLE
FOR POST SECONDARY PLANNING

Grade 10:

- Let your counselor get to know you even better this year.
- Participate in the school counseling program for career exploration.
- Take the PSAT Test to prepare you for the SAT in Grade 11.
- Begin thinking about your post secondary plans.
- Attend the College Fair in Danbury (fall) or Hartford (spring).
- Do as well as you can in your academics.
- Consider taking the SAT Subject Tests (Biology, Chemistry, Math Level I) in June if you are enrolled in the corresponding honors courses. Consult with your counselor.
- Get involved in extra-curricular activities.

Grade 11:

- Continue communication with your Counselor.
- Continue your serious involvement in extra-curricular activities.
- Attend Admissions Representative visits by colleges and vocational schools in the College & Career Center.
- Register and take the PSAT/NMSQT in October!
- Relate the results of your increased career awareness with your tentative plans for the future.
- Research material related to those plans. (college, trade or technical school, possible jobs, etc.).
- If you are interested in a Military Academy (West Point, Annapolis, Air
- Force, etc.), begin the application process in January.
- Attend *Next Step Night* at the end of semester one.
- Attend your *College/Career Planning Group Conference*, scheduled by your counselor, during marking period three.
- Send for additional material (college, career, employment).
- Take the SAT in March, April, May or the ACT in February, April or June.
- Consider taking SAT II Subject tests in June (consult with your Counselor).
- Participate in the Danbury College Fair in the fall and Hartford National Association of College Admissions Counselors (NACAC) Fair in the spring.
- Visit colleges/schools of interest.

HIGH SCHOOL TIMETABLE
FOR POST SECONDARY PLANNING

Summer between Grade 11 and Grade 12:

- Visit colleges you have identified for yourself.
- Have an interview with an admissions representative whenever offered. Make appointments early, particularly at the competitive colleges, since their available appointments go quickly.
- Take advantage of the various summer experiences which are available for eleventh graders conducted at colleges and other educational institutions. The College & Career Center has a list of summer program opportunities.

Grade 12:

- Attend *College Application Night*.
- Meet college representatives who visit the school.
- Continue communication with your Counselor, checking in regularly.
- Maintain a solid, quality academic program.
- Acceptance for admission is provisional, pending receipt of your final grades.
- Continue your serious involvement in extra curricular activities.
- Colleges are interested in your final year's program. They consider 7th semester grades.
- Prepare applications and get them to your counselor by mid November.
- Follow the application procedure outlined by the School Counseling Department.
- Be aware of early application deadlines, early action applications and applications to special programs such as Nursing.
- Take the necessary tests required by the college in which you are interested (SAT, SAT Subject Tests, ACT).
- It is your responsibility to have the scores officially sent to colleges by testing companies if your college does not accept them from Bethel High School.
- Scholarship applications should be filed early – pay close attention to dates and constantly be aware of the scholarships posted in Naviance and in the College & Career Center.
- Attend *Financial Aid Night* workshop in November/December.
- Fill out necessary Financial Aid forms (file FAFSA after January 1).
- Inform your counselor of your decision regarding what you will do after graduation (attend a particular college, accept a job, enter the military, etc.).
- Not interested in college? Plan for employment opportunities with your counselor.
- Interested in military? Visit and meet with your local military recruiters about school and career opportunities.
- Graduate and feel comfortable about your plan because you have put effort into the decision making process – Good Luck!!

I. THE ROAD TO COLLEGE

HOW DO COLLEGES CHOOSE THE BEST APPLICANTS

The following is a list of what admissions directors and their committees look for in a prospective student:

1. The student's high school academic record:

    A) Level of courses pursued
    B) Grade point average
    C) Class rank

2. Improvement in scholastic achievement from year to year

3. Letters of recommendation from the counselor, teachers, administrators and coaches

4. SAT, SAT Subject Tests, ACT or other entrance examination scores (if required). SAT Subject Tests are only used by the most selective colleges and universities

5. Indication of special ability: art, music, athletic, or leadership

6. Service to the school

7. Service to the community

8. Extracurricular activities: drama, sports, band, publications, etc.

9. Neatness and accuracy of the application

10. The personal interview (if required) and/or essay (if required)

CHOOSING A COLLEGE

There are nearly 3,000 colleges and universities (plus hundreds of vocational and technical schools) in the United States and no two are quite the same. Colleges can be…

- large or small
- coed or single sex
- wide open in their admissions or very selective
- specialized or diversified in their curricula
- affiliated with a particular religion or non-sectarian
- expensive or low cost
- suburban, urban or rural setting

How do you sort out all the possibilities and finally make a choice? Work with your College & Career Counseling Center associate, school counselor, and your parent in making this decision. The above are considerations you should make now, before thinking about specific colleges. When you have, you can use this information in Naviance (web-based resource that supports college planning) to identify schools which are a good match for you. Your counselor can assist you in identifying colleges that will offer the kind of experience you would like.

Questions to ask yourself:

For one thing, think about your goals. What do you want from your college experience?

- Preparation for a particular career?
- An opportunity to meet new people from different backgrounds?
- A diversified education in the liberal arts?
- Vocational training?
- A chance to live in another part of the country?
- An opportunity to participate in intercollegiate athletics or amateur theater productions?
- Study Abroad Program?

For another, think about the kinds of situations in which you learn best and feel most comfortable.

- Do you think you can handle large classes, or do you need more individual attention from your teacher?
- Do you like doing special projects and independent study on your own, or do you work better in a very structured classroom situation where everyone's working on the same subject matter?
- Do you like a very competitive environment or are you happier in a more relaxed learning situation?
- Do you like being with lots of different kinds of people or are you more comfortable with people whose interests and abilities are pretty similar to your own?

How you want to learn is just as important a factor as **what you want to learn** in choosing a college.

CERTAINLY, A LOT OF QUESTIONS TO ASK YOURSELF. **RELAX!** WITH GOOD PLANNING, AS WELL AS CONSULTATION WITH YOUR SCHOOL COUNSELOR AND PARENT, YOU STAND A PRETTY SOLID CHANCE OF MAKING A GOOD DECISION.

. . . . Begin your comprehensive evaluation now. . . .

30 QUESTIONS TO EVALUATE YOURSELF

The questions that follow can help you focus college selection and admission where it belongs… on you as an individual. You may feel embarrassed or self-conscious when you first consider these questions, however, an honest and thoughtful evaluation can reveal what you should look for in colleges and prepares you for statements you will be asked to make about yourself in essays and interviews when you apply to college. If you are willing to look seriously at yourself, you can find the colleges which are right for you and present yourself effectively to them.

Your goals and values:

1. What aspects of your high school years have you enjoyed the most? Have you missed anything during this time? If you could live this period over again, would you do anything differently?

2. What values are most important to you? What do you care about the most? What concerns occupy most of your energy, effort, and thoughts?

3. How do you define success? Are you satisfied with your accomplishments to date? What do you want to accomplish in the years ahead?

4. What kind of person would you like to become? Of your unique gifts and strengths, which would you most like to develop? What would you most like to change about yourself?

5. Is there anything you have ever secretly wanted to do or be? If you had a year to go anywhere and do whatever you wanted, how would you spend that year?

6. What events or experiences have shaped your growth and way of thinking?

Your education:

7. What are your academic interests? Which courses have you enjoyed the most? Which courses have been the most difficult for you?

8. What do you choose to learn when you can learn on your own? Consider interests pursued beyond class assignments: topics chosen for research papers, lab reports, independent projects, independent reading, school activities, job or volunteer work. What do your choices show about your interests and the way you like to learn?

9. How do you learn best? What methods of teaching and style of teaching engage your interest and effort the most?

10. How would you describe your school? Is learning and academic success respected there? Has your school environment encouraged you to develop your interests, talents and abilities? Have you felt limited by your school environment in any way? What would you preserve or change about your school if you had the power and money to do so?

11. How much do you genuinely like to read, discuss issues and exchange ideas? What has been your most stimulating, intellectual experience in recent years?

12. How well has your school prepared you for college? In what areas of skill or knowledge do you feel confident or inadequately prepared for college study? Have you been challenged by your courses?

13. Have you worked up to your potential in high school? Is your academic record or SAT scores an accurate measure of your ability and potential? What do you consider your best measure of potential for college work?

14. Are there any outside circumstances (in your recent experience or background) which have interfered with your academic performance? Consider such factors as: after-school job, home responsibilities or difficulties, excessive school activities, illness or emotional stress, parental pressure, English not spoken at home, problems with course scheduling or other factors which are unique to your recent experience or background.

Your activities and interests:

15. What activities do you most enjoy outside the daily routine of school and other responsibilities? Which activities have meant the most to you? Looking back, would you have made different choices?

16. Do your activities show any pattern of commitment, competence, or contribution?

17. How would others describe your role in your school or home community? What do you consider your most significant contribution?

18. After a long hard day, what do you most enjoy doing? What do you do for fun? What do you do for relaxation?

The world around you:

19. How would you describe your school, family and home town? How has your environment influenced your way of thinking? How have your interests and abilities been acknowledged or limited by your school and home?

20. What do your parents and friends expect of you? How have their expectations influenced the goals and standards you set for yourself? What pressures have you felt?

21. What has been the most controversial issue in your school or community? How does the issue concern you? What has been your reaction to the controversy? What is your opinion about the issue?

22. Have you ever encountered people who thought and acted differently than you did? What viewpoints have challenged you the most? How did you respond? What did you learn about yourself and others?

23. What distresses you most about the world around you? Assuming the obligation and opportunity to change the world, where would you start?

24. Do you have any current heroes or heroines? Any historical heroes?

25. What books have you read which have changed your way of thinking?

Your personality and relationships with others:

26. How would someone who knows you well describe you? Your finest qualities? Your most conspicuous shortcomings? Would you agree with their assessment? How have you grown or changed during your high school years?

27. Which relationships are most important to you and why? Describe your best friends? Your best critics? Your best advocates? In what ways are they similar to or different from you?

28. Describe the groups in your school. Which ones do you belong to? Which ones do you feel alienated from? What kind of people do you associate with and admire? Generally, how do you respond to people who think and act differently than you do?

29. How are you influenced by others who are important to you? What pressures have you felt to conform? How important to you are approval awards and recognition? How do you respond to pressure, competition or challenge? How do you react to failure, disappointment or criticism?

30. How do you feel about choices and making decisions for yourself? What are the best decisions you have made recently? How much do you rely on direction, advice or guidance from others? Have you ever chosen anything because it was new or interesting?

10 QUESTIONS TO EVALUATE YOUR COLLEGE PREFERENCE

1. Why do you want an education? Why are you going to college?

2. Which interests do you want to pursue in college? Do your interests require any special facilities, programs or opportunities? Consider all your interests in terms of fields of study, activities, community and cultural opportunities. Are you more interested in career preparation, technical training or general knowledge and skills of inquiry thinking?

3. How do you want to grow and change in the next few years? What kind of environment would stimulate or inhibit the growth you would like to see?

4. What degree of academic challenge is best for you? What balance of study, activities and social life suit you best? How interested are you in the substance of intellectual life: books, ideas, issues and discussion? Do you want an academic program where you must work and think hard? Or one where you can make respectable grades without knocking yourself out? How important is it for you to perform at the top of your class or would you be satisfied to be in the middle or bottom of your college class? How well do you respond to academic pressure and competition from others?

5. How would you feel about going to a college where you were rarely told what to do? How much structure and direction do you need?

6. How would you enjoy living in a different part of the country? How often do you want to be able to go home? What kind of change in your lifestyle and perspective might be exciting or distressing or overwhelming?

7. What kind of surroundings are essential to your well-being? Are there certain places, activities, countryside, terrain, weather or pace of life which make you happy? Do you prefer a fast-paced environment where something is happening most of the time? Or an organized environment where you can join a wide variety of planned activities? Or a more serene and relaxed environment where you can go your own way?

8. How would you feel about going to a college where the other students were quite different from you? How would you react? Would you find it an exciting or intimidating environment? Would you prefer to be with people who share your viewpoints and lifestyle or who challenge and make you question your values?

9. What satisfactions and frustrations do you expect to encounter in college? What are you looking forward to? What worries you most? What do you hope to gain from college? What is the overriding consideration in your choice of college?

10. How free do you feel to make your own college decisions? Do you and your parents agree about your plans for college? Are the opinions of your parents, teachers and friends important? How important are the considerations of familiarity, prestige or reputation in your community?

CRITERIA TO COMPARE AND SELECT COLLEGES

STUDENT ENROLLMENT

Enrollment	Total % Undergraduate students, freshman class size.
Retention	% freshman who graduate
Background	Male/Female ratio. % Commuter/Resident. Geographic origin. % Minority. % with Financial Aid.

LOCATION AND SURROUNDINGS

Location	Geographic region. Distance from home.
Setting	Urban/Rural. Weather. Nearest city. Recreational opportunities.
Facilities	Library. Laboratories. Study & Practice rooms. Athletics. Student Center.

COLLEGE TYPE AND PHILOSOPHY

Type	2-4 year. Church/State/Private control. College/ University.
Purpose	Liberal Arts. Pre-professional for business, education, engineering, fine arts, etc. Technical or Vocational Training. degrees offered.

Philosophy	Traditional/progressive. Scholarly or career oriented. Comprehensive.
Calendar	Semester/Trimester/Quarter/Module. Interim program. Acceleration.

CURRICULUM

Academic Requirements	Proportion of study in general education/area of concentration/student choice. Required freshman courses or curriculum/distribution requirements in curricular areas/elective curriculum.
Academic Offerings	Majors offered in your areas of interest. Breadth and depth of courses offered in your areas of interest. Interdisciplinary courses and majors. Strong departments.
Independent Study	Individual tutorials. Seminars. Research opportunities.
Special Study Program	Field work. Internships. Exchange programs. Foreign Study. Joint degree programs. Cooperative work/study plan. Pre-professional programs.
Standards	Accreditation. Degree requirements. Grading system. Honor system.
Course Descriptions	Introductory/Advanced/Specialized courses. Courses for majors. Numbers of courses required for major.

ADMISSIONS

Deadlines	Application. Notification of decision. Reply to offer of admission.
SAT or ACT Tests	1. SAT Reasoning Test 2. SAT Subject Tests 3. ACT Test
Admissions Selectivity	% applicants offered admission. Ratings of most competitive/highly competitive. Average SAT/ACT scores of freshman. % freshman ranked in top 10% of high school class. Freshman class profile.

ACADEMIC ENVIRONMENT

Faculty	Percent with PhDs. Origin of degrees earned. Original faculty research/scholarship. Teaching course load. Expectations for teaching/scholarship/advising and other college service. Emphasis on undergraduate teaching and learning.
Faculty/Student Rapport	Faculty-student ratio. Advising. Accessibility for conferences, assistance. Department clubs, committees with student representatives. Average class size. Classes under 20 students/ over 50 students. Opportunities for discussion/student presentation/ exchange of ideas.
Intellectual Vitality	Student attitude toward learning. Exchange of ideas. Interest in political, social or world issues.
Career Preparation	Pre-professional programs. Career advising and information programs. % who go on to graduate school. Graduate school and job placement.

CAMPUS AND STUDENT LIFE

Types of Students	Diversity and tolerance of differences. Importance of money/material possessions/social appearance.
Community Type	Homogeneous. Pluralistic. Cohesive. Fragmented. School spirit. Controversial campus issues. Liberal/Directive/Restrictive social regulations.
Living Arrangements	Predominantly large dorms/housing clusters small houses. Learning Communities. Availability of single rooms/doubles/suites/multiple rooms. System of housing allocation/roommate selection. Centralized/Decentralized dining. Alternative dining programs.

COSTS AND FINANCIAL AID

Costs	Minimum/maximum total costs per year. Student budget for tuition and fees/room and board/books and personal expenses/travel costs. Admission and enrollment fees.

Family Resources	What can your family pay toward college expenses? Your earnings and savings?
Awards	% students receiving aid. Range of awards. Average award.
Financial Aid	Based on need/merit/or funds available. Loan and job expectations.
Application	FAFSA/CSS Profile/State or private college forms required. Deadlines.

FOUR-YEAR COLLEGES AND UNIVERSITIES

UNDERGRADUATE PROGRAMS:

In addition to preparing students for employment in professional positions after graduation, four-year colleges and universities prepare students to enter graduate or professional school for more advanced career training in areas such as medicine, law, business, and education. A four-year degree program usually involves more than course work directly applicable to a career. It also includes subjects designed to broaden general knowledge of many areas, such as history, communication, science, art, etc. At the completion of a four-year degree program, students receive a bachelor's degree.

The four-year degree student usually has time to become involved in college activities beyond the classroom, by participating in clubs, student government, sports, and cultural activities. Some people believe that the learning that takes place outside the college classroom from communicating with students and faculty and from extracurricular activities is just as important as the knowledge gained from course work. On a four-year college campus it is common for a large percentage of students to live on campus. This frequently creates more of a community feeling than students would experience at a college in which large numbers of students commute.

Definitions:

A ***university*** is defined as an academic institution which grants undergraduate and graduate degrees in a variety of fields and is composed of a number of "schools" each of which encompasses a general field of study, such as business, education, engineering, architecture, law, medicine, etc. Professors who teach at universities usually perform research in their fields.

A ***college*** is an academic institution which primarily grants undergraduate degrees in a variety of fields. Professors who teach at colleges tend to emphasize teaching rather than research.

Types of four-year colleges and universities:

- Public universities in Connecticut:

University of Connecticut: students can attend the University of Connecticut at its main campus at Storrs; alternately, they can begin at one of the branch campuses in Avery Point, West Hartford, Stamford, Torrington, or Waterbury and later transfer to Storrs to complete their four-year degree.

Institution	Address	Telephone/Website
Main Campus	Storrs 06269	860-486-2000 www.uconn.edu
Avery Point	1084 Shennecossett Rd. Groton 06340	860-405-9000 www.averypoint.uconn.edu
Stamford	One University Place Stamford 06901	203-251-8600 www.stamford.uconn.edu
Hartford	85 Lawler Road West Hartford 06117	860-570-9214 www.hartford.uconn.edu
Torrington	855 University Dr. Torrington 06790	860-626-6800 www.torrington.uconn.edu
Waterbury	99 East Main St Waterbury 06702	203-236-9800 www.waterbury.uconn.edu
Health Center	263 Farmington Ave. Farmington 06030	860-679-2000 www.uchc.edu

Connecticut State University System: Their campuses are in New Haven (Southern), New Britain (Central), Willimantic (Eastern), and Danbury (Western).

Institution	Address	Telephone/Website
Central CT	1615 Stanley St. New Britain 06050	860-832-3200 www.ccsu.edu
Eastern CT	83 Windham Street Willimantic 06226	860-465-5000 www.easternct.edu
Southern CT	501 Crescent Street New Haven 06515	203-392-5200 www.southernct.edu
Western CT	181 White Street Danbury 06810	203-837-8200 www.wcsu.edu

- Independent/private universities
- Private/independent colleges offering liberal arts and professional education programs
- Military colleges/academies
- Four-year independent/private religious colleges
- Technological/engineering colleges

Other sources of information:
(In addition to specific college/university admissions offices & catalogs)

- Education & Employment Information Center (EEIC)

  www.ctdhe.org
  Department of Higher Education
  61 Woodland Street
  Hartford, CT 06105
  800-842-0229 (TOLL-FREE)

- Connecticut Conference of Independent Colleges, www.theccic.org

Institution	Address	Telephone/Website
Albertus Magnus College	700 Prospect Street New Haven 06511	203-773-8550 www.albertus.edu
Connecticut College	270 Mohegan Avenue New London 06320	860-447-1911 www.conncoll.edu
Fairfield University	1073 North Benson Rd. Farifield 06824	203-254-4000 www.fairfield.edu
Goodwin College	745 Burnside Avenue East Hartford 06108	860-528-4111 www.goodwin..edu
Mitchell College	437 Pequot Avenue New London 06320	860-701-5000 www.mitchell.edu
Quinnipiac University	275 Mount Carmel Ave. Hamden 06518	203-582-8200 www.quinnipiac.edu
Rensselaer at Hartford	275 Windsor Street Hartford 06120	860-548-2400 www.rh.edu
Sacred Heart University	5151 Park Avenue Fairfield 06825	203-371-7999 www.sacredheart.edu
St. Joseph College	1678 Asylum Avenue West Hartford 06117	860-232-4571 www.sjc.edu
St. Vincent's College	2800 Main Street Bridgeport 06606	203-576-5235 www.stvincentscollege.edu
Trinity College	300 Summit Street Hartford 06106	860-297-2000 www.trincoll.edu
University of Bridgeport	126 Park Avenue Bridgeport 06606	203-576-4000 www.bridgeport.edu
University of Hartford	200 Bloomfield Ave. West Hartford 06117	860-768-4100 www.hartford.edu
University of New Haven	300 Boston Post Road West Haven 06516	203-932-7000 www.newhaven.edu
Wesleyan University	237 High Street Middletown 06459	860-685-2000 www.wesleyan.edu
Yale University	PO Box 208234 New Haven 06520	203-432-4771 www.yale.edu

NEW ENGLAND REGIONAL PROGRAM:

If a degree program is not offered at a public institution in Connecticut, but is offered at a public institution in another New England state, and is open under the Regional Student Program to residents of Connecticut, then the student may apply for admission to that degree program as a Regional Student. If accepted as a Regional Student, the student pays **a reduced tuition rate** as long as the student remains enrolled in the eligible program. At the undergraduate levels, students receive admissions preference over other out-of-state applicants at all participating institutions.

If a degree program is offered under the Regional Student Program at both an in-state and an out-of-state two-year college or institute, and the out-of-state institution is nearer the student's residence than is the in-state institution, then the student may apply as a Regional Student to the out-of-state institution. Freshmen transfer, and graduate students are eligible to apply under the Regional Student Program. For more information request a copy of:

Regional Student Program (RSP) Tuition Break Catalogue
For Undergraduate Programs
www.nebhe.org/tuitionbreak
New England Board of Higher Education
45 Temple Place
Boston, MA 02111
617-357-9620

TWO-YEAR COLLEGES

Two-year colleges provide occupational training (leading directly to employment) or general education courses (transferable to a four-year degree program). At the completion of a two-year program, students receive an associate degree. Two-year institutions also offer occupational certificate programs, which take fewer than two years to complete. Successful students should find they are able to transfer from two-year public institutions to four-year public and private institutions without much difficulty.

Types of two-year colleges:

- Public regional (community-technical) colleges: These are low cost institutions designed for commuting students and, with the exception of a few programs, admit any student regardless of academic preparation. Most Connecticut residents live within commuting distance of one of the twelve (12) state community-technical colleges. In addition to two-year degree programs, these colleges offer shorter-term certificate programs. The technical component offers theoretical and practical coursework leading directly to employment in technological occupations or to transfer to a four-year degree granting institution. Technicians frequently carry out the ideas and plans of people who design machines, buildings, parts, etc. (For example, a robotics technician might build a robot that someone else designed). At the successful completion of a two-year program, the student receives an associate in applied science degree.

  Connecticut Community Colleges:
  - Asnuntuck ~ Enfield. www.acc.commnet.edu
  - Capital ~ Hartford. www.ccc.commnet.edu
  - Gateway ~ New Haven and North Haven. www.gatewayct.edu
  - Housatonic ~ Bridgeport. www.hcc.commnet.edu
  - Manchester ~ Manchester. www.mcc.commnet.edu
  - Middlesex ~ Middletown. www.mxcc.commnet.edu
  - Naugatuck Valley ~ Waterbury. www.nvcc.commnet.edu
  - Northwestern Connecticut ~ Winsted. www.nwcc.commnet.edu
  - Norwalk ~ Norwalk. www.ncc.commnet.edu
  - Quinebaug Valley ~ Danielson. www.qvcc.commnet.edu
  - Three Rivers ~ Norwich. www.trcc.commnet.edu
  - Tunxis ~ Farmington. www.tunxis.commnet.edu

- Private two-year colleges: Many of their programs (occupational training and transfer) are similar to those offered in public community colleges. However, most private two-year colleges have resident as well as commuting students.

General requirements for admission:

Requirements for admission vary, depending on the type of two-year college and the program selected. Programs that are scientifically and technically related strongly recommend high school courses in math, chemistry, and physics. Students who do not have required coursework can take preparation courses before enrolling. In addition, many colleges have testing and placement services.

Other Sources of Information:

- Check www.commnet.edu for CT community colleges.
- Check http://connection.naviance.com/bethel for 4- or 2-year colleges.
- Check for resources in the College & Career Center, media center, your local library, area book stores, and links on the BHS School Counseling Department's page on the school website.
- Call Education and Employment Information Center (EEIC) at their toll free number: 800-842-0229.
- Check reference websites i.e. www.collegeboard.com and www.petersons.com.

NURSING SCHOOLS

A person can become a practical nurse by attending a Practical Nurse Education Program (PNEP) offered by the Connecticut State Department of Education's Vocational-Technical School System in 11 vocational-technical schools throughout the state. These programs are offered free of charge and last approximately one year. Passing a state examination then leads to certification as an LPN (Licensed Practical Nurse).

A person can become a registered nurse by attending a two-year hospital school (leading to a diploma or an associate degree), a two-year college (leading to an associate degree), or a four- or five-year college (leading to a bachelor's degree). The hospital nursing school differs from the college programs in that the learning is "by doing". Liberal arts and science courses are taken at a local community college.

LPNs give patient care under the direction of a registered nurse, physician or dentist and may work in long term care, community settings, clinics and hospitals. All registered nurses can work in hospitals and extended care facilities; those with a bachelor's degree can work additionally in community and business settings.

Admission requirements:

High school graduation or equivalency diploma (GED).
High school courses in Biology, Chemistry, Algebra I, Plane Geometry and Algebra II are recommended.
Some schools may require an entrance exam and/or interview.

Resources for Careers in Nursing & Healthcare:

CT Area Health Education Center (AHEC) www.healthcareersinct.com

Bridgeport Hospital School of Nursing - (203) 384-3205
www.bridgeporthospital.org/bhsn

Danbury Hospital School of Allied Health – (203)797-7210
www.danburyhospital.org

Norwalk Hospital/Norwalk Community College – (203) 852-2211
www.norwalkhosp.org

St. Mary's Hospital – (203) 574-6000
www.smhosp.org

MILITARY SERVICE FOR THE COLLEGE-BOUND STUDENT

For the student with the goal of college or university education, the military offers several options to consider besides direct enlistment.

A) Service Academies:

US Military Academy at West Point, NY (Army)
US Naval Academy, Annapolis, MD
US Air Force Academy, Colorado Springs, CO
US Coast Guard Academy, New London, CT

Typically, the candidate for these schools seeks a career in military service, is physically qualified and willing to endure the rigorous military training and discipline within this program. Except for the Coast Guard, entrance to the academies requires a nomination by a member of Congress. Admission to the Coast Guard Academy is by competitive examination and past record. Details of application procedures may be obtained from your counselor.

SPRING OF YOUR JUNIOR YEAR IS THE RECOMMENDED TIME FOR BEGINNING INQUIRIES AND THE APPLICATION PROCESS.

B) R.O.T.C. (Reserve Officers' Training Corps):

Under this program, students who qualify attend a college of their choice which has a R.O.T.C. unit on campus. They attend military science classes in addition to their regular courses of instruction. Members of R.O.T.C. units are also required to participate in periods of full-time summer training at military institutions.

Upon graduation, they receive commissions as officers in the Reserve, and must serve on active duty for three years or more. Depending on the branch of service, R.O.T.C. programs may be two or four years, and some may be entered after a student has begun his/her college studies. Since deadlines, standards, and programs vary so much, discuss your interest and obtain specific details from your counselor.

Also, during the year, representatives from the Armed Forces usually present an overview of the programs offered by their branch.

C) National Guards:

Students may enlist in the National Guard, complete basic training in the summer, and from then on, attend weekly or monthly drills plus two weeks of full-time camp training in subsequent summers. Financial incentives for this option include bonuses for enlisting to train and work in a critical job skill, pay for drills and summer work, and scholarship aid. For the student who enters a public college in Connecticut, the Guard offers free tuition and a monthly stipend.

WRITING APPLICATION ESSAYS

COLLEGE ADMISSIONS: The Essay Could Make the Difference

In addition to SAT scores, academic average and rank, and extra-curricular activities, the application essay is also important, especially at small and medium-sized private schools. Private colleges, in particular, are concerned with how an individual will fit into college life, and with an applicant who is able to present an honest, interesting, lively and self-motivated image. According to admissions officers, the essay is often overlooked in importance by potential college students.

Talent, intelligence, enthusiasm, leadership, maturity, writing style, ability, and creativity all make a favorable impression. The good essay gives honest insight into a real person and animates the writer as a valuable individual worth knowing. It conveys what the writer has accomplished, explaining what four years of "facts" do not necessarily show. The most common topics are: (1) tell us about yourself; (2) tell us about an extraordinary interest or idea; (3) explain why you have selected our college; (4) demonstrate the imaginative side of your personality. Before you begin writing an essay, you must recollect and note on paper "real" data about yourself – a thorough self-assessment. Recognize the audience for whom you are writing (college admissions officers), avoid long-winded "say" nothing sentences, provide details and examples, and allow yourself enough time to develop something worthwhile.

Whatever you write about, do so with maturity. This means that you should think about your essays carefully and have them be well thought out. When you are asked to write about yourself, do it with modesty. Build yourself up tactfully. Let them know the good things about you without coming across as conceited. For example, do not write, "I really concentrated on my studies during the first half of my senior year and, sure enough, I made the honor roll. I always knew I could make it. It was just a matter of growing up and really trying". Instead write, "During this last year, my studies have come to interest me more than ever before. Not only are the assignments and projects interesting, but I have some terrific teachers as well". This is all you have to say. You do not have to announce to the world that you made the honor roll. An admissions committee already knows this. They have your record right in front of them. Your modest statement will impress them for several reasons. First, you are modest about making the honor roll. Only good students make the honor roll, yet you did not make a big fuss about it. This will be noticed. Second, without actually telling them you have improved, they will recognize your modest statement as one of growing maturity. As you have grown older, you have become increasingly more interested in your course material and projects. Third, you are mature enough to recognize that your teachers have made a contribution as well. So be modest and plan your essays carefully.

The admissions people are trying to learn about you. If you are not qualified for the college of your choice on paper, your job is to convince them that you are a special applicant anyway, one they would do well to admit. When you make statements, back

them up with reasons. For example, if you write that political issues are important to you, include your reasons why. If you write that you are going to study to become a teacher, have reasons to explain why.

If you really are at a loss for what to write about, ask and you shall receive. Suppose a question asks you to write about an event in the news which you feel is important. Unfortunately, let's say that you really have not been paying attention to current events lately and you have no idea what to write about. The simple answer is to find out. Go to someone who knows. This could be an older friend, a teacher, or one of your parents. Then, just ask them. They do not even have to know why you are asking. For example, you could say, "You know, the Mideast crisis has been getting a lot of attention, but, I'd have to admit that I really haven't been keeping up with it. Could you explain what it is all about? Take notes, and then write your first draft. Have someone proof-read it before you do the final copy.

Whatever you do, begin your college essay writing early. You could begin the task as soon as August, provided you have obtained applications from the colleges in which you are interested, and you know what the essay requirements are. By completing your "rough draft" in the summer, you will avoid placing yourself under additional pressure in October or November when you need to meet an application deadline.

Good luck and write!

SAT I REASONING TESTS

The SAT Reasoning Test is the nation's most widely used admissions test among colleges and universities. It tests students' knowledge of subjects that are necessary for college success: reading, writing, and mathematics. The SAT assesses the critical thinking skills students need for academic success in college—skills that students learned in high school.

The SAT is typically taken by high school juniors and seniors. It tells students how well they use the skills and knowledge they have attained in and outside of the classroom—including how they think, solve problems, and communicate. The SAT is an important resource for colleges. It's also one of the best predictors of how well students will do in college.

Each section of the SAT is scored on a scale of 200-800, with two writing subscores for multiple-choice questions and the essay. It is administered seven times a year in the U.S., Puerto Rico, and U.S. Territories, and six times a year overseas.

Test Overview

The SAT is comprised of 10 total testing sections and includes several different question types. The first section is always a 25-minute essay, and the last section is always a 10-minute multiple-choice writing section. Sections two through seven are 25-minute sections. Sections eight and nine are 20-minute sections. Test-takers sitting next to each other in the same session may have test books with entirely different content orders for sections two through nine (mathematics, critical reading, and writing). Total time: 3 hours and 45 minutes.

SAT Scoring:

Scores are reported on a scale ranging from 200 to 800 in each area – critical reading, math and writing. You receive your results about four to six weeks after the test date and they are available online after about three weeks.

Visit www.CollegeBoard.com for the current list of test dates and registration deadlines.

SAT II SUBJECT TESTS

One-hour long subject tests are available in writing, literature, foreign language, history, mathematics, sciences and English as a second language. A student may take up to three tests on any one test day, but not all subjects are available on every test date. Check www.collegeboard.com for the schedule. The tests will help students identify, develop and demonstrate their academic skills in a wide variety of specific subjects. The tests will provide information that institutions can use to plan for course placement and coursework during the student's first year of college.

Who Should Take SAT II Subject Tests?

Consult with your counselor and/or inquire at the colleges in which you have an interest. If the SAT II Subject test is taken, it does become part of a student's record.

Score Choice—How it Works (from College Board website)

Select which scores you want to send to your score recipients

Score Choice gives you the option to choose which scores (by test date for the SAT and by individual test for SAT Subject Tests™) you send to colleges— in accordance with an institution's stated score-use practice.

If you decide not to use Score Choice, all of your scores will be sent to your recipients. Students should still feel comfortable sending all scores, since most colleges consider a student's best score.

Score Reports and Score Sending

- Sending official SAT score reports is the only way to ensure that colleges receive your scores.
- Four SAT score reports are included free at time of registration or on test day.
- Sending scores at time of registration or on test day is the fastest way to send scores to colleges and select scholarship programs.
- Many colleges view receiving your scores early as a demonstration of your interest.
- SAT Program recommends that students send all of their scores if they are unsure of which scores to send.

Tips on Taking the SAT

1. Be careful – read the preliminary directions carefully. Know where to record the answers, know the test format.

2. Time – use it wisely. You should make one complete reading of the section you are working on – doing the easy questions first. If you can, divide the number of questions left by the amount of time left, to see how to budget your time.

3. Read the test a second time, allowing a few minutes more per questions left.

4. Read the test a third time. This time select the questions that you think you might know.

5. Read the test a fourth time. This is the hardest part - check and re-check.

6. Guess – if you can do so intelligently. If you can eliminate one or two of the choices in a 5 part question you have increased the odds that your answer will be correct.

7. Prepare before the test. Steady practicing of sample tests, rather than last minute cramming, may help your scores. Time yourself.

8. If you plan to take an SAT review course – DO IT! Do the exercises and keep doing them!

9. Go to sleep early the night before the test. Don't over-eat in the morning so that your brain is sleepy. If you think it might help you, bring a piece of fruit or protein bar for extra energy during the exam.

10. Plan to take the SAT twice – once in the spring of your junior year and once in the fall of your senior year. Check the dates and deadlines carefully. Know your school code (070025).

11. Above all – don't panic!! Try to be positive.

Test Dates

Visit www.collegeboard.com for the current list of test dates and registration deadlines for both the SAT I Reasoning and SAT II Subject tests.

ACT TESTS

The ACT Assessment is an alternative to the SAT Reasoning Test. All colleges will accept the ACT in lieu of the SAT Reasoning Test, and a few will accept the ACT in lieu of the SAT Reasoning and SAT II Subject Tests. As with the SAT, students typically take the ACT in April or June of their junior year and again in the early fall of senior year. Danbury High School and New Milford High School are both testing sites. You can register online www.actstudent.org. Please note that when applying to most post-secondary institutions, you will have to send your ACT scores directly from the ACT website.

Test Overview

The ACT test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. The complete assessment takes just over 4 hours without the Writing Test, and includes administration instructions and breaks. Actual testing time is 2 hours and 55 minutes, broken down as follows:

English: 45 minutes, 75 questions
Math: 60 minutes, 60 questions
Reading: 35 minutes, 40 questions
Science: 35 minutes, 40 questions

The ACT Writing Test adds 30 minutes to the testing time.

Test Scores

Your composite score and each test score (English, mathematics, reading, science) range from 1 (low) to 36 (high). The composite score is the average of your four test scores, rounded to the nearest whole number. Fractions less than one-half are rounded down; fractions one-half or more are rounded up. The national average ACT composite score, which fluctuates annually, is approximately 21.

Benefits of taking the ACT Test

- The ACT is universally accepted for college admission.
- The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. Because the ACT tests are based on what is taught in the high school curriculum, students are generally more comfortable with the ACT than they are with traditional aptitude tests or tests with narrower content.
- The ACT is more than a test. The ACT also provides test takers with a unique interest inventory that provides valuable information for career and educational

planning and a student profile section that provides a comprehensive profile of a student's work in high school and his or her future plans.

Tips for Taking the ACT

1. Carefully read the instructions on the cover of the test booklet.
2. Read the directions for each test carefully.
3. Read each question carefully.
4. Pace yourself – don't spend too much time on a single passage or question.
5. Pay attention to the announcement of five minutes remaining on each test.
6. Use a soft lead No. 2 pencil with a good eraser; do not use a mechanical pencil or ink pen.
7. Answer the easy questions first, then go back and answer the more difficult ones.
8. On difficult questions, eliminate as many incorrect answers as you can, then make an educated guess among those remaining.
9. Answer every question. Your scores on the multiple-choice tests are based on the number of questions you answer correctly. There is no penalty for guessing.
10. If you complete a test before time is called, recheck your work on that test.
11. Mark your answers neatly. Erase any mark completely and cleanly without smudging.
12. Do not mark or alter any ovals on a test or continue writing the essay after time has been called or you will be dismissed and your answer document will not be scored.
13. If you are taking the ACT Plus Writing, you can find tips at: http://www.actstudent.org/testprep/tips/writing.html

Test Dates

In the 50 United States, the ACT is administered on five national test dates: in October, December, February, April, and June. In selected states, the ACT is also offered in late September. Visit www.actstudent.org for the current list of test dates and registration deadlines.

THE INTERVIEW

The following is a reprint from the Newsweek College Bound Newsletter:
An admissions officer at a small mid-western school swears the following interview episode is factual:

The setting was not uncommon: Parents wait anxiously while son is interviewed in an upstairs admissions office. Suddenly, dad suffers a heart attack and is rushed to a hospital. Left undisturbed, the interview proceeds. Son and admissions officer emerge later and mom fills them in on what happened to dad. She then quickly implores - get this - "I trust this incident will not hurt my son's chances of being admitted".

Fact or folklore, this admissions tale underscores a need for perspective, especially in the case of interviews. First of all, only about 20 percent of all four-year colleges require admissions interviews. Most of all, with a few exceptions, the interview is a relatively minor component in the application process.

A handful of schools use the interview to sell themselves to desirable students. More common is the evaluative interview where you will be challenged with questions to determine your strengths as a candidate. Finally, there is the less formal (and less intimidating) information interview that you'll find at schools like Denison in Ohio. "We ask the student to discuss his credentials and hopefully indicate some awareness of self," says Admissions Director Richard Boyden. "At the same time, the student should use us as a resource for answering questions". In this case, the interviewer may write up his general impressions of you as a candidate or commemorate your meeting with nothing more than a handshake.

Skyrocketing travel costs and overworked admissions staff make it unfeasible for most schools to require an on-campus interview these days. Alumni do the job for some schools at a local level. Required or optional, most administrators agree that the interview is one more chance to sell yourself, not to be passed up if manageable. "This is the only student credential that is not just a piece of paper," says Richard Skelton, Admission Director at Bucknell. “It can personalize the admissions process and help us see a candidate more clearly".

How important is your interview? The smaller the institution the more vital it becomes. Says Lora Schilder, Associate Dean of Admissions at Hamilton College, "We want to learn how a student thinks, how he spends his spare time, what contributions he'll make to keep this place exciting and interesting. Hamilton is a very personal, academic environment, so we take a very personal approach to admissions".

A few colleges actually make admissions decisions following an interview. But in the vast majority of schools, grades, class rank, test scores and other references clearly take first priority, and the interview becomes important only as a "nudge factor", says Denison's Boyden. "If we have a large group of students with comparable academic qualifications, then the interview can help with small distinctions".

As with other steps in the application process, you can call upon your school's college counselors for help in preparing for an interview. Remember you'll want to do most of the talking during your meeting with an admissions officer or alumni representative – about your accomplishments, personal strengths, talents and hobbies. Blow your own horn but not too hard. And get ready for the big question on why you want to attend the interviewer's school.

Relax, be yourself and try to enjoy. Drop a note to your interviewer afterwards and you'll stand tall (very few applicants ever get around to this important follow-up). Remember that the point of the interview is to help match the right student with the right school. It is not do or die.

PRESENTING YOURSELF FOR THE INTERVIEW

In an interview, you naturally want to do all that you can to make a good impression on the interviewer. He/she can only know what you tell him/her about yourself, by the way you look, act and answer questions. Here is a brief summary of important reminders:

1. Dress neatly and try to choose clothing that suits the situation.

2. Be on time. If you are late for an interview, the interviewer may decide that you are not really interested.

3. Know the college. This will enable you to show interest and ask relevant questions.

4. Greet the receptionist or person who will introduce you to the interviewer. Be pleasant. Say your name clearly, and tell this person the name of the interviewer, if you know it.

5. Wait patiently if the interviewer is not ready for you.

6. Shake hands if it seems appropriate when you meet the interviewer. Use a firm handshake but not an overpowering one. You should wait for the interviewer to ask you to sit down.

7. Maintain eye contact with the interviewer during your time together. This is considered to be a sign of honesty and self-confidence. By the way, for this reason, it is better not to wear sunglasses during an interview.

8. Control any nervous behavior. Tapping your foot or clicking a ballpoint pen, for example, may annoy and distract the interviewer. Chewing gum is another thing you should not do during the interview.

9. Smoking is not a good idea.

10. Choose your words carefully and avoid slang or other special expressions that the interviewer may dislike or misunderstand.

11. Sit up in your chair. If your posture is good, the interviewer will see that you are alert and interested in what is happening.

12. Talk about what you do well. Often you will find that you can answer a question by mentioning certain talents, interests or skills. Mention test scores only if you are asked to do so. If you have done poorly on a test, avoid making excuses for your performance. Deal with it in an honest, straightforward fashion.

13. Be calm. Try not to show disappointment or anger if you are not accepted, or if the interviewer does not make a decision immediately.

14. Say "thank you". It is a good idea to drop a note to the interviewer thanking him/her for the opportunity to discuss your candidacy.

ARRANGE INTERVIEW APPOINTMENTS FAR IN ADVANCE OF THE DESIRED DATE. APPOINTMENTS ARE DIFFICULT TO GET, PARTICULARLY AT THE VERY COMPETITIVE COLLEGES. IT SHOULD BE NOTED THAT IN SOME CASES, LOCAL ALUMNI WILL CONDUCT INTERVIEWS IN THE COMMUNITY.

THE ADMISSION INTERVIEW

Questions You May Be Asked

1. Why are you considering this college? (READ THE MATERIALS)

2. What do you expect to be doing in 10 years from now?

3. If you were the principal of your school, what would you change?

4. What do you bring to our school?

5. What newspapers and magazines do you read? (Be prepared to discuss issues that might be timely.)

6. What books not required in your courses have you read recently?

7. If you could speak with any one living person, who would it be and why?

8. What television shows do you watch?

9. How do you feel about: gun control, prison reform, nuclear power, the use of drugs and alcohol?

10. What is the most important thing you've learned in high school?

11. What events have changed your life?

12. How would your best friend describe you?

13. What extracurricular activities have you found the most satisfying?

14. How do you spend your time after school?

15. What do you expect to get from your college experience?

You may or may not be asked some of these things but it's a good idea to prepare. Role-play with a friend or parent acting as the interviewer, then reverse roles. Show how terrific you are by giving examples of things you have done. Even though you rehearse, you should be spontaneous and appear natural. Above all listen to the interviewer. Be positive – be honest – be yourself – send a thank you note. Good Luck!

Questions to Ask

1. What percentage of students in last year's freshman class returned for their sophomore year?

2. What procedure is used for class placement? (Important in areas of English and mathematics because freshmen often vary significantly in their ability to handle these skills).

3. How is the faculty advisor assigned? How is this done if the student is undecided about his/her major?

4. What kind of additional academic services does your college offer at no additional cost to the student (e.g. tutoring/counseling, study skills workshops, improving reading speed, etc.)?

5. What percent of the student body lives on campus?

6. What are some of the campus activities planned for students on weekends?

7. How are roommates selected if no preference is listed?

8. What are some of the rules and regulations that govern dorms? Are there co-ed halls?

9. What percent of your students received financial aid? What percent received scholarships based on academics? What percent of a typical financial aid package is in the form of a loan?

10. If a room deposit is required, when is it due and is it refundable?

11. If my family demonstrates financial need on the FAFSA or CSS forms, what percent of the need will typically be awarded and when can I expect to receive official notice of the award?

12. What is the typical size of a Freshman English class?

THE COLLEGE VISIT

The best way for you to learn about the educational program, faculty, facilities, and atmosphere and spirit of a college is to visit the campus when classes are in session.

College visits enable you to:

- Learn what admissions expect from a candidate. Evaluate the environment of the school (academic, physical and social).

- Observe and talk with students who are attending and with whom you would associate.

When to make the visit:

It is better to visit when classes are in session, so you will get a picture of the daily college routine. Spring of your junior or fall of your senior year are most appropriate times to make a college visit. The summer provides an excellent opportunity for the entire family to visit. You do not have to apply to a college before you visit it.

What to look for:

- The size of classes
- The library facilities
- Strength of department you are likely to select as a major
- Are the laboratory facilities satisfactory?
- Composition of the student body
- Attractive dormitories – satisfactory study facilities
- Dining facility – quality of food campus setting - beauty, orderliness and cleanliness
- What can you do when you want a snack?
- Adequate infirmary – the health services
- Facilities for leisure time – cultural programs, athletic facilities available, social life
- Do the college students appear to be happy, lively and friendly?
- What is the attitude of the faculty toward the students?
  Were the students friendly and courteous toward visitors?
- Are the students serious and business-like toward their work?

Suggestions:

- Telephone, write or e-mail the college admissions office to arrange for an interview.
- Ask the counseling center secretary for an unofficial copy of your transcript several days before you leave for the interviews.
- Prepare for your visit by reading the catalog and having questions for your interviewer. In most cases, the purpose of an interview is for you to ask questions about the school and its programs rather than for the school to ask questions about you.

FINANCIAL AID

Website - www.fafsa.ed.gov.
www.pin.ed.gov (to obtain pin numbers)
Phone for Help - 1-800-4-FED-AID (1-800-433-3243)

What is it?

Money is available to help you pay for college, so don't rule out any college you like just because of its cost. Financial aid comes in different forms:

- grants and scholarships, which don't have to be repaid;
- loans, which generally carry a low interest rate and are repaid after you graduate or leave school; and on-campus employment, usually 10 to 15 hours per week. Most students receive a combination or "package" made up of all three types of aid.

What is it based on?

You don't have to be poor to qualify for aid, but you do have to prove you need it!

HERE'S HOW IT WORKS

EXAMPLES

College X		**College Y**	
Total Costs	$29,000	Total Costs	$15,000
You Can Pay	$4,900	You Can Pay	$4,900
Your Need	$24,100	Your Need	$10,100

Income, family size, numbers of dependents in school at the same time, mortgages, emergency expenses, medical bills, etc. are all factors which influence a family's ability or inability to meet college costs. DON'T rule out financial aid based on an income alone. Submit the necessary forms for proper analysis and consideration.

Sources: There are several different student aid programs which in turn have various criteria for eligibility. The major sources of financial aid are: (1) Educational institutions, (2) Federal Government, (3) State Government and (4) Special Aid Programs. Check the high school scholarship memos for possibilities. These memos are distributed via the Superintendent's email, posted in Naviance and available in the College & Career Center. Additional scholarship search links are also posted on the Bethel High School website (www.bethel.k12.ct.us) under the school counseling department and career center.

INSTITUTIONAL AID

Grants & Scholarships: Funding for grants and scholarships are provided by college resources. Although financial need is the primary criteria for much of the monies awarded by the colleges, a considerable amount of "gift" aid is awarded to students who have demonstrated superior academic achievement. The grants and scholarships vary in value and can cover a part or the entirety of one's tuition and even related costs. Still other types of institutionally sponsored gift aid are made available to students who have prowess in athletics or other areas of competition.

FEDERAL AID

Grants: Pell Grants – award ranges up to a yearly maximum of $4,731 for full-time eligible students. Students enrolled on a half-time basis are also eligible to apply. Monies received under Pell Grants are applicable toward general costs of attendance, i.e., tuition fees, books, transportation, room/board, personal expenses. FAFSA (Free Application for Federal Student Aid) should be used to file for Pell Grants.

Supplemental Educational Opportunity Grant (SEOG): Available to students with documented financial need as indicated by needs analysis determinations performed at the college. Confidential statement required. The award amounts can vary and are renewable for up to 4 years if need exists. Students can be enrolled on a full-time or half-time basis. Awarded by college Financial Aid Office to eligible students (no application offered).

Loan: Perkins Loan – are for undergraduate or graduate students enrolled at least halftime. The loan amount is determined by the college, within federally set limits. There is no interest charge during school and for 9 months afterwards or during military service. During repayment, interest is 5% on the unpaid balance. Students can borrow up to $3,000 per year.

Work study: College Work Study Program (CWSP) – open to students with demonstrated financial need. Part-time positions are available both on and off campus. Students can work an average of 15 hours per week during periods when class is in session. Salary range varies. **STATE AID**

Loans: Stafford Loan (formerly "Guaranteed Student Loans") – you may borrow from $2,625 to $5,500 per academic year, depending on academic level. For incoming freshmen: $3,500 (subsidized) and $2,000 (unsubsidized). FAFSA should be used to file for loan.

Federal PLUS Loan Program: – Many parents dream of sending their children to college. Federal PLUS Program can help you get there. With a PLUS loan, the parent is the borrower. Eligibility – a parent may borrow on behalf of their dependent undergraduate student(s) enrolled at least half-time in an eligible program. Eligibility is not based on financial need.

College-Based Loans to Parents: – some colleges may even have a plan whereby parents may borrow money directly from the college. Inquire at your college's Financial Aid office.

Scholarship: The federally funded Robert C. Byrd Scholarship and the Capitol Scholarship are awarded to residents who qualify by taking either the SAT or ACT and who obtain very high scores, as well as a superior grade point average.

SPECIAL AID PROGRAMS

There are thousands of special assistance programs – public and private, local and national, large and small – that offer scholarships, grants and loans to students. You may qualify for one or more of these programs because of your: academic achievement, religious affiliation, ethnic or racial heritage, community activities, special hobbies or interests, parents' employers, organizational memberships, artistic talents, athletic ability, career plans or field of study. Most of the special programs consider your financial need in awarding aid, although other criteria are used also. The eligibility requirements, application procedures, and deadlines are different for each program. Check all of your resources. Obtain information in the College and Career Counseling Center. Read our own scholarship bulletins carefully.

HOW TO APPLY FOR AID

It is important to prepare your income tax returns early (late January/early February) in the year(s) in which you seek and apply for financial aid.

Public colleges/universities require the FAFSA. The CSS Profile (College Scholarship Service) of The College Board, is required by a select list of colleges (usually private colleges) and scholarship programs.

Find out if the colleges you are considering want you to fill out another special application in addition to the FAFSA or CSS Profile. Many colleges have their own applications for financial aid. These financial aid applications are different from the admissions applications, and sometimes have different deadlines. **KNOW WHAT YOU HAVE TO DO AND WHEN YOU HAVE TO DO IT!**

Deadlines are important and the mail is uncertain, so it is a good idea to send your application by certified mail with return receipt if possible. Make a copy of everything you mail.

GLOSSARY

The definitions given here of terms commonly used by colleges to describe their programs, admissions procedures and financial aid policies are necessarily general. Students should consult the college catalogs of specific institutions in order to get more detailed and up-to-date descriptions of the procedures, programs and practices discussed.

Accelerated Program: A college program of study completed in less than the time usually required, most often by attending in summer or by carrying extra courses during the regular academic terms. Completion of a bachelor's degree program in three years is an example of acceleration.

Accreditation: Recognition by an accrediting organization or agency that a college meets certain acceptable standards in its education programs, services and facilities. Regional accreditation applies to a college as a whole and not to any particular programs or courses of study. Specialized accreditation of specific types of schools or professional programs is usually determined by a national organization.

Advanced Placement (AP) Exams: AP Exams are given in May to students who have completed an AP level course or the equivalent. Colleges often award credit and advanced standing for sufficiently high scores (usually 4s and 5s).

American College Testing Program Assessment (ACT): A standardized aptitude test which examines skills and abilities in English, math, reading, and science reasoning. The ACT is required by many mid-western colleges, and can often be used in lieu of the SAT.

Associate Degree: The degree given for completing college programs of at least two but less than four years of study, usually in a two-year institution such as a college or community college.

Bachelor's Degree: The degree given for completing undergraduate college programs, that normally take four years, are called the baccalaureate degree.

Calendar: The system by which an institution divides its year into shorter period for instruction and awarding credit. The most common calendars are those based on semesters, trimesters and quarters.

Candidates Reply Date Agreement (CRDA): A college subscribing to this agreement will not require any applicants offered admission as freshmen to notify the college of their decision to attend (or to accept an offer of financial aid) before May 1 of the year the applicant applies. The purpose of the agreement is to give applicants time to hear from all the colleges to which they have applied before having to make a commitment to any one of them.

Class Rank: The approximate position of a student in his or her graduating class, figured according to grade average. It may be stated as a particular position, such as seventy fifth (from the top) in a class of 350 students, or as some fraction of the class, such as the top third or the second fifth of the class.

College-Level Examination Program (CLEP) : A program of examinations in undergraduate college subjects and courses that provides students and other adults with an opportunity to show college-level achievement for which they have not previously received credit.

College Preparatory Subjects: A term used to describe admissions requirements or recommendations. It is usually understood to mean subjects from the fields of English, history and social studies, foreign language, mathematics and science.

College Scholarship Service (CSS): A service of the College Board that assists post secondary institutions, the federal government, state scholarship programs and other organizations in the equitable distribution of student financial aid funds, by measuring a family's financial strength and analyzing its ability to contribute to college costs. CSS need analysis services offer a standardized method of determining a student's need.

Consortium: A voluntary association of two or more colleges providing joint services and academic programs to students enrolled in member institutions. Typical consortiums are made up of neighboring colleges. Students at one campus are allowed to attend courses and use the facilities at other member campuses.

Cooperative Education: A college program, in which a student alternates between periods of full-time study and full-time employment, in a related field. Students are paid for their work at the prevailing rate. Typically, five years are required to complete a bachelor's degree under the cooperative plan, but graduates have the advantage of having completed about a year of practical work experience in addition to their studies.

CSS Profile: A form to be filed through the College Scholarship Service for those students seeking any type of campus-based aid, i.e., grants, college-given loans, work study programs, scholarships, etc. A filing fee is involved. This is used by private institutions.

Deferred Admission: The practice of permitting students to postpone enrollment for one semester one year after acceptance to the college.

Double Major: Any program of study in which a student completes the requirements of two majors concurrently.

Dual Enrollment: The practice of some colleges of allowing high school seniors to enroll in certain courses while completing their senior year. These students are not considered full-time college students.

Early Action: Similar to early decision but not binding. If you have been accepted, you can choose to commit to the college immediately, or wait until the spring. Under these plans, you may also apply early action to other colleges. Usually, you have until the late spring to let the college know your decision.

Early Decision: Early decision plans are binding. You agree to attend the college if it accepts you and offers an adequate financial aid package. Although you can apply to only one college for early decision, you may apply to other colleges through the regular admissions process. If you are accepted by your first-choice college early, you must withdraw all other applications. Usually, colleges insist on a nonrefundable deposit well before May 1.

Early Decision Plan (EDP-F, EDP-S): Colleges that subscribe to this plan, which is sponsored by the College Board, agree to follow a common schedule for early decision applicants. Colleges may offer to follow either a single-choice plan (EDP-S) or a first-choice plan (EDP-F). A student applying under a first-choice plan must withdraw applications for all other colleges as soon as he or she is notified of acceptance by the first-choice college. A student applying under a single-choice plan may not apply to any colleges other than his first choice unless rejected by that institution. If a college follows the College Board Early Decision Plan, applications (including financial aid applications) must be received by a specified date no later than November 15, and the college agrees to notify the applicant by a specified date no later than December 15.

Federal Work Study: See page 40.

Free Application for Federal Student Aid (FAFSA): A financial information collection document of the College Scholarship Service and the American College Testing Program used by parents of dependent students or independent students to supply information about their income, assets, expenses and liabilities. CSS and ACT use this information in estimating how much money a family is able to contribute to a student's college expenses. It can be used to apply for a Pell Grant and Stafford Loan, and all types of federal aid.

4-1-4: A variation on the semester calendar system, the calendar consists of two terms of about 16 weeks each, separated by a one month intercession used for intensive short courses, independent study, off-campus work or other types of instruction.

Honors Program: Any special program for very able students which offers the opportunity for educational enrichment, independent study, acceleration or some combination of the above.

Independent Study: An arrangement that allows students to complete some of their college program by studying independently instead of attending scheduled classes and completing group assignments. Typically, students plan programs of study in consultation with a faculty advisor or committee, to whom they may report periodically and submit a final report for evaluation.

Internships: Short-term, supervised work experiences, usually related to student's major field, for which the student earns academic credit. The work can be full or part-time, on or off campus, paid or unpaid. Student teaching and apprenticeships are examples of internships.

Need Analysis Form: A financial information collection document used by parents of dependent students to supply information about their income, assets, expenses and liabilities. Independent students file these forms for themselves. The information is then used to estimate how much money a family or student is able to contribute to a student's college expenses. In many cases a single need analysis form is the only document that students need to submit to be considered for all types of institutional, state and federal financial aid (ex. FAF, FFS).

Open Admissions: The college admissions policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school subject, high school grades and admissions tests scores. Virtually all applicants with high school diplomas or their equivalent are accepted, typical for any community college.

Pass-Fail Grading System: The practice of some colleges of rating students' quality of performance in their courses as either passing or failing instead of giving grades to indicate various levels of work.

Pell Grant Program: See page 39.

Perkins Loan: See page 40.

Plus Loans: See page 40.

Pre-admission Summer Program: A special program in which a student attends college during the summer preceding the freshman year. The program may consist of remedial studies to strengthen preparation for freshman courses, one or more of the regular freshman courses to enable to the student to carry a light schedule in the freshman year, or both.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT): A shorter version of the College Board's Scholastic Aptitude Test administered by high schools each year in October. The PSAT/NMSQT aids high schools in the early guidance of students planning for college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation.

Quarter: An academic calendar period of about 11 weeks. Four quarters make up an academic year, but at colleges using the quarter system, students make normal academic progress by attending three quarters each year. In some colleges, students can accelerate their program by attending all four quarters in one or more years.

Reserve Officer's Training Corps (ROTC): Programs conducted by certain colleges in cooperation with the United States Air Force, Army, and Navy. Local recruiting officers of the services themselves can supply detailed information about these programs, as can participating colleges.

Rolling Admissions: An admissions procedure by which the college considers each student's application as soon as all the required credentials, such as school record and test scores, have been received. The college usually notifies applicants of its decision without delay.

Scholastic Aptitude Test (SAT and SAT II Subject Tests): See pages 27-29.

Semester: A period of about 17 or 18 weeks which makes up half of the usual academic year in colleges using this kind of calendar.

Single-choice early action: A new option offered by a few colleges. This plan works the same way as other early action plans, but candidates may not apply early (either early action or early decision) to any other school. You can still apply to other schools and are not required to give your final answer of acceptance until the regular decision deadline.

Stafford Loan: See page 40.

Student Descriptive Questionnaire (SDQ): A questionnaire that can be completed by students when they register for the Scholastic Assessment Test or SAT II Subject Tests. It gives the student an opportunity to provide information about educational objectives, extracurricular activities, self-perceived skills, and areas in which counseling or assistance may be needed. The responses are sent, along with test scores, to each student's high school and designated colleges and scholarship sponsors. For those students who give their permission, the SDQ is also used by the Student Search Service.

Student-Designed Major: An academic program that allows a student to construct a major field of study not formally offered by the college. Often nontraditional and interdisciplinary in nature, the major is developed by the student with the approval of a designated college officer or committee.

Student Search Service: A College Board program designed to help colleges identify potential applicants with the particular academic or personal characteristics they are seeking. The service also provides students with an opportunity to learn about colleges with programs and characteristics they want. Information is gathered about students who wish to participate through the Student Descriptive Questionnaire of the SAT and the biographical section of the PSAT/NMSQT. The College Board then supplies each participating college with the names and addresses of students who have the particular characteristics they specify. The service is free to students.

Study Abroad: Any arrangement by which a student completes part of the college program - typically the junior year, but sometimes only a semester or a summer -

studying in another country. A college may operate a campus abroad, or it may have a cooperative agreement with some other American college or an institution of the other country.

Supplemental Educational Opportunity Grants (SEOG): see page 39.

Test of English as a Foreign Language (TOEFL): Sponsored by the College Board and the Graduate Record Examinations Board, this test helps foreign students demonstrate their English-Language proficiency at the advanced level required by study in colleges and universities in the United States. Many colleges require their foreign applicants to take the test as part of their admissions requirements for both the undergraduate and graduate levels.

3-2 Liberal Arts and Engineering Combination: A program in which a student completes three years of study in a liberal arts field followed by two years of professional/technical study (for example, engineering, allied health, forestry), at the end of which the student is awarded the bachelor of arts and bachelor of science degrees.

Transfer Program: An education program in a two year college that is offered primarily for students who plan to continue their studies in a four year college or university.

Trimester: An academic calendar period of about 5 weeks. Three trimesters make up one year. Students make normal progress by attending two of the trimesters each year and in some colleges can accelerate their programs by attending all three trimesters in one or more years.

Upper-Division College: A college offering bachelor's degree programs that begin with the junior year. Entering students must have completed the freshman and sophomore years at other colleges.

Wait List: A "list" of applicants who, though qualified for admission at a particular school, are not quite as compelling (in one way or another) as those who are initially accepted. Wait List candidates are usually given the opportunity to decide whether or not they wish to wait for a final decision. Those who elect to stay on the wait list are still encouraged to accept another school's offer of admission. If the student is eventually moved from the wait to the admit list, he/she has another opportunity to decide which college to attend.

Viewbook: A brochure published by colleges/universities for potential applicants to give them a view of the institution. Includes information on programs, departments, extracurricular activities, cost, etc. Most colleges also place the Viewbook on their website.

COLLEGE PLANNING TIMETABLE

JUNIOR YEAR

October	Take the PSAT's at BHS
December	Attend Junior PSAT Results Workshop in the College and Career Center and complete a college search on Naviance Family Connection
January/February	Attend *Junior Next Step Night*
Feb.-March	Self-evaluation and discussion with parents; What type of school are you looking for? What are the financial expectations? How far away are you willing to travel?
March	Attend Newtown High School College Fair
March-June	Sign-up for the SAT at collegeboard.org and the ACT at ACTStudent.org. (It is strongly recommended that you take the College Admissions Tests at least once in the spring of your junior year). The April 14th ACT is hosted at BHS
March	Students must attend their College/Career Planning Group Junior Conference, scheduled by their counselor
March-June	Following the student's Junior Conference, they should request **two** letters of recommendation from their teachers **in person**
April	Begin to make a list of potential schools and to plan campus visits
April	Attend the NACAC College Fair in Hartford at the Connecticut Expo
April	*NCAA Night* for students interested in pursuing college athletics
June	Consider taking the SAT II Subject tests

SUMMER BETWEEN JUNIOR AND SENIOR YEAR

June - August	Attend campus tours. When you attend, stop by the Admissions Office, the Financial Aid Office and the Office of Disability (if applicable). Ask the Financial Aid Office these two important questions: "What financial aid forms are required?" and "What are your deadlines?"
	Have an interview with an admissions representative whenever offered. Make appointments early, particularly at the competitive colleges, since their available appointments go quickly
	Take advantage of the various summer experiences which are available for eleventh graders conducted at colleges and other educational institutions. The College & Career Center has a list of summer program opportunities
	Finalize your list of colleges. You should have approximately 6-8 colleges that vary in competitiveness
	Begin to review your colleges' admissions procedures. Start by reviewing the schools' admissions webpage

SENIOR YEAR

September-Oct.	Students should make an individual senior appointment with their Counselor beginning the second week in September. Students should bring their finalized list of colleges to this meeting. Students should be prepared to ask your counselor to write you a letter of recommendation (if needed) and to inform them if the Common Application (www.CommonApp.org) is being utilized
September	*College Application Night* is presented by the School Counseling Department at the end of September
September	Students may sign-up for college representative visits in the College and Career Center on Naviance Family Connection
September	Students, kindly follow-up with teachers who have agreed to write a letter of recommendation on your behalf. Inform them about your deadlines and whether you are using the Common Application. Your transcripts will not be processed until your letters of recommendation are uploaded in to Naviance (more information during your Junior Conferences)
October 1st	The CSS/Financial Aid Profile becomes available online at www.CollegeBoard.org. Many private institutions require the CSS profile for Financial Aid. Please check with each school's Financial Aid Office for additional information.
Sept. – Nov.	Sign-up to take the SATs and/or ACTs
Sept. – Nov	After the letters of recommendation are uploaded and the College Application Checklist is complete, students must provide their counselor with a signed and completed Transcript Request Form **two weeks** before the college deadline
November 1st	Many Early Action applications are due!
Thanksgiving	Most applications should be completed and therefore most Transcript Request Forms should have been turned in to Student Services
November	Parents and students should attend Financial Aid Night. Scholarship applications should be filed early – pay close attention to dates and constantly be aware of the scholarships posted on Naviance Family Connection and in the College & Career Center
January 1st	The FAFSA (fafsa.ed.gov) may be filed. Please attend Financial Aid Night for additional information
January 1st	Many Regular Decision applications are due!
Jan. – early Feb.	Early applicants will begin hearing back from colleges
Feb. – April	Regular Decision applicants will begin to hear from colleges
April	Financial Aid letters will arrive (if they haven't already) from colleges
May 1st	Students must decide which school they wish to attend and send a non-refundable deposit

COLLEGE COMPARISON WORKSHEET

Comparative Criteria	College A	College B	College C
Basic Facts			
1. Enrollment			
2. Location			
3. Cost			
4. Admission Selectivity			
5. Deadline			
Your College Criteria (from comprehensive list)			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Your Evaluation of College			
1. Positive Impressions			
2. Negative Impressions			
3. Parent/Counselor Opinion			
4. Your Order of Preference			
5. Your Chance of Admission			

CHECKLIST FOR APPLICATION PREPARATION

YOUR RESPONSIBILITES	COLLEGE A	COLLEGE B	COLLEGE C
COLLEGE INFORMATION:			
Telephone Number			
Information Requested On			
Application Deadline			
Campus Visit Planned On			
Info. Session Scheduled At			
Comparison Worksheet Comp.			
DEADLINES:			
Application			
Transcript & School Report			
Financial Aid			
Last Test Dates Accepted			
Early Decision/Action			
TESTING:			
SAT or ACT Required			
My Test Date Plans On			
Subject Tests Required			
Last Test Dates Accepted			
Test Scores Sent To College Requested On			
APPLICATION FORMS			
Essays Written			
Application and Fee Mailed On			
Delivered to Counselor On			
Mailed On			
2nd Rec. Delivered On			
Mailed On			
SUPPLEMENTARY INFO:			
Describe:			
Mailed On			

HELPFUL ADMISSIONS WEBSITES

SCHOLARSHIPS

www.collegeboard.com/pay
www.SchoolSoup.com
www.collegenet.com
www.gocollege.com

FINANCIAL AID

www.fafsa.ed.gov
www.pin.ed.gov
www.ed.gov/fund
www.salliemae.com
www.hesc.com
www.finaid.org
www.fastweb.com

ATHLETES

www.ncaa.org
www.eligibilitycenter.org
www.universitysports.com
www.nhsca.com

NCAA Information

FOR ALL ATHLETES PLANNING TO PLAY DIVISION I OR II COLLEGE SPORTS

All high school senior athletes planning to play Division I and II college sports must:

- Go to www.eligibilitycenter.org and follow the instructions to create an account and complete the registration process.
- Make sure you have a credit card with you when you go online to register.
- After you have registered for the NCAA Clearinghouse online, you must take the amateur questionnaire online at the NCAA Clearinghouse website. This is also necessary to play Division I or II sports. Complete the online questionnaire on or after April 1st prior to enrollment.
- Be sure to fill out a transcript release form and give this to your counselor. Your counselor will send your transcript with this form to the NCAA Eligibility Center.
- Send your college admission test scores. Go online at www.collegeboard.com and/or www.actstudent.org. High Schools can no longer send your test scores. You must do this yourself.
- Call the Customer Service Line 1-877-262-1492 for questions or assistance.

II. ADDITIONAL POST-SECONDARY PATHWAYS

FULL-TIME EMPLOYMENT

FINDING JOBS OR TRAINING

Assuming that you have made a good assessment of yourself and that you are realistic about jobs that seem right for you, the search for specific job openings can begin. Decide what kind of job you will look for. Try to recognize the realities – are you going to look for a satisfying job regardless of where the job might be or are you limiting yourself to this geographical area? Try to think of the pros and cons of any job that you learn about – every job has both.

Today's students will work after graduation in jobs shaped by a "global economy," meaning that what happens abroad directly affects the economy of the United States and workers' own financial success. The answer to keeping America competitive is, basically, to improve the nation's productivity. This means increasing workers' technical skills.

LOOKING FOR JOBS? CHECK THESE OUT:

Monster.com: offers many resources to create a resume, search for jobs, prepare for an interview, and launch your career.

Job Service Offices: Job Service is the largest single source of job openings. Anyone can register and the service is free.

Newspaper Classified Ads: Ads are listed alphabetically, so think of all the job titles related to the work you want to do.

Internet: Start with www.ctdol.state.ct.us and click on the "Job Seeker Services" link.

School Placement Offices: Job hunting information and job leads are commonly available at high school, business school and college placement offices.

Direct Employer Contacts: Most employers have personnel offices where you can fill out a job application.

Yellow Pages of the Telephone Directory: Companies are listed by the products they manufacture or the services they provide.

Professional Associations: Listing of associations of various occupations can be found in a local library or in The Occupational Outlook Handbook. www.bls.gov/OCO/

Trade Unions: Libraries have listings of local trade unions for carpenters, plumbers, electricians, etc.

Community Agencies: A growing number of non-profit organizations throughout the nation provide counseling, career development and job placement services.

Private Employment Agencies: Private employment agencies work for companies with job vacancies. The fee is usually paid by the hiring company.

Libraries: Most libraries have directories and trade publications useful in locating employers who could use your skills.

CT WORKS (State Dept. of Labor): The State Department of Labor (DOL) is a prime source of information about training programs, employment openings and job-hunting hints. All DOL services listed here are without charge to either the applicant or employer. The Connecticut Department of Labor's 18 Job Service offices around the state can help you find training that will improve your skills to keep you competitive in the ever-changing job market by:

- matching aptitudes and interests to occupations
- highlighting your abilities to prospective employers
- suggesting apprenticeships or other training and educational programs

For residents with special requirements, DOL finds:

- training for those who are economically disadvantaged or who face other serious barriers to employment
- remedial education classes
- training and jobs for people with disabilities

A trained staff will provide suitable job referrals once you fill out a sample registration form and provide complete and accurate information on your work history, job skills, education and job preference. You may also go directly to an interviewer for job referrals or you may review job openings listed on their websites. Trained staff members will be glad to explain how to use these machines which list job openings in Connecticut and nationwide. If you are interested in a position for which you qualify, a Job Service interviewer will assist you and arrange an interview with the employer. The staff will continue to help you in your search by notifying you of subsequent suitable job openings.

Other services include assistance in resume writing, workshops on job hunting techniques, aptitude testing, and employment counseling and placement services for workers with disabilities.

The local Job Service office is located at
152 West Street, Danbury, Connecticut
Telephone: 203-731-2929

INFORMATION CENTERS FOR CIVIL SERVICE CAREERS

(Jobs in any government agency: Federal, State or Local)

Information on civil service careers is available through the State Department of Administrative Services at their website: www.das.state.ct.us. Announcements of state exams are also posted in every Job Service office and listed in the Sunday classified section of every major newspaper.

RESUMES

A resume is a summary of a person's qualifications and work experience and is generally targeted to a specific job or professional area of interest. A resume creates a first impression. Its intent is to persuade an employer to grant you an interview. It is your way of selling yourself and your skills to a potential employer.

A resume should be well written with no spelling or grammatical errors, outlining your skills and experience in detail. It should be long enough to demonstrate your potential contribution, but short enough to keep the reader awake. One page is generally sufficient for every 10 years of experience. Make sure it is attractive, easy to read and typed on good-quality paper in a neutral color. Include the following information:

- Personal information: Your name, current mailing address, email address, home and cell phone numbers, job sought, and career goal.
- Work experience: List jobs held with a brief description of your duties. Also include volunteer work, field work experiences and internships.
- Educational background and/or job training: List schools or training programs attended and degrees or certificates received.
- Other qualifications: Include leadership and volunteer positions you have held, memberships, honors you have received, or hobbies.

A resume can be written in a variety of formats. Examples are described in books located in the College Career Center (Room 314) and the Bethel High School Media Center. Monster.com can assist with resume writing. You may also visit Purdue University's writing lab resource: http://owl.english.purdue.edu/owl/resource/679/01/. You should choose the format that plays up your strengths and minimizes your weaknesses.

COVER LETTERS THAT WORK

A cover letter should accompany each resume. The cover letter should summarize what you have to offer and serve as an introduction to your resume. The following guidelines will help when writing a cover letter:

- Address the cover letter to a specific person, when possible. If this is not possible, write "To Whom It May Concern," "Dear Search Committee," or

something similar that is general but appropriate to the situation. If you don't know, do not assume that the reader is either male or female.
- Show interest in the firm by making a reference to something you know about it.
- Describe your skills and refer to your resume for further details.
- Suggest that you will telephone the firm for an interview.
- Let your letter reflect your individuality, but avoid appearing aggressive, familiar, "cute" or too humorous.

If well written, your cover letter will offer the reader insight into who you are and what you can do. It can be an excellent selling tool.

FILLING OUT A JOB APPLICATION

Most employers will have you fill out a work application when applying for a job. Employers use this application to select people to interview for job openings. This application represents you and should be filled out VERY carefully.

Make sure you write clearly and neatly, giving correct information about your education and skills. You should indicate the type of position for which you are applying.

Usually an employer will require you to list the names of three people to serve as references regarding your education, skills and character. Get permission from people before listing them as references. If possible, do not use the names of relatives. Instead, list teachers, former employers and good friends. For each reference, give the person's name, address, telephone number, and occupational title.

THE INTERVIEW

Is it possible to enter a job interview feeling confident and absolutely certain that you're the right person for the job? The answer is YES, and here's how to do it:

Think of the interview as a mutual exploration in which you and the interviewer discover whether you and the company make a good match. Yes, you need a job, but the company also needs someone to do it. This doesn't mean that you should stroll into the interviewer's office with an attitude. Cockiness is sure to put an interviewer on guard. But the confidence of someone who feels well-prepared and well-suited for the job is exactly what your interviewer wants to see.

SAMPLE INTERVIEW QUESTIONS AND RESPONSE TIPS

Q. Tell me about yourself.
A. What the interviewer wants to know is what you've done that qualifies you for the new job. Answer this question by discussing your accomplishments and relating them to the job.

Q. What courses did you like best at school?
A. Focus on those courses that you liked and that may have a direct relationship to the job.

Q. Tell me about your previous work experience.
A. Start with your most recent work experience, paid or unpaid, that is related to the job for which you are applying. If you have no work experience, mention accomplishments, skills or personal attributes that you feel qualify you for the job.

Q. What do you consider to be your greatest strengths and weaknesses?
A. For strengths, mention those skills, aptitudes and personal attributes that make you proud. For weaknesses, pick one that has no direct bearing on the job and mention that you are working to improve in that area.

Q. What are your career goals?
A. The interviewer is usually trying to determine how ambitious you are and if you will stay with the company long enough for the training it provides to pay off. Mention career goals that could be accomplished within that particular company.

Q. What do you know about this company?
A. Before the interview do some research on the company. Review the company's website if they have one. You can also search for online articles about the company that would help you prepare a response.

Q. How much money do you expect to make?
A. Don't mention a figure. Ask about the salary range for the job. Unless the range is totally unacceptable, say that you see yourself within that range. Wait for a job offer before discussing an exact figure.

Say Thank You in Writing

The interview isn't over when you leave. Write a short note thanking the interviewer for his or her time and send it off as soon as possible. Even if you don't get this job, something that you're suited for could come up later.

VOCATIONAL / TECHNICAL / BUSINESS / TRADE OR CAREER TRAINING SCHOOLS

These schools offer specialized training in skills related directly to employment. They vary in length from a few months to a few years, depending on the program. Students usually receive certification after program completion.

ADMISSION REQUIREMENTS:

- This varies depending on the program. Most require only high school graduation or equivalency diploma (GED).
- High school technical education courses are recommended as a background for trade programs. Computer skills, editing proficiency, and accounting are recommended for business occupations.
- Interview and/or entrance exam may be required.
- This may require an audition (for music, dance, or drama programs) or a portfolio (for art or photography programs).

TYPES OF CAREER TRAINING PROGRAMS:

- Public regional vocational/technical schools: These offer evening programs for adults. Since these schools are supported by state tax dollars, they are inexpensive to attend. For example, Henry Abbott Technical School offers Adult Ed evening programs for Licensed Practical Nursing. For further information go to www.cttech.org.
- Private career training schools: These offer training in trades, as well as business-related areas (such as legal and medical secretarial, word processing, computer operations, typing, and accounting). They tend to be more expensive than public schools. For example, Computer Programming Institute, Connecticut Culinary, Branford Hall Career Institute and New England Technical Institute. For more information, go to www.guidetocareereducation.com.
- Hospitals training technicians: These offer training for medical support technicians in the areas of x-rays, operating room, medical lab, radiology, and respiratory therapy. For example, Danbury Hospital offers programs in surgical technology, radiologic technology, medical technology and medical records.

APPRENTICESHIPS

The State of Connecticut offers excellent opportunities to learn trades while earning money through the state apprenticeship programs.

"The apprenticeship is a time-honored method of passing along skills from one generation of workers to the next; students have an opportunity to acquire knowledge by working with a master in their chosen field. In today's system, an apprenticeship consists of structured on-the-job training and related theoretical instruction leading to certification as a qualified worker in a skilled trade. Apprenticeships require greater personal involvement and a deeper understanding of the subject matter than do most learning methods. Most apprenticeships last two to four years, depending on the skills involved". (From "Career Paths Newsletter")

When the apprentice successfully completes all requirements of the apprenticeship, he or she receives a "completion certificate" signifying journey person or master crafts person status. Visit http://www.ctdol.state.ct.us/progsupt/appren/appren.htm for more information.

Examples of jobs students can prepare for:

Aircraft Mechanic	Heating & Cooling Mechanic
Auto Body Repair	Heavy Equipment Mechanic
Carpenter	Machine Tool Metal & Plastic Worker
Chef	Machinist
Child Care Development Specialist	Painter
Diesel Mechanic	Plumber
Electrician	Machine Repairer

BACKGROUND DESIRED:

In some trades, persons seeking apprenticeships will have a definite advantage by having taken technical education courses. Knowledge of mechanical drawing, physics, blueprint reading, drafting, higher mathematics, chemistry, electricity, or welding is most helpful. Physical fitness, a good sense of balance, hand-eye coordination, color sense, agility, strength, ability to work at heights, and mechanical aptitude are desirable qualifications in many trades.

ADMISSION REQUIREMENTS

- Usually high school graduation or equivalency diploma (GED)
- Physical examination
- Oral interview
- Minimum age is sixteen (16) years old, but most programs require applicant to be at least eighteen (18)

MILITARY SERVICE OPTIONS

FOR THE HIGH SCHOOL GRADUATE

If college is not part of your immediate plans, you may wish to consider the value of service in the Armed Forces in its various forms.

Enlistment for a period of two, three, four, or six years is the main option. The duration of your first enlistment depends on the branch of service, special schools you may wish to attend and the personnel needs of the individual branches.

By taking the qualifying examination called the Armed Services Vocational Aptitude Battery (ASVAB) prior to enlisting, you can determine whether you qualify for a particular school or training program. Recruiters can give you very specific enlistment and training options to consider.

Should you choose to go to work after high school, you may wish to join a National Guard or Reserve unit. Besides pay for weekly or monthly and summer training periods, you may receive an enlistment bonus, financial aid towards further education, and the chance to receive training in various skills and trades at military schools.

Recruiters from the Armed Forces visit Bethel High School on a regular basis to answer questions and advise students about opportunities in their respective services. They may also be contacted by telephone to arrange individual conferences at times outside of school hours.

Note: The ASVAB is usually given to juniors at Bethel High School in the autumn. There is no military obligation and no charge for the testing, results of which are made available shortly after the testing.