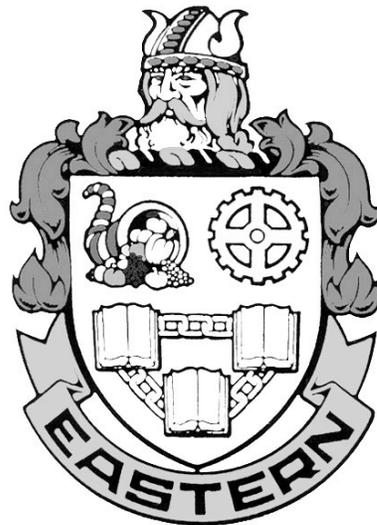


# **Junior Class College Night College/Career Planning Guide**



**Eastern Camden County Regional School District**

**Box 2500 Laurel Oak Road**

**Voorhees, NJ 08043**

**Guidance Services**

**Eastern CEEB code 310417**

**Revision - College online**



**EASTERN CAMDEN COUNTY REGIONAL SCHOOL DISTRICT**

**GUIDANCE SERVICES**

Dear Parents/Guardians,

The process of applying to college is an exciting, yet stressful time for both parents and their children. As you are getting ready for the college admissions process, please use this planning guide to familiarize yourself with our department's available resources and recommended timelines that will assist you through this process.

Also, we have included some tips from Edward B. Fiske, former education editor of The New York Times and noted author of some of the best selling college guides. We hope you find these suggestions helpful!

**Communicate**

One of the most important things that parents can do is encourage their sons and daughters to think through the basic questions. Why do you go to college? What are your most important needs and goals? What kind of college will best serve you? Communicating with an adolescent is not always easy, but look for the moments that present themselves. Being available to talk when your child has a question or wants to express an idea or feeling is one of the most important things you can do.

### **Set Financial Parameters**

Paying for college is the area where parents have veto power. Try to reach an understanding early in the process as to how much each party is expected to pay (before hopes get pinned on a college that may be financially out of reach).

### **Be Realistic**

Don't set your child up for failure by encouraging unrealistic applications. Look honestly at your child's academic record. Then study the admissions profiles of the colleges that show up on your lists. If he or she is not Stanford material, don't swing by Palo Alto on your college tour. Make it your task to be sure that your son or daughter applies to at least two colleges where he or she will definitely be accepted (and be happy to attend.) Then, even the worst-case scenario will still result in a productive college career.

### **Think Broadly**

The United States has the best and most diverse system of higher education anywhere in the world. As we've said many times, there are scores of colleges that would be a good match for every student. You are probably in a better position than your son or daughter to understand this and help discourage fixation on a single "dream" school (that may be highly selective). Some of the best colleges for your child may be ones that neither of you has every heard of.

### **Let the Student Take Center Stage**

In the college search, nothing is worse than a parent who steals the spotlight. Many parents, especially successful ones, are accustomed to manipulating the system to make it work for them. Resist the temptation. The admissions process is the time for teenagers to stand on their own. Parental attempts at "marketing" or influence peddling often do more harm than good.

### **Don't Live Through Your Child**

Many parents subconsciously relive their own hopes and dreams through their children. Some want children to follow in their footsteps; others want them to achieve things that they themselves never could. Still other parents see college admissions as their shot at an A+ in parenting. Having hopes for your children is natural, but try to spare them the burden of expectations. One of the greatest gifts you can give your child is the freedom to follow his or her dreams.

### **Be Supportive**

As the process unfolds, remind your children that they will be accepted at a good school – one where they will make friends, have fun, be challenged, and get the education they deserve. When the decisions come in, redouble your efforts on this score, and if necessary, remind them of the fickle nature of the whole selection process.

In closing, we thank you for your cooperation, and please remember that we are here to guide you every step of the way.

Sincerely,

Jason Susko

Guidance Supervisor

SCHOOL COUNSELORS

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Grades 9-12

**Counselor**

**Extension**

<b>Mr. Anderson</b>	<b>1128</b>
<b>Mr. Bolen</b>	<b>1106</b>
<b>Miss Bosworth</b>	<b>1151</b>
<b>Mrs. Bunnell-Jackson</b>	<b>1142</b>
<b>Mr. Crawford</b>	<b>1116</b>
<b>Mrs. Freedner</b>	<b>1117</b>
<b>Ms. Lattimer</b>	<b>1153</b>
<b>Mrs. Wasiakowski</b>	<b>1143</b>
<b>Mrs. Zuk</b>	<b>1144</b>

**EASTERN CAMDEN COUNTY REGIONAL HIGH SCHOOLS**

**PRE-COLLEGE COUNSELING SERVICES**

1. Four years of contact time from 9<sup>th</sup> through 12<sup>th</sup> grade:

- Consult on course of study

- Advise on educational concerns
  - Monitor social, personal, emotional growth
  - Help with formulation of career goals
2. Coordinate, administer, interpret testing program.
  3. College Selection Assistance:
    - College selection software- Naviance
    - Financial Aid software
    - Career and major-minor finder resources
    - Library of college catalogs and view books
    - Camden County Focus on Your Future College Fair
    - College recruiting sessions
    - Over 100 years of professional experience, travel, personal college contacts within the department
  4. Write a letter of recommendation for the counselee at the request of the counselee.
  5. Work with teachers in determining the academic level placement of students in various courses.
  6. Review individual applications with students if needed.
  7. Package transcripts, and associated materials in a presentable manner. *Please note: **Students are responsible for reporting SAT/ACT scores to colleges.***
  8. Troubleshoot concerns from submission of application to final decision.
  9. Conduct a financial aid night for parents sponsored by the Guidance Department.

10. Conduct individual and group pre-college student conferences.
11. Send mid-year grade reports to college upon request.
12. College acceptance record keeping and posting.

## **TIMETABLE FOR JUNIORS/SENIORS**

### **PREP FOR COLLEGE CALENDAR**

*Reprinted from NACAC's PACT Guide*

### **JUNIOR YEAR**

Begin college selection process. Attend college fairs, financial aid seminars, general information sessions, etc., to learn as much as you can about the college application process. Make sure you are meeting NCAA requirements if you want to play Division I or II sports in college.

#### **September**

- Take October PSAT.
- Save samples of your best work for your academic portfolio (all year.)
- Maintain your co-curricular record (all year).

#### **October**

- Junior year PSAT scores may qualify a student for the National Merit Scholarship Competition and the National Achievement and the National Hispanic Scholars Programs. So, even though these scores will not be used for college admission, it is still a good idea to take the PSAT. The more times you take standardized tests, the more familiar you will become with the format and the types of questions asked. If you wish to receive free information from colleges, indicate on the PSAT answer form that you want to participate in the Student Search.

## **November**

- Junior year grades are extremely important in the college admission process, because they are a measure of how well you do in advanced, upper-level courses. Grades also are used to determine scholarships and grants for which you may be eligible. So put in the extra effort and keep those grades up!
- If you will require financial aid, start researching your options for grants, scholarships and work-study programs. Make an appointment with your guidance counselor or start by visiting NACAC's Web Resources for the College-Bound to do research on your own using the Internet.

## **December**

- During December you should receive the results of your PSAT. Read your score report and consult your school counselor to determine how you might improve on future standardized tests. The PSAT is excellent preparation for the SAT, which you will take in the spring.
- If you plan to take the ACT, register now for the February ACT. Many colleges accept the ACT (American College Test) or the SAT. Some colleges require the ACT or both SAT and the Subject Tests. When you begin to explore different colleges and universities, double-check to see if they prefer or require the ACT, the SAT and/or the Subject Tests.

## **January**

- Begin to make a preliminary list of colleges you would like to investigate further. Surf the Internet and use the college resources in the guidance office or library.
- Ask your parents for your Social Security number (required on many college applications). If you were never issued a Social Security number, contact the closest Social Security office as soon as possible to obtain a number.
- Register for the March SAT if you have completed the math courses covered on the SAT. If not, plan to take the SAT in May or June. Prepare for the SAT or ACT by signing up for a prep course, using computer software, or doing the SAT/ACT practice tests available in the counseling office or at bookstores. But don't spend so much time trying to improve standardized test scores that grades and co-curricular involvement suffer.
- Email, telephone, or use the Internet to request admission literature and financial aid information from the colleges on your list. There is no charge and no obligation to obtain general information about admission and financial aid.
- When selecting your senior courses, be sure to continue to challenge yourself academically.

## **April-May-June**

- Meet with your guidance counselor to discuss your preliminary list of colleges. Discuss whether your initial list of colleges meets your needs and interests (academic program, size, location, cost, etc. and whether you are considering colleges where you are likely to be admitted. You should be optimistic and realistic when applying to colleges.

- Register for the May/June SAT and/or the May/June Subject Tests. Not all Subject Tests are given on every test date. Check the calendar carefully to determine when the Subject Tests you want are offered. Register for the June ACT if you want that test.
- Continue to evaluate your list of colleges and universities. Eliminate colleges from the original list that no longer interest you and add others as appropriate.
- Look into summer jobs or apply for special summer academic or enrichment programs. Colleges love to see students using their knowledge and developing their skills and interests.
- Attend a college fair to get more information about colleges on your list. NACAC sponsors college fairs in cities across the country during the fall and the spring. Visit NACAC's Website ([www.nacac.com](http://www.nacac.com)) to check out the schedule for the National College Fairs and the Performing and Visual Arts College Fairs.
- Get a jump-start on summer activities – consider enrolling in an academic course at a local college, pursuing a summer school program, applying for an internship, working, or volunteering. If you work, save part of your earnings for college.
- Begin visiting colleges. Phone, email or register via college websites to set up appointments. Interviews are always a good idea. Many colleges will tell you they are optional, but an interview will show interest, enthusiasm and initiative on your part and provide an excellent opportunity to have your questions answered. Practice interview techniques. Set up interviews as early as possible – interview times become booked quickly.

## June

- After school ends, get on the road to visit colleges. Seeing the college firsthand, taking a tour and talking to students can be the greatest help in deciding whether or not a school is right for you. Although it is ideal to visit colleges during the academic year, going in the summer will be valuable. Admission offices employ their students to give tours and answer questions from prospective students and their parents.
- Take the SAT, the Subject Tests and/or the ACT.

## July

- Visit colleges, take tours, have interviews and ask questions. Make college visiting a family event. Involve your parents and siblings in every step of your application process. Choosing the right college is a tough decision; the opinions of those who know you best can provide helpful insight into which college is best for you.

## August

- Continue to refine your list of potential colleges and universities.
- Begin the actual application process: draft application essays; collect writing samples and assemble portfolios or audition tapes. If you are an athlete and plan on playing in college, contact the coaches at the schools to which you are applying and ask about intercollegiate and intramural sports programs and athletic scholarships. Complete the NCAA Initial-Eligibility Clearinghouse form if you hope to play

Division I or II sports. (This form cannot be completed until you finish your sixth semester high school.)

## **SENIOR YEAR**

### **September**

- Continue completing applications online.
- Contact counselor to update specific plans.
- Obtain a minimum of two recommendations (teachers, counselors, coaches).
- Turn in activity sheet and brag sheet to school counselor.
- Register for October and/or November SAT Subject Tests and/or October or I ACT.
- Review high school transcript and check for accuracy.

### **September – October**

- Senior college planning conference with counselor.
- Attend college-recruiting conferences.

### **October – November**

- Narrow search to final choices.
- Take SAT, Subject Tests and/or ACT.
- Register for December/January SAT and/or Subject Tests or ACT, if appropriate.
- Attend Eastern High Schools Financial Aid Seminar and complete FAFSA Financial Aid Form.

### **October – December 1**

- Complete applications and submit transcript release forms to guidance for processing. Check deadlines! Keep your grades up!

## November

- \*Early decision application deadlines.

## November – December – January

- Take SAT I and/or Subject Tests or ACT tests, if appropriate.

## November – June

- Monitor your applications to be sure materials are sent and received on time.
- Send Mid-Year grades if requested.
- Receive college decisions.
- Confirm your intentions.
- Maintain strong senior year grades

*National Association for College Admission Counseling*

*1631 Prince Street, Alexandria, VA 22314-2818*

*voice (703) 836-2222 fax (703) 836-8015 fax-on-demand (703) 299-6829*

## College Admissions Lingo

The college admissions process is full of obscure abbreviations, acronyms and assorted jargon that can be confusing at first. Here is a list of some that may prove helpful.

<b>ACT</b>	<b>American College Testing Program</b>  <b>*Optional writing section may be required by some</b>	Four 35-60 minute tests in academic areas of English, mathematics, reading and science. Four separate scores plus a composite score averaging the tests.
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	<b>schools</b>	
<b>C.E.E.B</b>	<b>College Entrance Examination Board (generally referred to as College Board)</b>	The agency that administers the SAT and provides other services to students and parents. You may commonly be asked your CEEB code on tests. Each school in the country is given a six-digit number by College Board. <b>For Eastern it is 310-417.</b>
<b>CLEP</b>	<b>College Level Examination Program</b>	Sponsored by the College Board, this program provides students with the opportunity to obtain college credit by examination. CLEP tests are administered at most colleges and universities.
<b>CANDIDATE REPLY DATES</b>		Sponsored by the College Board, this establishes a common date, May 1, as the earliest time a subscribing college may require an accepted applicant to notify the college that he or she plans to attend.
<b>COMMON APPLICATION</b>		A standard form used by participating colleges (@ 600) throughout the country. It allows students to complete the forms just once and apply to any number of colleges simply by copying the application. The common application is available in the guidance office and on-line. <a href="http://www.commonapp.org">www.commonapp.org</a> .
<b>CSS</b>	<b>College Scholarship Service</b>	A service of the College Board that assists post-secondary institutions, 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 cost, the CSS need-analysis services offers a standardized method of determining a student's need. Not all institutions or scholarship programs require this. There is a cost of this service. Applications are in the guidance office or can be obtained on-line from <a href="https://collegeboard.org">https:// collegeboard.org</a>

<b>DEFERRED ADMISSION</b>		Many schools offer this option to their newly accepted students. The student can defer his or her admission to college for one year based on personal reasons (e.g. hardship, travel, work, personal). Two stipulations usually apply: the student may not enroll in another institution during that year and the student must pay a commitment deposit before the deferral will be granted. The deposit guarantees the student a spot in the freshman class for the following year. The student does not have to reapply for admission.
<b>EARLY ADMISSION</b>		Allows students to enter undergraduate programs after completing two or three years of secondary school. Early entrance is most often justified in cases where the secondary school is not equipped to produce a challenging academic program for a particularly well-qualified student.
<b>EARLY DECISION</b>		A program allowing students to be notified of an admissions decision in December rather than in April. Candidates are expected to apply to only one college for early decision, their first choice, and are expected to attend that institution if accepted.
<b>EARLY ACTION</b>		This is the same as early decision, except that the student is not required to make a commitment to that school. Not all schools offer this option. There is also an early action II that is non-binding and has a mid-January notification date.
<b>ROLLING ADMISSION</b>		Another form of acceptance that begins as early as October in senior year. Turn around notification is about 6-8 weeks. Acceptance is non-binding.
<b>SAT</b>	<b>Scholastic Aptitude Test</b>	The SAT attempts to predict a student's first year college grades. This is a three hour and fifty minute examination that can be taken more than once. It consists of a evidence based reading and writing section, a math section and an optional essay.

## **WHAT COLLEGES LOOK FOR IN ORDER OF IMPORTANCE AS REPORTED TO THE NATIONAL ASSOCIATION FOR COLLEGE ADMISSIONS COUNSELORS**

### **A. GRADES IN COLLEGE PREP COURSES**

The quality of work a student has done in high school is the single most important record for the college, since the colleges have found that “the past predicts the future.” It is important to remember that ninth grade marks are part of the college admission record as are poor grades and failures, even though they may have been made up later. Colleges are primarily interested in the marks received in academic subjects and in the caliber of courses taken. Eastern Camden County Regional High Schools provides a weighted GPA as an indicator of academic achievement in the five traditional areas of English, World Language, Mathematics, Science, Social Studies, plus Gifted/Talented seminar. Advanced Placement and all other courses designated as Honors courses are included in this ranking system. This includes courses in those subjects that are repeated to make up a failure or to improve a grade. A minimum of 16 academic units is usually necessary. Colleges have found that high school grades in college preparatory classes indicate an ability to succeed in college work. The under-achiever and the one who has failures and poor grades will find it more difficult to secure admission to college. A student with poor grades would do well to consider taking his first two years of work in a junior or community college.

### **B. ADMISSION TEST SCORES**

College Board Examinations (PSAT, SAT I and the Subject Tests), and/or the American College Testing Program (ACT), should all indicate potential for college work.

### **C. GRADES IN ALL SUBJECTS**

### **D. ESSAY/WRITING SAMPLE**

### **E. COUNSELOR RECOMMENDATION**

### **F. TEACHER RECOMMENDATION**

### **G. INTERVIEW**

**H. SPECIAL TALENTS, INTERESTS, SKILLS**

Colleges are interested in knowing about the meaningful extra-curricular school activities, community activities, travel, and work experience of the student. Special talents are taken into consideration.

**I. COMMUNITY SERVICE/WORK/EXTRA-CURRICULAR ACTIVITIES**

Colleges are looking for students who are mature, serious, enjoy learning, show intellectual curiosity, and are willing to work hard. Colleges often ask secondary school personnel to evaluate the student on the basis of these qualities.

**J. ABILITY TO PAY (81% OF SCHOOLS STATE THIS HAS NO IMPORTANCE)**

**K. PERSONAL RECOGNITION PROGRAMS**

**\*\* REMEMBER**

In general, colleges are not as interested in the student who “plans to do better.” They are looking for students with proven abilities.

**CHARACTERISTICS OF EXCELLENCE**

The faculty Undergraduate Admission Study Group identified the following “characteristics of excellence” that colleges and universities should seek in the students it admits.

**1. Qualities of Mind**

- High intelligence
- Demonstrated capacity to excel academically

- Originality; creativity
- Joyful engagement in learning; passion for intellectual inquiry, whatever the field
- Mental discipline; perseverance; willingness and ability to take on difficult challenges
- Self-motivation; eagerness to venture beyond the boundaries of assignments and stated expectations
- Ability to challenge and contribute to the learning of others by offering differing perspectives
- Disposition to make the best use of the educational resources that Princeton has to offer

## 2. Qualities of character

- Integrity; responsibility; sense of values
- Demonstrated ability to look beyond oneself; concern for the well being of others; concern for and contributions to the quality of life in the community

## 3. Capacity to Enrich and Contribute to the University Community

- Effective commitment to an activity or activities outside the classroom, whether intellectual, artistic, athletic or service-oriented in nature
- Energy
- Capacity for leadership

## 4. Potential for Life-long Leadership and service in One's Community and Profession

- The Study Group agreed, further, that diversity is an essential component of long-term excellence. By diversity it means that men and women who study at Princeton should be drawn from the widest possible variety of backgrounds – socioeconomic, racial, religious and other – and should bring to the University a wide range of values, beliefs, experiences and interests. In the view of the Study Group, diversity and the experience of dealing with diversity are integral elements in the preparation of effective citizens and leaders.

\* Princeton's Faculty Undergraduate Admission Study Group, 2003.

## **COLLEGE CONSIDERATIONS FOR LEARNING DISABLED STUDENTS**

Students Need To:

- Understand their strengths and weaknesses.
- Be able to articulate the nature of their learning disabilities.
- Understand the compensatory skills developed to accommodate the learning differences.
- Describe the services received in high school.
- Identify short-term and long-term goals.
- Select appropriate college choices to match individual needs.

Search and Selection Process:

- What is the student's learning disability?
- When was the disability diagnosed?
- What is the student's level of performance in high school?
- Is the student enrolled in college-prep courses, modified courses, or individualized special-education courses?
- What are the student's individual strengths and weaknesses?
- Is it easier for the student to learn from a lecture, from reading the materials, or having the material read to him or her?
- Does the student perform better on written assignments or oral presentations?
- Which subjects are easier, and which are more difficult?
- What are the student's most favorite and least favorite courses and why?
- What are the student's short-term and long-term goals?
- Are these goals realistic?
- Is the student striving to improve in academic areas?

- What accommodations are being provided?
- Is the student actively utilizing resource assistance and learning compensatory strategies?
- What does the student plan to study in college?
- What skills and competencies are required for the career goals being pursued?
- When were the last diagnostic tests given?
- What level of services/accommodations is needed in college? Structured programs, comprehensive services, or basic services?

#### Timelines:

##### Junior Year

- review achievement level
- review level of services in high school
- identify the level of service needed in college
- visit colleges
- register for the ACT/SAT: standardized or non-standardized
- see your case manager and/or counselor to register

##### Senior Year

- submit general applications
- submit special applications
- schedule interviews
- write essays (if required)
- disclose learning disability to college
- release current psycho-educational testing
- release documentation of other health related difficulties

## SOME TIPS ON VISITING COLLEGES

The following material is to be used as a guide in helping you gain a better picture of the colleges you visit. You will probably not want to ask every question that appears on these pages, and there are probably questions you will want to ask that do not appear here.

### 1. Choosing Colleges to Visit

Choosing a college to attend is a group activity, with you the student, in the center of the group. Other members of the group who will aid you are your school counselor, your teachers, and your parents.

While choosing a college wisely is a group activity, college attendance is a highly individual matter. Since you are the individual who will attend college, you should start by knowing yourself, not by learning about colleges. Once you know yourself, the problem becomes one of finding several colleges that are good for you.

You should study colleges carefully to see if they are good ones for you. An important part of this study involves visiting colleges that interest you.

### 2. Research on Fundamentals

Before you leave to visit colleges, there are a few things you should do. In deciding upon which colleges to visit, you should have done some research on the school. Take some notes on the following:

- outstanding academic program the college may have that you are interested in
- the average cost
- a list of possible areas of major study in which you are interested (biology major, chemical engineering etc.)
- special programs available (junior year abroad, 5 year BS in Engineering etc.)
- scholarship information (if needed) including the names of one or two scholarships you feel you might qualify for. Also, what financial aid programs does the school participate in?
- admission requirements
- required tests (SAT, ACT)
- courses required of all freshmen regardless of major
- ROTC required or available
- Residence rules for freshmen, must live in dormitories?

- What does the college say is its educational objective or philosophy?
- special regulations for frosh (i.e. cars).
- religious character of the college is sometimes important (chapel services)
- name of Director of Admissions and school mailing address

### 3. When to Visit Colleges

Now that you have some notes easily accessible and ready to use, you will have to decide when to visit the colleges. The following points should help you to determine when to visit colleges. Your parents will have to help plan the exact dates.

- If possible, visit during your junior year (or the summer after). Visits during September and October of your senior year are “in time”, but you are getting close to application deadlines if you wait until your senior year to do any visiting. March and April are very busy months for the college admissions office.
- Plan to visit the college when it is in session. You will learn more by seeing the students, their manner of dress, and the day-to-day life of the college. Try not to visit only on big days like Homecoming or Spring Formal.
- Possibly a family vacation trip can be combined with college visits.
- Even if the college is not in session, a visit will help you learn more than just looking at pictures.

### 4. Visitation

After you and your parents have agreed on a date to visit a college or university, you still have a few things to do. It would be proper to write the Director of Admissions asking if it would be convenient for you to visit the college. Many colleges have planned visitation programs. Call admissions to determine availability.

## FINAL COLLEGE SELECTIONS

One of the questions asked most frequently is, “What should my final list of colleges include?” Inherent in this question are two considerations: First, to how many schools should I apply and second, what range of school should be included with regard to level of admissions competition?

Never use the “shotgun approach” of applying to a multitude of schools. Also, regardless of your academic ability, **do not** “put all of your eggs in one basket” by applying to only one institution or one level of college. As a general rule, students should apply to approximately **six (6)** schools which vary in terms of selectivity, but which have the most important features desired by the student. As long as you do not overly limit yourself geographically, finding such a group of schools is not that difficult a task considering the large number of colleges and universities found in the United States.

While there is no hard and fast rule, students should include two or three schools from Categories 1 and II below and at least one or two schools from Category III:

**Category 1** Your top choice schools. It is fine to include a couple of “long shots” in this group.

**Category II** Schools that possess the features you desire and at which the probability of admission is even to slightly better than even. These are categorized as “realistic” schools.

**Category III** Schools that have most of the features you desire and at which the probability of admission is highly likely to certain. Schools in this category are referred to as your “safe” schools.

Schools that qualify as “long shots,” “realistic,” or “safe,” vary tremendously from student to student. Each student has an individual academic profile and should select schools accordingly, making sure that there are choices in all three categories. Always apply to more than one “realistic” and/or “safe” school. This will insure two or more acceptances and provide you with several “safe” choices.

**EASTERN CAMDEN COUNTY REGIONAL SCHOOL DISTRICT**

**GUIDANCE SERVICES**

**PARENT "BRAG" SHEET**

**School Year 20\_\_ - 20\_\_**

Student Name:

Parent Signature:

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The purpose of this sheet is to obtain information, which may be included in the counselor recommendation letter and/or secondary school report. Please include below any comments or observations you would like to share about your child in reference to the following:

1. In what areas has your child shown the most development and growth over the past three to four years?

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2. What do you consider to be your child's outstanding accomplishments during the past three or four years? Why did you select these as the most important?

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3. What do you consider to be his/her outstanding personality traits?

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4. If you had to describe your child in five adjectives, what would they be?

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5. Are there any unusual or personal circumstances that have affected your child's educational experiences or personal experiences?

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6. What are your child's goals for the future?

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Please feel free to continue on additional pages. Also, attach any information you believe may be useful. Mark your calendar for January's Junior Conference College Information Night. Transcripts will be distributed at that time. Attendance by student & guardian is strongly recommended. Thank you.

**EASTERN CAMDEN COUNTY REGIONAL SCHOOL DISTRICT**

**GUIDANCE SERVICES**

**STUDENT INFORMATION SHEET**

**School Year 20\_\_ - 20\_\_**

Student:

ID #:

Grade:

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Address:

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Telephone Number:

E-Mail Address:

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List three teachers whom your counselor may contact regarding your performance in class and your probable college success:

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/

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Briefly discuss your creative talents and list any awards you may have received (art, computer, dance, music, sports, theater, writing):

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What hobbies, leisure time, and/or community service activities do you pursue?

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Write a brief statement about the latest book you have read: title, author, subject. Was it leisure reading or assigned? What impact did it have on you?

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What do you consider to be your principal strengths? Why?

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In what areas would you like to improve?



## **STUDENT RESUME FOR COLLEGE APPLICATIONS**

Many college applications ask for information regarding out-of-school activities, awards, work and volunteer experience, and other “special” experiences you may have had. Rarely does the college application provide enough space to adequately (or neatly) respond to this category data.

A short resume’ is a good way of addressing this issue while giving a college application an air of maturity and polish. Here are some suggestions you may consider. Title your resume’- activity summary so that admissions officers know what they are looking at. Some examples are: Resume’, Activities Resume’, Student Summary, and Background Highlights. Place this title at the top of the page. Always include your name, address, phone number. Here is an example:

### **NAME**

Address

Phone Number

E-mail address

### **EDUCATION**

Eastern Senior High School Class of 2016

### **INTERESTS & ACTIVITIES**

#### **Academic Awards:**

Media Student of the Year 2015

Science Olympiad 2014

#### **Athletics:**

Football – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> 12<sup>th</sup>

Freshmen Football– Quarterback, Team Captain

Sophomore Year – Varsity Letter, Olympic Conference Champions

Junior Year – Varsity Letter

Senior Year – Varsity Letter, Captain, Olympic Conference Sportsmanship Award

Baseball – 9<sup>th</sup> (Team Captain), 10<sup>th</sup>, 12<sup>th</sup>

Wrestling – 9<sup>th</sup>

**Extracurricular Experiences/Activities:**

2006 Representative to New Jersey Boys State – elected State Senator -11<sup>th</sup>

National Honor Society -11<sup>th</sup>, 12<sup>th</sup> Tutor

Varsity Club – 11<sup>th</sup>, 12<sup>th</sup>

St.. Andrew's Youth Group – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>

**Volunteer Work:**

Dooley House – aided in demolition of abandon housing to re-build for the  
needy – 11<sup>th</sup>, 12<sup>th</sup>

South Jersey Food Pantry – packed food for distribution – 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

St. Andrew's CCD Program – teacher's assistant – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**EMPLOYMENT**

Cashier for Genuardi's Family Markets – January 2005 – present

Choose a format that you like best. In all cases, try very hard to keep the document to one page. Highlight awards and leadership activities. Do not list personal recognition programs such as "Who's Who." Be honest and don't try to "pad" your resume. Fill in your most important activities if they ask for your activities on their form, and then write "see attached" and include your resume. Do not leave it blank.

As with anything you place in the college application, make sure it is neat, well-organized, spelled correctly and properly labeled.

## COLLEGE COMPARISON CHART

USE THIS CHART TO RECORD THE FACTS AND IMPRESSIONS YOU HAVE GATHERED THROUGH NAVIANCE SEARCH AND VISITS.

<p><b>Name of College</b></p> <p>Location</p> <p>*Distance from home</p>				
<p><b>Size</b></p> <p>*Enrollment</p> <p>*Physical size of campus</p>				
<p><b>Environment</b></p> <p>*Type of school (2yr,4yr)</p> <p>*School setting</p> <p>*Co-ed, male, female</p> <p>*Religious affiliation</p>				
<p><b>Admissions Requirements</b></p> <p>*Deadline</p> <p>*Test Required</p> <p>*Average test scores, GPA, rank</p> <p>*Notification</p>				
<p><b>Academics</b></p> <p>*Your major offered</p> <p>*Accreditation</p> <p>*Student-faculty ratio</p> <p>*Typical class size</p>				
<p><b>College Expenses</b></p> <p>*Tuition, room &amp; board</p> <p>*Estimated total budget</p> <p>*Application fee, deposits</p>				
<p><b>Financial Aid</b></p>				

<ul style="list-style-type: none"> <li>*Deadline</li> <li>*Required forms</li> <li>*% receiving aid</li> <li>*Scholarships</li> </ul>				
<p><b>Housing</b></p> <ul style="list-style-type: none"> <li>*Residence Hall Requirement</li> <li>*Food Plan</li> </ul>				
<p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>*Academic</li> <li>*Recreational</li> <li>*Other</li> </ul>				
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>*Clubs, organizations</li> <li>*Greek life</li> <li>*Athletics, Intramurals</li> <li>Other</li> </ul>				
<p><b>Campus Visits</b></p> <ul style="list-style-type: none"> <li>*When</li> <li>*Special Opportunities</li> </ul>				

# How do I apply for federal & state student aid?

## 8 STEPS TO APPLY FOR FEDERAL & STATE STUDENT AID

### **STEP 1 - GET FREE HELP!**

Get free information and help from your school counselor, the financial aid office at the college or career school you plan to attend, or HESAA at: [www.hesaa.org](http://www.hesaa.org) or **609-584-4480** or the U.S. Department of Education (ED) at: [www.FederalStudentAid.ed.gov](http://www.FederalStudentAid.ed.gov) or **1-800-4-FED-AID (1-800- 433-3243)**. Free help is available any time during the application process. You should never have to pay for help.

### **STEP 2 - KNOW YOUR DEADLINES!**

New Jersey State Deadlines First-time NJ State Grant Applicants: Fall/Spring Applicants – September 15th Spring Only – February 15th  
Renewal Tuition Aid Grant Recipients April 15th

Federal Deadlines: Complete the FAFSA between October 1st and June 30th of the following year (no exceptions to either date) BUT apply as soon as possible. To meet deadlines apply online at [www.fafsa.gov](http://www.fafsa.gov).

**Your college may have deadlines too.**

### **STEP 3 - PREPARE!**

Use IRS Data Retrieval Tool (DRT) to complete your FAFSA! If you are unable to use DRT, you will need to collect your 2015 tax returns and other records of income. A full list of what you need is available at [www.fafsa.gov](http://www.fafsa.gov)

### **STEP 4 - LOGIN AND COMPLETE FAFSA!**

Create your user ID and password by clicking on the FSA ID tab at the top of the [www.fafsa.gov](http://www.fafsa.gov) web page.

## **STEP 5 - ANSWER NEW JERSEY QUESTIONS!**

To submit additional information required to be considered for New Jersey State grants and scholarships, New Jersey residents should click the link on the FAFSA on the Web confirmation page entitled "Optional Feature – Start your **state application...**" Once completed you will be notified to login to **www.njgrants.org** to view the status of your State grant application by the Higher Education Student Assistance Authority.

## **STEP 6 - YOUR FAFSA RESULTS!**

The U.S. Department of Education will send you your Student Aid Report (SAR) – the result of processing your FAFSA. Review your SAR, and if necessary, make changes or corrections and submit your SAR for reprocessing. You can submit corrections online at **www.fafsa.gov**. Your complete, corrected SAR will contain your Expected Family Contribution (EFC), which determines your federal student aid eligibility.

## **STEP 7 - VERIFY YOUR ANSWERS!**

If you are selected for federal verification, your school's financial aid office will ask you to submit tax return transcripts and other documents, as appropriate. Be sure to meet the school's deadlines. To request an IRS tax return transcript go to **www.irs.gov** - it's free.

*Note: The State of New Jersey may also request documents to verify information reported on the FAFSA.*

## **STEP 8 - GET AWARD QUESTIONS ANSWERED!**

**All Students:** Contact the financial aid office if you have any questions about the aid being offered.

**First-Time Applicants:** Review award letters from schools to compare amounts and types of aid being offered. Decide which school to attend based on a combination of (a) how well the school fits your needs and (b) its affordability after all aid is taken into account.

For one on one assistance visit: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Counselor \_\_\_\_\_

Eastern Camden County Regional School District

GUIDANCE SERVICES-TRANSCRIPT RELEASE

Student: \_\_\_\_\_

ID#:

Date of Birth: \_\_\_\_\_

Telephone:

College/Outside Agency:

Specific campus(s) if any:

Address:

APPLICATION DEADLINE:

- ✓ PLEASE ALLOW TWO WEEKS FOR PROCESSING AND DELIVERY OF YOUR TRANSCRIPT.
- ✓ STUDENTS ARE RESPONSIBLE FOR SENDING SAT/ACT SCORES TO COLLEGES.
- ✓ STUDENTS MUST FOLLOW UP WITH COLLEGES TO MAKE SURE APPLICATION IS COMPLETE.

**Purpose:**

- |                                      |   |   |
|--------------------------------------|---|---|
| <input type="checkbox"/> College     | <input type="checkbox"/> Other School         | <input type="checkbox"/> Current Grades |
| <input type="checkbox"/> Scholarship | <input type="checkbox"/> Prospective Employer | <input type="checkbox"/> Military       |
| <input type="checkbox"/> Other       |   |   |

**Complete if submitting a college application. Please check all that apply.**

**Application Type**

- Regular
- Early Decision (Binding)
- Early Action/Priority
- Rolling

**Delivery System**

- Common App
- Online (Non Common App)
- Paper-please provide 3 stamps  
and a 9x12 envelope
- Coalition App

PLEASE CHECK BOX AND SIGN BELOW

I am aware that in order to insure timely delivery of my transcript, that I will be completing my application to this college within 60 days of submitting this form to guidance. If I do not do so, the guidance office cannot be held responsible for the delivery of electronic transcripts due to the system voiding the documents.

---

Parent or Adult Pupil (Age @ 18)

I have read the above statements. I hereby authorize the release of a copy of my official transcript.

DATE REC'D:

DATE SENT:

*For Office Use Only*



**EASTERN CAMDEN COUNTY REGIONAL SCHOOL DISTRICT**

**GUIDANCE SERVICES**

**TRANSCRIPT (SCHOOL RECORD) RELEASE: ATHLETICS**

Eastern Camden County Regional School District has always honored student request to forward transcripts.

Effective November 15, 1974, Federal and State Law – prohibits the release of pupil records without parent or adult student written permission.

Ref. New Jersey Administrative code #6:3-6.1 et seq. states, “Organizations, agencies and persons from outside the school shall have access to pupil records if they have written consent of parent or adult pupil (age 18)”.

I have read the above statement and, pursuant to the law – I hereby authorize the release of a copy of the transcript (school record) concerning the student named below, to the following outside school agencies that bear my signature.

Student:

ID #:

Maiden Name:

---

Date of Birth:

Year of Graduation:

---

Telephone Number:

---

I have read the above statement and, pursuant to the law – I hereby authorize the release of a copy of the:

Transcript (School Record)

Medical Records – graduates only

(current students see nurse)

**PERMISSION IS GIVEN TO RELEASE MY TRANSCRIPT INFORMATION TO COACHES REPRESENTING COLLEGES OR UNIVERSITIES**

**PLEASE NOTE: STUDENTS ARE RESPONSIBLE FOR REPORTING SAT/ACT SCORES TO COLLEGES**

---

**Parent or Adult Pupil (Age 18) Signature**

**Date**

**Date Due**

NOTE: Any other organizations, agencies, and persons from outside the school will have to secure written authorization for the release of such transcripts. A photocopy of this authorization shall be considered as effective and as valid as the original.

In order to insure the integrity of Eastern Camden County Regional School District's permanent records, as a matter of practice, we will not release "official" transcripts directly to students or parents/guardians. If there are extenuating circumstances, the following message will appear on the transcript "This official transcript has been released directly to the parent/guardian".

FOR OFFICE USE ONLY:

Date request received: \_\_\_\_\_ Received by: \_\_\_\_\_

Revised 11/30/2005 – Athletic Transcript Release

**MAKING THE MOST OF YOUR SUMMER – SUGGESTIONS FOR STUDENTS**

## **Making the most of your summer-suggestions for students**

### **Summer Jobs-Don't settle for the norm!**

Instead of settling for the nearest burger joint, use your ingenuity to find a job that is fun and will help you with your scholarship and college applications.

First, decide what interests you. This could be anything – animals, children, medicine, journalism, law, music, etc. Then phone some related professional or organizations in your community and inquire about any opportunities. If at first you don't succeed, volunteer as an intern. Frequently, what starts out as an unpaid internship ends up as a paid position.

"I approached a local radio station and pitched them an idea about commentaries from a youth's perspective," says Ben Kaplan, FastWeb's Scholastic Coach and author of *How To Go To College Almost For Free*. "Soon I was doing a regular commentary feature and getting paid for it."

### **Summer Vacation – Turn Travel Into Research**

Taking a summer vacation this year? With a little creativity, you can turn your summer vacation into a project good for extra credit, independent study, scholarship and college essays and more.

Think that you have to study Himalayan tadpoles in Nepal in order to turn your vacation into research? Think again. Almost any vacation can be turned into a viable research topic. If you're traveling abroad, develop a project exploring cultural customs. Taking a road trip? Create a photo essay. "Even if you're just going hiking," says Kaplan, "you can create research project involving ecology or nature or conservation. The possibilities are endless."

Before you head out of town, meet with your high school or college counselor; they are frequently willing to work with motivated students on projects like these.

### **Community Service Can Do Double Duty**

Sure, community service looks great on applications and resumes. But there's much more to it than that. Community service is a great way to become active in the causes that interest you. It can also be a fantastic way to meet people.

Think that community service has to be dull? Dreary? Indoors? Think again. This summer pick something outdoors. That way you're in the sun, having fun and helping save the world.

Can't find any good community service opportunities in your town? Create your own! If you're interested in sports, volunteer to coach or assist with a little league team. If you're concerned about the environment, volunteer at environmental agencies, forestry and park services. If you like kids, volunteer to assist with mentoring or summer programs. The list goes on and on.

### **Scholastic and Scholarship Preparation – Get a Head Start**

Summer is an excellent time to research scholarships and colleges. With just a little preparation, you'll be one big step ahead of the competition.

Use your summer to perform your FastWeb search, to request scholarship and college applications and to survey requirements. If scholarships or colleges haven't issued new applications, ask for a copy of last year's so you'll know what to expect. "By surveying the landscape first, you'll be better prepared when it comes time to apply," says Kaplan. Also, take time out of your summer to develop answers to common essay questions – career goals, what you want out of college, etc. These themes will be coming up again and again on college and scholarship applications.

### **Make it Happen!**

Whether it's work, vacation, community service, or scholarships, a little creativity and ingenuity can go a long way. Use these suggestions as a starting point and make the most of your summer

These suggestions brought to you by FastWeb. For more great information and access to over \$1 billion in scholarships, head over to [www.fastweb.com](http://www.fastweb.com)