

Lake Central High School

Junior/Senior Handbook 2025-2026



WE ARE LC!

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Introduction

The Lake Central Guidance Department operates under the general philosophy that all students are entitled to individual assistance and guidance throughout their high school career. The primary role of the counselors is to serve as a link between the individual student and the mass educational institution. In fulfilling this commitment, counselors will:

- Be available to all students for vocational and personal counseling
- Serve as a contact between home and school regarding educational and personal problems confronting students
- Work closely with teachers in helping students and their environment, both present and future
- Assume responsibility for seeing that students meet graduation requirements
- Have responsibility for in-school placement of students
- Serve as a teachers' first referral for students having problems

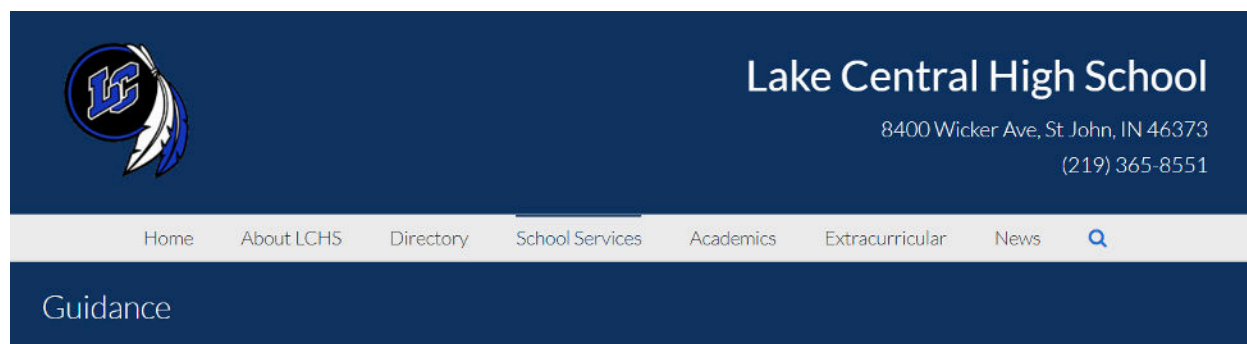
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There are 3 ways you can request to meet with your counselor!

1. Come in person to the Guidance Department front desk and fill out a paper request to meet with your counselor. Guidance office staff will then put your paper request in your counselor's mailbox for them to call you down at a time that is convenient in your schedule.
2. Email your counselor to request that they call you down.
3. Fill out the Google Form on the LCHS Guidance website (pictured below) by choosing your counselor's name from the drop down menu. Again, your counselor will call you down at a time that is convenient in your schedule.



Request to See Counselor

Guidance Counselor Selection:

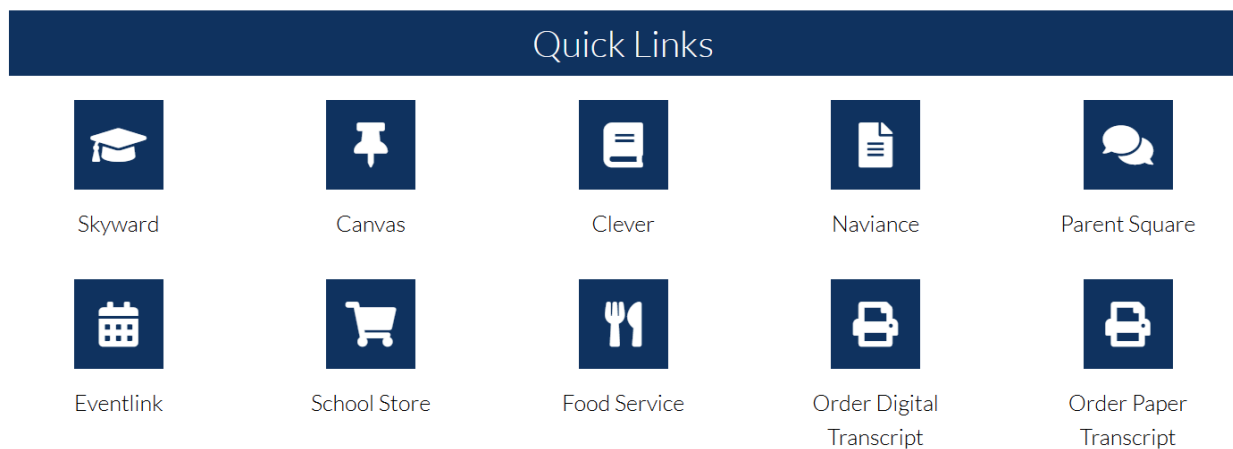
Choose Your Counselor from the List

The Lake Central High School Guidance Department assists and supports students with academic, college and career, and personal/social matters. Information relevant to these services is located below. For general Guidance information, please call 219-365-8551 Extension 2029. To contact one of our eight school counselors, please refer to the contact information available [here](#). The LCHS Guidance Department is open from 6:45 to 2:45.

Making Decisions and Self-Assessments

Assessing your interests and goals is an important step to choosing a career path once you graduate from high school.

Lake Central Students have access to self-discovery tools in the corporation's Naviance application. Students can access their Naviance account anytime through Clever on their school device or by clicking the Quick Link from the LCHS website (pictured below), then clicking "Continue with Clever."



Please find information about all of Naviance's Self-Discovery Features on the following pages.

Self-Discovery Section Student Reference Guide

Overview

Learn more about yourself and be introduced to best fit careers using the new Self-Discovery Section. Now, all assessments are in one central location to make it easier than ever to start an assessment, find your results, and even reset assessments.

The Self-Discovery Section

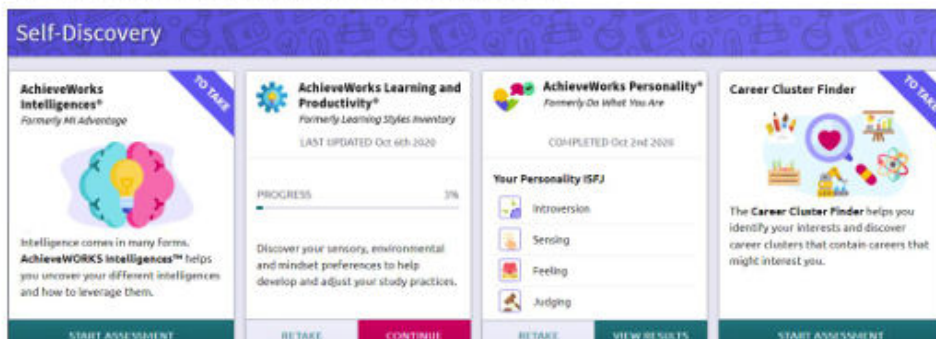
When you go to the **Self-Discovery Section** in Naviance Student, you can go directly to the **Self-Discovery Home** to see a list of all assessments, in alphabetical order, that your school has made available to you, or you can **choose a specific assessment from the list** to start, continue, retake or view results.



Self-Discovery Home

From the Self-Discovery home page, you can easily select any available assessment and:

- **Start** the assessment.
- **Continue** the assessment.
- **View** the assessment results.
- **Retake** the assessment (except for StrengthsExplorer®)



Assessments Overview

If you are assigned a task to take MI Advantage™, Learning Styles Inventory, or Do What You Are™, you will be redirected to the renamed assessment from within the task.

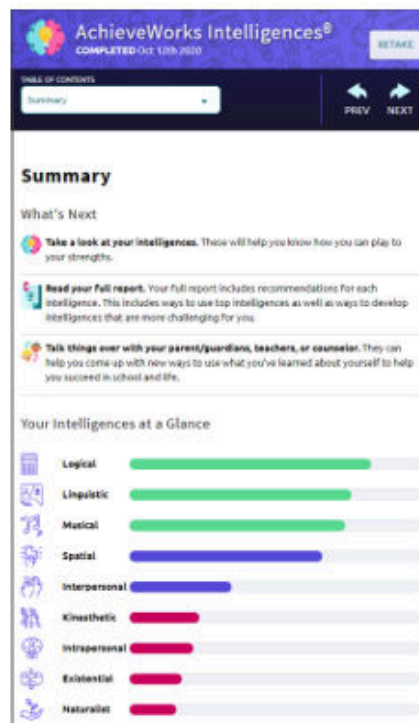
AchieveWorks Intelligences®

Formerly called MI Advantage, **AchieveWorks Intelligences®** helps you uncover your different intelligences and explains how to use them.

The assessment takes approximately 15 minutes and includes 54 questions.

The screenshot shows the assessment interface with a blue header containing the logo and title. Below the header, a progress bar indicates 4% completion (1 of 54 questions). The main text asks the user to rate how much they agree with a statement: "I enjoy writing and am good at expressing my thoughts in written form." A horizontal scale from 1 to 7 is shown, with 1 labeled "Not at All" and 7 labeled "Completely". The scale has a red 'X' at 1 and a green smiley face at 7. Navigation buttons for "PREV" and "NEXT" are at the bottom.

In the results, discover how you deal with information, solve problems, and create things. Learn how to use your strengths in school, work, and other activities.



AchieveWorks Learning and Productivity®

Formerly called Learning Styles Inventory, **AchieveWorks Learning and Productivity®** helps you identify your sensory and mindset preferences so you can develop study practices that work for you. Find out how you learn the best and how you can be most productive.

The assessment takes approximately 20 minutes and includes 69 questions.

Back to AchieveWorks Learning and Productivity® Language English

AchieveWorks Learning and Productivity®

PROGRESS 13% Question 14/69

Tell us how much each statement is like you.

Think about how much this is like how you prefer to learn and work. Then choose the answer that best fits.

I think best when I feel warm.

Strongly Disagree 1 2 3 4 5 Strongly Agree

PREV NEXT

The results include tips for making studying easier and more effective and strategies for how you can be more comfortable and successful in class.

AchieveWorks Learning and Productivity®

COMPLETED Dec 2nd 2020 RETAKE

TABLE OF CONTENTS Summary

PREV NEXT

Your Learning and Productivity Preferences

Sensory Preferences

You learn with four senses. You may like to learn with only one or two, but research has shown that you benefit most when learning through multiple sensory modes. So it will help to use more than just your preferred senses.

Low Visual	High Visual
Low Kinesthetic	High Kinesthetic
Low Auditory	High Auditory
Low Tactile	High Tactile

Environmental Preferences

These are simple preferences that don't require further development. For these, simply adjust your learning environment, when reasonable, to suit your strongest preferences.

Cool Environment	Warm Environment
No Intake	Likes Intake
Low Light	Bright Light
Quiet in Background	Sound in Background
Casual Setting	Traditional Setting
Late in the Day	Early in the Day
Stillness	Mobility

AchieveWorks Personality®

Formerly called Do What You Are, **AchieveWorks Personality®** helps you identify your personality type by asking you to choose scenarios that best represent how you behave in real life.

The assessment takes approximately 15 minutes and has 36 scenarios.

Back to AchieveWorks Personality® Language English

AchieveWorks Personality®

PROGRESS 8% Question 5/36

Choose the scenario that best fits you.

Remember, don't be influenced by how you might aspire to act or what others might expect of you.

- ☐ I call up friends to see if they want to get together, and I enjoy parties, because I get to see lots of people.
- ☐ I would rather hang out with a close friend or two than socialize with a lot of people I don't know very well.

PREV NEXT

The results include your personality type and provide tips to achieve success in a way that works for you, as well as best-fit career options.

AchieveWorks Personality®
COMPLETED Dec 2nd 2020 RETAKE

TABLE OF CONTENTS
Summary

PREV NEXT

Summary

What's Next

- Take a look at your personality.** These will help you unpack why you think and react to events and activities in certain ways.
- Read your full report.** Your Full report includes recommendations for your specific personality. It also breaks down strengths and challenges unique to your personality. By understanding your personality, you can better develop your strengths and create environments that work for you.
- Talk things over with your parent/guardians, teachers, or counselor.** They can help you come up with new ways to use what you've learned about yourself to help you succeed in school and life.

Your personality type is ISFJ

Introversion	<div><div></div></div>	Extroversion
Sensing	<div><div></div></div>	Intuition
Thinking	<div><div></div></div>	Feeling
Judging	<div><div></div></div>	Perceiving

Career Cluster Finder

In the **Career Cluster Finder**, you'll indicate activities and school subjects that you like or dislike and personal qualities that you possess.

The assessment takes approximately 20 minutes and includes 108 questions.

The screenshot shows the 'Career Cluster Finder' interface. At the top, there's a title bar with a heart icon and the text 'Career Cluster Finder'. Below the title bar, a progress indicator shows '3%' and 'Question 4/108'. The main section is titled 'Activities' and contains the instruction: 'Choose whether you like or dislike each activity or you think you would like or dislike doing it in the future.' Below this is a card with an icon of a house and the text 'Read and follow blueprints and/or instructions.' At the bottom of the card are two buttons: 'DISLIKE' (red) and 'LIKE' (green). At the very bottom of the screen are 'PREV' and 'NEXT' navigation buttons.

In your results, you'll learn how well each of the 16 National Career Clusters fits your current interests and qualities.

The screenshot shows the 'Career Cluster Finder' results summary page. At the top, it says 'COMPLETED Dec 2nd 2020' and has a 'RETAKE' button. Below this is a 'TABLE OF CONTENTS' section with a dropdown menu set to 'Summary'. The main content area is titled 'Summary' and contains the following text: 'This report displays National Career Clusters that are a best fit for you based on your interests and personal qualities from when you took this assessment. National Career Clusters are a framework that organizes careers into Clusters and Pathways. These often align to academic programs and majors at schools and post-secondary institutions.' Below this is the section 'Your Top 4 Cluster Matches' with the text: 'Naviance provides your top scoring matches based on what you entered about your interests, qualities, and subjects.' There are two cluster match cards displayed. The first card is for 'Transportation, Distribution and Logistics CLUSTER' with a 'SCORE: 10'. It includes a description: 'This Career Cluster is focused on movement of people, materials, and goods by road, pipeline, air, rail and water.' and a table of matching activities, qualities, and subjects. The second card is for 'Finance CLUSTER' with a 'SCORE: 9'. It includes a description: 'This Career Cluster is focused on services for financial and investment planning, banking, insurance, and business financial management.' and a table of matching activities, qualities, and subjects. Both cards have a 'FAVORITE' button at the bottom.

Cluster	Score	Matching Activities	Matching Qualities	Matching Subjects
Transportation, Distribution and Logistics CLUSTER	10	4	4	2
Finance CLUSTER	9	5	3	1

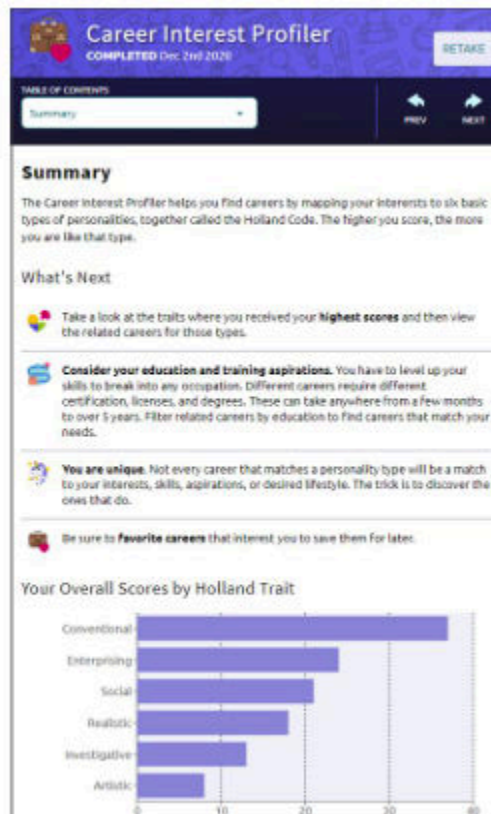
Career Interest Profiler

Career Interest Profiler captures your interests to help determine your personality traits and suggests careers based on the U.S. Department of Labor's data.

The assessment takes about 15 minutes and includes 60 questions about your interests.

The screenshot shows the 'Career Interest Profiler' interface. At the top, it says 'PROGRESS' with a progress bar at 11% and 'Question 8/60'. The instruction is 'Tell us how much each statement is like you. Think about how you prefer to learn and work. Then choose the answer that best fits.' Below this is an illustration of two children and the statement 'Take care of children at a day-care center'. At the bottom, there are five response options with corresponding icons: 'Strongly Disagree' (red sad face), 'Disagree' (pink sad face), 'Neutral' (blue neutral face), 'Agree' (green happy face), and 'Strongly Agree' (green happy face with stars). Navigation buttons 'PREV' and 'NEXT' are at the bottom.

The results include your personality traits according to the Holland Code and how those help with career exploration and planning. The results also offer career recommendations based on your personality.



StrengthsExplorer®

StrengthsExplorer® will help uncover your talents and reveal your potential strengths to you and the people in your world.

The assessment takes approximately 20 minutes and includes 78 questions.

StrengthsExplorer® cannot be reset by you or your counselor.

StrengthsExplorer

STEP 1: Intro
STEP 2: Take Assessment
STEP 3: View Results

Friends tell me about their problems.

Almost Always (or Always) Often Sometimes Almost Never (or Never) This Question Does Not Make Sense To Me

Next Question

StrengthsExplorer® results provide explanations of your top three themes, strategies on how to capitalize on your success, and a list of action items so you can continue building on their strengths. Results will also include a list of best fit career pathways.

Overview Sections ▼

Your Top 3 Themes
You are the only person with your exact talents. Nobody in the world is the same as you.

1. Organizer Scheduling, planning, and organizing your world makes life better. People count on you to get the details right and pull a plan together.	2. Achieving You have more energy and more goals than other people. You love a sense of accomplishment.	3. Dependability Trust is important to you, and you care about being seen as responsible and trustworthy. People count on you to do what you say you will do. When you make a promise, you mean to keep it.
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College Admission Requirements

The *best preparation* for attending **ANY** college or university *lies in planning ahead*. Reviewing admissions standards can help you select the courses you need to meet your educational goals. By learning as much as possible in high school, you'll give yourself the best chance for success in college. Consider completing the requirements for a Diploma Seal, such as the Enrollment Seal, as your foundation and add additional rigorous courses, as your schedule permits. Although these courses may be more challenging than other courses, they will put you well on your way to success.

WHICH COLLEGE ADMISSION DECISION BEST SUITS YOU?

Type Decision	Definition	Application Type	Commitment	Restrictions
Regular Decision	Students submit an application by a specified date and receive a decision in a clearly stated period of time.	Non-restrictive	Non-binding	Not restricted from applying to other institutions.
Rolling Admission	Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.	Non-restrictive	Non-binding	Not restricted from applying to other institutions.
Early Action	Students apply early and receive a decision well in advance of the institution's regular response date.	Non-restrictive	Non-binding	Not restricted from applying to other institutions and have longer to confirm enrollment.
Early Decision	Students make a commitment to a first choice institution where, if admitted they definitely will enroll. The application and decision deadline typically occur early in the fall semester.	Restrictive	Binding	Must be responsible for determining and following institution guidelines and restrictions.

WHAT DO COLLEGES LOOK FOR?

- **Academic Record/Transcript.** The single most important credential in the applicant's folder is the academic record, particularly the junior year and senior year. **Grades are important.** In many cases you can help your college chances by making a strong effort to improve during this time, thereby indicating you are "on the way up." In addition, the **level of difficulty** of your course curriculum taken through all four years receives close scrutiny by admissions officers. This includes Pre-AP and AP classes. Your rank in class and GPA are also factors in being admitted to some colleges.

- **College Entrance Examination Scores.** The SAT/ACT college entrance examinations are important even though not all colleges require them. The majority of schools pay close attention to the SAT/ACT because, when taken together with grades and class rank, they constitute a reliable predictor of academic achievement. These tests can be taken more than once, but be sure to check if the institution looks at the highest score received or some sort of composite score. Community colleges do not require the SAT/ACT for admissions.

- **Essays.** Many colleges require an essay or personal statements as part of the application. The essay can help colleges assess the student's critical thinking and writing abilities, special interests or experiences as well as values, attitudes, life experiences, etc. Your application may designate a specific topic or allow the student to choose whatever he wants to write about. If an essay is optional, ALWAYS write one – it is your chance to shine. Write about your true passions and interests, and always have others edit and proofread before the essay is submitted. There are lots of helpful websites, so do your homework. Here are a few: www.west.net/~stewart/beste.htm and www.collegeboard.com/student/apply/essay-skills/9406.html

- **Extra-curricular Activities.** Extra-curricular activities both at high school and in the community play an important role in the admissions process. Increasingly, colleges look for students who will make a significant contribution to the college community, and look for volunteering and commitment that demonstrates both passion and persistence. Because between 70% and 80% of all students can handle the academics, colleges often look for that extra dimension – musicians, editors, actors, photographers, athletes, leaders, volunteers and others with a developed and usable talent. Students with superior ability in these areas can expect to receive special review by faculty and careful consideration by the admissions office.

- **Recommendations.** For some colleges, recommendations are a required part of an applicant's file. Recommendations describe not only achievements and skills, but also character, integrity and patterns of growth. Teachers' reports and counselor recommendations can play an important role in the selection process, particularly when they are able to provide insight beyond the resume. Colleges may also ask for personal recommendations from someone outside the school such as an employer, minister, scout leader, etc. Each LISD high school has an established process for letters of recommendation so check with your counselor for the procedure to follow. See the appendix for sample information.

- **Interviews.** An admission interview may be required or suggested as part of the application process. The interview is a time for colleges/universities to have a conversation and determine if they are a "good fit" with

potential students. Although they can be nerve-wracking, good preparation and communication skills can assist with the overall admission process. For more information, see:

www.fastweb.com/fastweb/resources/articles/index/102606

www.collegeview.com/articles/CV/application/college_interviews.html

Taken from National Association for College Admission Counseling: www.nacacnet.org

Grade Point Average

Grade reports are finalized every 9-weeks. Students and parents can regularly check grades, receive e-mail alerts, and read class-related information through Skyward. Grade point average is based on a 4.0 scale. A weighted factor is used for Honors and Advanced Placement classes resulting in an individual's GPA exceeding a 4.0.

GRADING STANDARDS

Percentage	Letter Grade	GPA	Honors and AP Courses Only
100% - 92.5%	A	4.00	5.00
92.49% - 89.5%	A-	3.67	4.67
89.49% - 86.5%	B+	3.33	4.33
86.49% - 82.5%	B	3.00	4.00
82.49% - 79.5%	B-	2.67	3.67
79.49% - 76.5%	C+	2.33	3.33
76.49% - 72.5%	C	2.00	3.00
72.49% - 69.5%	C-	1.67	2.67
69.49% - 66.5%	D+	1.33	1.33
66.49% - 62.5%	D	1.00	1.00
62.49% - 59.5%	D-	0.67	.67
59.49% - 0	F	0	0
Audit (no credit)	W/F, W, N, I	0	0

All accelerated classes, identified on page 13, reflect an additional 1.0 on the grade index. A grade of "D" in an accelerated class will not be awarded the additional 1.0 weighting. Honor roll is based on a 3.0 GPA. The requirement for high honor roll is a 3.67 GPA.

College Costs

College costs vary greatly and are dependent on several factors and include tuition, books and supplies, room and board, transportation, and other costs:



- **Public or private**
- **2-year or 4-year school**
- **Number of credit hours taken in a semester (average is 15)**
- **Amount of financial aid package**
- **Living on or off campus**
- **Scholarships**

Resources for college costs:

1. **Learn More Indiana**
<https://learnmoreindiana.org/college-discovery/cost/>
2. **INvested**
<https://www.investedindiana.org/>
3. **BigFuture by CollegeBoard**
<https://bigfuture.collegeboard.org/>

College Selection

There are many considerations in the selection of a particular college or university. The intention of this section is to make the student aware of both academic and personal factors that might play a part in his or her college decision. Not all of these factors listed are important to each graduate, so each should be weighed according to individual priorities. Using the resources we have previously discussed, you can decide which colleges meet your criteria. (See the *College Choice* worksheet in Appendix).

How Do I Find College Information?



Colleges vary greatly in **programs** offered, **costs**, and **admission requirements**. A “*College Admissions Check List*” is available in the **Appendix**.

Reference Materials – Your **High School Counseling Center** and the **school or local library** have a few college reference books and handbook, however; most colleges prefer students to peruse the website to find information about the institution. On the website students & parents will find information on college **costs**, **housing**, **admission procedures**, **entrance tests** required, **major programs** of study, and **much more**.

College Visits – College days (limited to 1 per semester) are granted only to seniors and second semester juniors and will only be excused if the visit is verified in writing by the College Admissions Office and turned into LCHS Attendance before or immediately following the student's scheduled visit.

Academic Considerations for Choosing a College

Academic considerations should be the primary factors in college selection, yet we know that a balance of all requirements - academic, social, personal - is needed. Without an understanding of the academic atmosphere, a subjective decision is difficult. We urge you to read carefully these academic considerations and weigh their relative importance to you.

- Will you be more comfortable at a community college or a four-year college?
- Do you know your degree direction? Does the school have an adequate curriculum for it? Does it satisfy your specialized interests? Are you aware of job availability in possible career fields relating to those degree directions?
- What are admission standards? (most competitive, less competitive)
- What scholarship programs are available? (see "Financial Aid" section for inquiries)
 - What are faculty and class sizes? Is class format lecture or discussion? What is the ratio of students to professors? Remember that published ratios are sometimes misleading, and may be averaged, particularly for first year students. Are labs required?
- Is the school fully accredited?
- Are credits transferable to other schools you might consider for transfer? Are they applicable to your degree plan? (Remember D's don't transfer.)
- Are there foreign language requirements for either high school graduation or college in meeting

admission standards or degree requirements?

- What are your personal study habits? Do they fit with the school attitude?
- What are its colleges and graduate professional schools?
- What is the extensiveness of course and program offerings? How soon can you get into courses in your degree plan program?
- Are there advanced placements? What type are they? (Credit by exam or Summer school credits)
- Do they require or will they accept achievement tests for placement?
- Are there special academic programs available? (i.e., accelerated programs, Plan II, honors, remedial)
- Is there a foreign study program?
- How is the academic year divided? (semester, quarter, block system)
- What is the attrition rate of the freshman class?
- What is the diversity of students and faculty? (scholastic, geographic, graduates vs. undergraduates)
- Find out what percent of graduates, of those who apply, are admitted to professional schools.
- What internship opportunities are available?
- Is there a job placement service for graduates?
- What kind of technology is available for students?

Personal Considerations for Choosing a College

The following information attempts to focus on those non-academic considerations in choosing a college. Read them carefully and be fair to yourself in appraising those that apply to you.

- ☐ What is the extensiveness of campus facilities for personal, social and academic needs?
- ☐ Area of the country in which school is located and proximity to home (travel to and from home).
- ☐ Geographic considerations of climate and clothing needs, and whether the school is located in an urban, suburban or rural area. How does the cost of living vary in the cities or communities under consideration?
- ☐ What is the size of the school? Small? Medium? Large?

- ☐ Dorm availability or general living options. Are there dorms and what type - apartments, special freshman housing? What are the regulations concerning each? What is housing proximity to the library, student union, and other campus activity centers?
- ☐ What are expenses - tuition, travel, room and board, miscellaneous?
- ☐ Family traditions. Are they tied to a particular college, university or religion? Is that important to you?
- ☐ What is the degree of personal discipline, independence and aggressiveness required of a student?
- ☐ Is the school co-educational or exclusively male/female? What are the ratios?
- ☐ What transportation is available? Are automobiles allowed for freshmen? Do you have a car? What are available transportation services? (shuttle, bus service, mass transit)
- ☐ What extracurricular activities are available? (Athletics, fraternities, sororities, band, social groups, debate clubs, union activities, student government, etc.)
- ☐ What religious organizations are active and what provisions are there for religious services?
- ☐ Is military training or ROTC offered?
- ☐ Are fraternities or sororities national or local? Can you transfer affiliation to another university? What are their room and board requirements and facilities? Are there time requirements of this affiliation and will they affect your scholastic plans?
- ☐ Living quarters. What do you have to furnish? Is there an adequate study facility? How are roommates selected? Are conditions to your standard or need? What are facility rules and curfews?
- ☐ Are cultural activities available to suit your interests? (lectures, concerts, plays, etc.)
- ☐ What is the school's reputation? (Academic, social, or a good balance)
- ☐ Have you talked to graduates or undergraduates of the college? What are the impressions given?
- ☐ What percent graduate from college?
- ☐ Are there counselors available for personal problems?
- ☐ What is the participation of the student body in policy-making? Is it important to you?
- ☐ Is part-time work available and how is it arranged?
- ☐ How important are existing friendships with peers going to other colleges? Will they influence your decision?

Other Helpful Hints in Completing your College Selection

- 1) All college acceptances are conditional on your successful completion of the second semester of your senior year. **Keep your grades up!**
- 2) The published "average SAT or ACT scores" are just that -- **AVERAGES**. If you feel your academic record is solid, do not let fear or rejection stop you from applying to the school of your choice. Go for it!
- 3) Thoughtlessly applying to schools just to see if you will be accepted when you have no intention of attending is unfair because it eliminates opportunities for serious candidates.
- 4) If you are not satisfied with your SAT or ACT score, discuss options with your counselor.
- 5) As soon as you know you will not be accepting an offer of enrollment, notify the college and thank them for considering you. All such letters are placed in a file--you never know when you might be transferring.
- 6) Investigate the possibility of attending community colleges as a preliminary step to your education career. Keep in mind; grades of D's normally do not transfer from one college to another.
- 7) Remember, do not expect **anyone** to do your college application work for you! Double-check on transcripts to be sent, extracurricular activities recorded, teacher recommendations filed, or any other work that needs to be submitted.
- 8) Credits are counted by semester hours. Most English, math and history courses are three semester-hour courses. Students taking a three-semester-hour course meet in class for one hour, three times a week for one semester. Many science courses are four or five-semester-hour courses because one day a week is spent in a multiple-hour lab.
- 9) You are considered a full time student if you take 12 or more hours. Most freshmen take three to five courses (12-15 hours). Most undergraduate degrees require at least 120 semester hours. Completion of an undergraduate degree usually takes a minimum of four years, if a student carries an average of 15 semester hours per semester.
- 10) Some scholarships require minimum grades to be maintained or a minimum number of credit hours you must be enrolled in per semester-KNOW these requirements!

Community Colleges

Community colleges provide affordable, *career-oriented* programs, which allow students to begin their careers after one or two years of college. Students completing **one-year** programs may receive **certificates or diplomas**, and students completing a **two-year** program earn **associate degrees**. Students may also **begin** their education at a **community college**, such as **Ivy Tech Community College** and **transfer** to a **four-year college** to then earn a **bachelor's degree**.



<https://www.ivytech.edu/>

Why Community Colleges?

- **Small classes** with individualized instruction
- **Affordable** (tuition is about one half of a four-year school)
- **Accept** high school graduates and students with a **GED**
- **SAT/ACT is not required**
- *Many courses are transferable to a 4-year college – consult the college counselor*
- May be closer to **home**/Less *stressful* transition
- **Opportunity** to build remedial skills, before taking the plunge at a university
- **Job training courses** *that can lead to a career in two years*

Military Enlistment

Military Service offers qualified high school graduates a good salary and free job training. They also provide discipline and structure, as well as many opportunities for career advancement and travel. Most branches of the military require a high school diploma; however, you should contact recruiters to determine requirements.

Benefits – When young people enlist, they obligate themselves to active duty from two to six years. Besides basic pay and free education and training, the enlistee also receives free housing and free medical and dental care. The **Post 9/11 GI Bill** provides enlistees with excellent opportunities for college while in the military and after your military commitment. Contact military recruiters for more specific benefits.

Basic Training – Basic training is usually 6-10 weeks of intense mental and physical preparation in which enlistees receive classroom instruction, exercise, and field training. Enlistees also learn discipline, self-control, physical endurance, and respect for authority.

Military Service Websites:

www.goarmy.com

www.marines.mil

www.navy.com

www.airforce.com

www.spaceforce.mil

www.nationalguard.com



Reserve Officer Training Corps (ROTC) & ACADEMIES

ROTC College students who take ROTC will enter the military as officers. (*ROTC is not available at all college campuses.*)

Army ROTC

A program to provide leadership training for individuals wanting to become officers in the Army. *Four-year scholarships* pay tuition, lab fees, on campus educational fees, and a subsistence allowance of \$300 for the first year and increasing to \$500 by the senior year. *To qualify you must:* be a US citizen, be between the ages of 17 and 26, have a high school GPA of at least 2.50, have a high school diploma or equivalent, score a minimum of 920 on the SAT or 19 on the ACT (excluding the required writing test scores), meet physical standards, and agree to accept commission and serve in the Army on Active Duty or in a Reserve Component. **Begin the application spring of junior year; deadline is December 1 of senior year.** *It is recommended that SAT and/or ACT be taken early the second semester of junior year. Take the ACT or SAT on a national test date no later than December of senior year.*

See: www.goarmy.com/rotc/scholarships.html.

Navy/Marine ROTC

A scholarship program which pays high school graduates *full tuition*, costs of textbooks, fees, uniforms; three summer cruises and a subsistence allowance of \$250 for the first year and increasing to \$400 by the senior year. The selection process is very competitive. Contact the Navy Recruiting Command at the college of your choice to receive more detailed information. **Begin the application spring of junior year; deadline is December 1 of senior year.** *Take the ACT or SAT prior to application deadline and preferably during spring of your junior year.*

Minimum qualifying scores for the Navy (including Nurse-option) are SAT: 530 critical reading and 520 math and ACT: 22 English and 21 Math. SAT/ACT math and English/critical reading scores can be from two different tests; can combine best math and best English to achieve qualifying scores. Marine Corps minimum qualifying scores are SAT: 1000 composite and ACT: 22 composite. SAT and ACT scores must be from the same tests. Applicants cannot combine scores. See: www.nrotc.navy.mil.

Air Force ROTC

A program which pays *full tuition*, costs of textbooks, fees and a subsistence allowance of \$300 for the first year and increasing to \$500 by the senior year. **Begin the application spring of junior year; deadline is December 1 of senior year.** Selection is based on academic performance using an Academic Composite of SAT and/or ACT scores (no mixing allowed), class rank, GPA, and the number of advanced placement or honors courses you have completed through grade 11. Do not wait until you get grade 12 courses—they are not counted in the composite. To be eligible for scholarship consideration a candidate typically needs to achieve a composite SAT score of 1100 (Math and Critical Reading) or ACT composite of 24, a cumulative GPA of 3.0 or higher, and be in the top 40% of the class. See: www.afrotc.com.

NOTE: STUDENTS WHO ENROLL IN AN ROTC CLASS ON THEIR OWN IN COLLEGE ARE ELIGIBLE TO APPLY FOR ROTC SCHOLARSHIPS FOR THE FOLLOWING YEARS IN COLLEGE.

Military Service Academies Academically gifted students may find excellent educational opportunities at the four military academies. The **Army, Navy, Air Force, and Coast Guard** each have their own academies, **West Point**, the **Naval Academy**, the **Air Force Academy**, and the **Coast Guard Academy** respectively. All academies offer a free four-year college education to the students they accept. Students interested in applying to one of the academies should start the process during the spring of their junior year.

Because of the extremely keen competition for an academy nomination, students are urged to apply to every nominating authority which your eligibility allows, (i.e. two senators, congressman, Presidential nomination, Vice Presidential nomination, Children of Deceased or Disabled Veterans Organization nomination, etc.)

Students selected for an academy receive four years of college tuition, room, board, fees, and a monthly salary, part of which must be used for expenses. After graduation from an academy, a student is obligated to be on active military duty for five years.

Students should contact the Academy of their choice soon after January 31 of their junior year and send a written request for a nomination to your State Senator or Representative in April of their junior year to allow adequate time to meet all requirements. All nomination requests must be postmarked before October 31. E-mail requests can often go astray and are unreliable for this purpose. It is recommended that the student initiate the application process for this highly competitive nomination. As young adults anticipating attendance at an academy, students are expected to exhibit a high degree of maturity and responsibility. This initial act should reflect their actual desire to attend.

Files MUST be complete by November 1. The Academy Nomination Selection Board meets in early December and cannot consider files that have not been completed by the NOVEMBER 1st DEADLINE.

Director of Admissions Director of Candidate Guidance
United States Military Academy United States Naval Academy
Building 606 117 Decatur Road
West Point, NY 10996-1797 Annapolis, MD 21402-5018
Phone: (845) 938-4041 Phone: (410) 293-4361
Website: www.admissions.usma.edu Website: www.usna.edu

Director of Admissions Director of Admissions
United States Air Force Academy U. S. Merchant Marine Academy HQ USA
FA/RRS 300 Steamboat Road
2304 Cadet Dr. Suite 2300 Kings Point, NY 11024-1699
USAF Academy, CO 80840-5025 Phone: (516) 773-5000
Phone: (800) 443-9266 Website: www.usmma.edu
Website: www.academyadmissions.com

Director of Admissions
United States Coast Guard Academy
31 Mohegan Avenue
New London, CT 06320-8103
Phone: (800) 883-8724
Website: www.cga.edu

Evaluation Criteria

The following criteria will be considered during the evaluation process.

- High School Rank
- SAT and/or ACT
- Transcript
- Extracurricular Activities
- Athletic Participation
- Faculty Appraisals
- Physical Aptitude

UNITED STATES SERVICE ACADEMY APPLICATION CHECKLIST

This checklist is meant to be a GUIDE. It is the responsibility of the student to ensure that all requirements are met as outlined by the specific military academy.

SOPHOMORE/JUNIOR YEAR

FALL (or earlier)

- ___ Self-assessment against typical class profile. Make appropriate plans to improve competitiveness.
- ___ Contact your local academy representative(s) to let them know you are interested. They are good sources of information and are readily accessible.

JANUARY / FEBRUARY

- ___ Apply for Summer Seminar Programs.

MARCH/ APRIL

- ___ Visit academy websites and fill out pre-candidate questionnaires, if you have not already done so. Make sure they receive your SAT/ACT scores.
- ___ Visit ROTC websites and apply online.
- ___ Decide on three teachers to ask for recommendations (one English, one Math, one other substantial subject). You will need a recommendation from your counselor also. Remember to ask coaches and club sponsors as well.
- ___ Request your transcripts from your counselor/the front desk of the Guidance Office
- ___ Contact your Congressman, both U.S. Senators, and the Vice President to request a nomination to the academy or academies of your choice. You may request nomination to more than one academy, but at some point your representative will ask you to identify your first choice. It is possible to be nominated to more than one academy. Determine if you are eligible for additional nominations based on family members with previous or current military experience.
- ___ As soon as you receive the nomination packet, begin work on it. Answer all questions carefully and neatly.
- ___ Make a copy of materials before sending
- ___ Practice for PAE (Physical Aptitude Exam). There is only one PAE, but each academy sets its own achievement standards on parts of the PAE. You should check with the academy to which you are applying regarding its specific requirements.
- ___ Interested athletes contact the academy athletic offices and coaches.

SPRING/SUMMER

- ___ Take your medical exams as required. **Do not wait until fall to do this.**

KEEP COPIES OF ALL PAPERWORK.

FOR SUMMER

- ___ Visit the academies. You should visit the academy to which you are applying. Visiting other academies is a good thing to do to get a perspective on their similarities and differences. You should not expect to have a personal interview at this point. Nevertheless, call the admissions' office, tell them you are an applicant and that you would like to visit. You will be part of a group presentation and tour. Casual, but neat, dress is appropriate for this visit.

SENIOR YEAR

FOR LATE SUMMER/FALL

- ___ Follow up with DOD MERB for physical examination.
- ___ Apply to academies. The applications have several parts and you need to spend a good amount of time on them. It is a good idea to give teacher recommendation forms to the same teachers who wrote your congressional nomination letters. Submit your applications as early as possible.

If you receive the application over the summer, you will need to wait until you return to school to give these forms to your teachers, but please do so on the first day of school. Aim to have all materials mailed in by October 1.

If you have not received an application by August 1, please call the academy and ask them when you should expect to receive it.

SEPTEMBER

- ___ Work on your ROTC applications. By now you should have received the actual ROTC application (the web application you filled out last spring was a preliminary application). If you have not received an application by the time school begins in the fall, contact the ROTC office to request one.
- ___ Work on your alternative school applications.

NOVEMBER OF SENIOR YEAR

- ___ Nomination interviews. Keep your weekends in November free. Interviews for the congressional nominations are held on the weekends in November. Check with your particular representative about dates. It is not unusual for House representatives to hold interviews on one weekend only. You must be available. You may have to do some juggling around with your sports schedule.

*Gentlemen should wear a coat and tie to the interview. Ladies should wear dresses, skirts, or a pants suit to the interview. Nominations are announced in December and January.

THE REST OF SENIOR YEAR

- ___ Wait. You may be notified as early as October or as late as May. Though admissions offices tend to be evasive and noncommittal, they do appreciate expressions or letters of continued interest.

Employment - Finding a Job

Prepare a Resume – Prepare a **professional looking** resume and attach a copy of your resume to each application you complete. Try to keep your resume brief and no longer than one page. You can also mail or e-mail a copy of your resume and a cover letter to prospective employers requesting an interview. A *sample resume* can be found in the *Appendix*.

For career-oriented jobs, it is best to network with the people you know in the field you desire and always keep a professional rapport with each of your past employers.

It's a small world; don't burn your bridges!

Traits Employers Consider Important

- ☐ Dependable
- ☐ Team player
- ☐ Responsible
- ☐ Self-starter
- ☐ Efficient

Factors That Eliminate Candidates

- ☐ History of absenteeism
- ☐ Poor communication skills
- ☐ Inappropriate social media
- ☐ Lack of specific skills
- ☐ Lack of enthusiasm
- ☐ Poorly groomed

Information to Bring to an Interview–

- **Social security** number
- **Driver's license** number
- **Resume**
- **References** – Usually an employer requires three references. Get permission from people before using their names. *Try to avoid using relatives.* For each reference, provide the following information: name, address, telephone number and occupation.

The Interview Itself–

- **Answer** each question concisely.
- **Respond** promptly.
- Use good **manners**. Learn the name of the interviewer and shake hands as you meet.
- Use **proper English** and avoid slang.
- Be **cooperative** and **enthusiastic**.
- **Ask** questions about the position and the organization.
- **Thank** the interviewer and get contact information to follow up with a thank you email or letter/card. This will not only show good manners, but will also remind the employer of you again in a positive light

PSAT/NMSQT

The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is a standardized test that measures developed verbal, mathematical, and writing reasoning abilities important for success in college. Although not expected to recall or memorize facts for the PSAT/NMSQT, the student needs a good working vocabulary and knowledge of arithmetic, algebra, and some geometry. In the test, the student is given verbal, mathematical, and writing information and is asked to reason with the material to find the correct multiple choice answer.

Reasons for taking the PSAT/NMSQT:

- ⇒ The PSAT/NMSQT gives students practice for taking the SAT because both tests have the same kinds of questions and scoring. Taking the PSAT helps students plan for college, gives students an idea of how they will do on a college admission test, and helps them identify colleges that seek students like themselves.
- ⇒ The PSAT/NMSQT lets students compare their ability to do college work with the ability of other college-bound students. After the test, students will receive a PSAT/NMSQT Score Report to review their own performance.
- ⇒ Taking the PSAT/NMSQT is the first step in entering the scholarship programs conducted by the National Merit Scholarship Corporation (NMSC).

Scholarship Program:

The PSAT/NMSQT is co-sponsored by the College Board and the National Merit Scholarship Corporation. NMSC conducts three annual competitions: 1) the National Merit Scholarship Program, 2) The National Achievement Scholarship Program for Outstanding African American Students, and 3) The National Hispanic Recognition Program for Outstanding Hispanic Students.

Selection for all of these competitions is initially based upon the student's score on the PSAT given during the fall of their junior year of high school. In addition, the student must make a comparable score on the SAT, which must be taken before December of their senior year of high school.

Steps in the Merit Scholarship Competition: Program entry is taking the PSAT in the fall

(October) of junior year. Scores arrive by late December of junior year. In approximately April of junior year, about 50,000 high scoring participants will be invited to name two colleges or universities to which they would like NMSC to refer them. These students will continue on in the National Merit Competition. About 16,000 Semifinalists will be announced in approximately September of senior year. These are determined by an allocation of semifinalists based on the number of graduating seniors in each of the 50 states. NMSC will provide scholarship applications and material explaining what Semifinalists and their schools must do to advance in the competition for Merit Scholarships. Also in September of senior year, students who scored highly but will not continue in the competition for Merit Scholarships will receive letters of Commendation. In approximately February of senior year NMSC will notify Semifinalists who meet all academic and other requirements that they are Finalists who will be considered for Merit Scholarships. From approximately 15,000 Finalists, 8,400 will be chosen to receive a Merit Scholarship based on information submitted about their abilities, accomplishments, and goals. Your high school's recommendation and course grades are also important in this step. Finalists who meet preferential criteria of corporate sponsor organizations will be considered for approximately 1,500 corporate sponsor scholarships and will be notified in approximately mid-March of senior year. Every College Merit Scholarship Winner will be considered for National Awards and will be notified in March of senior year.

College Admissions Testing

Most colleges and universities require either an ACT or SAT test for freshman admission. They are given on certain Saturdays throughout the school year and early summer, outside of the junior year, March, school testing date. The national test dates and deadlines are listed on the following websites. Students need to register for these additional test dates on their own online.

For SAT: www.collegeboard.org

For ACT: www.act.org

While counselors do not encourage random repeat testing, there are good reasons for taking a particular test again. Certain scholarships may require a designated minimum score on the ACT or SAT, and certain colleges or majors within a university may also have minimum score requirements. Retaking the test may improve your score with appropriate study and preparation to re-test.

*Students on free or reduced lunch may receive a fee waiver for these tests. Please see your counselor for more information.

SAT/ACT Prep: Generally your academic courses and extensive outside reading prepares you best for these exams. Free practice tests are available at collegeboard.org and act.org. Free practice tests are also available on Khan Academy and the BlueBook app on your student device. Khan Academy is the official free online prep source for the SAT.

Advanced Placement (AP) Exams

The Advanced Placement program allows students to complete college-level studies while in high school. Students taking AP courses are encouraged to take the appropriate AP Exam. Students may receive college credit based on their AP Exam score(s). Students should check with individual colleges they are planning to attend to determine requirements for and amounts of credit that can be awarded.

AP score reports can be sent to up to 4 colleges for free at the time of examination. It is in the student's best interest to send their scores for free to colleges they are considering attending at this time, as fees will be required to send future AP score reports on the CollegeBoard website at later dates.

College Level Examination Program (CLEP)

The College Level Examination Program is another opportunity for incoming college students to earn college credit for what they have already learned. Many colleges and universities award credit for satisfactory scores on one or more CLEP exams. As with AP exams, you students should check with individual colleges they are planning to attend to determine requirements for and amounts of credit that can be awarded. For dates, fees, and test centers, go to clep.collegeboard.org.

If your college requires an optional essay for a composition or exam, you must pay an additional \$10.



The Fast Start Program at Purdue University uses CLEP and allows for *assured admission* with completion of at least 5 free, CLEP courses/exams.

<https://www.admissions.purdue.edu/purduefaststart/>

LAKE CENTRAL HIGH SCHOOL TEST CODE for Exam Registration: 153112

Financial Aid

Types of Financial Aid:

Scholarships and Grants-do not have to be repaid

Federal Grants, State Grants, Professional and Service Organization Scholarships and Grants, Private Foundations, Local Scholarships such as Dollars for Scholars, Legacy Foundation Scholarships, Individual college merit and athletic scholarships

Loans-do have to be repaid

Federal Government loans or private financial institution loans

Work-study

Jobs offered through your college campus funded by the federal government

FAFSA:

The Free Application for Federal Student Aid (FAFSA) is the form the US Department of Education requires to determine your Student Aid Index (SAI). The government conducts a “need analysis” based on financial information, such as income, assets, and other family information, which you and your parents, if you are a dependent student, will be asked to provide. This resource can be found online at studentaid.gov.

The FAFSA is also the application most colleges use to determine eligibility for federal, state, and college sponsored financial aid, including grants, educational loans, and work-study programs. All college students are expected to contribute towards their education costs. How much you and your family will be expected to contribute depends on your financial situation and is what’s called your Student Aid Index (SAI).

Financial Aid is usually awarded on a first come first served basis. Consequently, early application can result in a more attractive aid package. Your application is examined by a federal processor and the results are sent electronically to the financial aid offices at the colleges you’ve applied to or chosen. **Keep copies of all completed forms and any correspondence you have with your college’s financial aid office.**

Scholarships:

Some scholarships are based on merit, while others are based on financial need, or both. Be sure to complete scholarship applications and follow directions on your colleges’ websites to be considered for the most scholarships.

Investigate any private sources of financial aid and scholarships available to you such as through parents’ employers, local businesses, religious organizations, cultural groups, fraternal

or community organizations (4H, Rotary), Banks, and individual departments or colleges within a university.

Criteria that may be considered for scholarship recipients can include GPA, class rank, student activities and leadership, ACT or SAT Scores, essays, interviews, financial need, letters of recommendation, difficulty of high school courses, and other autobiographical information.

Financial Aid Checklist:

- ___ Determine college costs (estimates can usually be found on college websites)
- ___ Apply for college admission
- ___ Visit colleges' financial aid websites to learn about financial aid and scholarship opportunities
- ___ Investigate private sources of financial aid
- ___ Check Naviance for Lake Central's Scholarship Search List under the Colleges tab
- ___ Meet all application deadlines and send supporting documents on time

NCAA and NAIA

Student athletes that think they may qualify for athletics scholarships need to register with the NCAA or NAIA Eligibility Center. The eligibility centers decide if your courses and ACT/SAT scores meet requirements for college sports. This process should be done upon the completion of your junior year. A certain GPA and/or SAT/ACT score may be required before a student can accept any athletic scholarship.

NCAA: <https://web3.ncaa.org/ecwr3/>

NAIA: <https://play.mynaia.org/>

College Timeline for **JUNIORS**

August/September

_____ **Review** high school coursework and activity plans.

_____ If you do not already have one, obtain a **Social Security** number. It is necessary to apply for college and financial aid.

_____ Prepare for upcoming SAT/ACTs by researching study materials and programs

_____ Put together a **list** of 10 **colleges** in which you are interested. Plan to apply to at least 3-5 schools.

_____ Talk to your parents and high school counselor about where you want to go to college.

October

_____ Take the **PSAT/NMSQT**. (Remember to *bring your calculator*.)

_____ Attend a financial aid information meeting or webinar.

November

_____ Look into eligibility requirements for federal and private student loans.

January

_____ **PSAT** score report should be in. Use the guide to interpret and understand your score.

_____ **Plan to take the SAT or ACT exams if necessary**. Check with the colleges you are applying to for specific testing requirements.

_____ **Visit** the web sites and review catalog information of the 3-5 colleges that interest you most.

_____ Begin going on college visits.

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February

_____ **Study for the school day SAT**

_____ Identify and confirm sites for volunteering/community service activities for the summer.

March

_____ Plan a college visit during Spring Break.

_____ Begin investigating outside funding resources of **financial aid**.

April

_____ Begin working on your “**Resume**,” listing awards, extracurricular activities, work experience, and other pertinent information.

_____ Identify teachers to give you recommendations; set up a time to visit with them regarding your recommendation.

_____ Consider **scheduling college visits** for summer months if possible.

May

_____ Plan for additional **SAT and/or ACT** exams.

_____ Take any **AP exams** you have registered for.

_____ Register with **NCAA Clearinghouse or NAIA** if you are planning to play college sports.

June

_____ Obtain a **summer job** that might be related to your career interests.

_____ **Save** money, if possible, to help pay for college costs.

_____ Schedule college visits if you can coordinate it with travel plans

_____ If your college or scholarship applications require **essays**, **GET STARTED with your initial drafts and ideas NOW**.

College Timeline for **SENIORS**

August/September

_____ Start a **College Planning Folder**.

_____ Register with **NCAA Clearinghouse or NAIA** if you are planning to play college sports if you have not done so already.

_____ Register for any additional **ACT or SAT** tests if necessary. (If you miss the first fall test date, your next opportunity may be too late to send scores to your college choices.)

_____ If you will need recommendations written for your applications, contact those teachers, counselors, or other individuals this month.

_____ **Decide** on early decision or early action. (See the chart on page 4.)

_____ Narrow **college choices** to a few schools and begin the application process.

_____ Apply for any and all **scholarships** for which you qualify. See the *Financial Aid section of this handbook*.

_____ If your college or scholarship applications require **essays**, **GET STARTED NOW**. Choose an English teacher or counselor to help you critique your work.

October

_____ Complete **essays**. Keep a copy for yourself.

_____ Finish making **college visits**.

_____ Register to take appropriate **AP** exams.

_____ Retake the **SAT and/or ACT** if necessary.

_____ Give **recommendation forms** to teachers and counselors **TWO WEEKS** in advance of the date you need them.

_____ Attend a **financial aid & FAFSA information meeting**. Check with your counselor for dates and times. Start your FAFSA application.

_____ Apply for any and all **scholarships** for which you qualify. See the *Financial Aid section of this handbook*.

_____ Start submitting **applications** and all application materials to meet any Nov. 1st deadlines.

November

_____ Submit **applications** and all application materials to meet any Nov. 1st deadlines.

_____ Apply for any and all **scholarships** for which you qualify. See the *Financial Aid section of this handbook*.

December

_____ Submit **applications** and all application materials to meet Dec/Jan deadlines.

_____ Apply for any and all **scholarships** for which you qualify. See the *Financial Aid section of this handbook*.

January

_____ Request the Guidance office send **mid-year transcript***, if required.

_____ Apply for any and all **scholarships** for which you qualify. See the *Financial Aid section of this handbook*.

February

_____ Apply for any and all **scholarships** for which you qualify. See the *Financial Aid section of this handbook*.

_____ Make sure that all **applications are complete and sent** (or ready to be sent).

March/April

_____ **Notices** of acceptance or denial usually arrive from colleges by April 15 via email or via the college's application portals.

_____ Check your school's counseling website to **access scholarship and other important information**.

_____ **Respond promptly** – in writing – for action on admissions, scholarship, and financial aid information.

_____ **Notify colleges** that you **do not plan to attend** as this frees up openings for other students.

_____ Make a final college decision if required. Many colleges subscribe to a May 1st candidate reply date.

May

_____ Take **AP** exams.

_____ Apply for any and all **scholarships** for which you qualify. See the *Financial Aid section of this handbook*.

June/August

_____ Request a **final transcript** be sent to the college of your choice by completing your graduation survey with your counselor.

_____ Work and **save money** to help with college expenses.

_____ **Get vaccinated against bacterial meningitis.** (Effective January 1, 2012, all new college students must provide proof of the vaccination *or attendance on campus will be denied.*)

GLOSSARY

COLLEGE ADMISSIONS TERMINOLOGY

Applicant pool. The total number of students who are applying to a given college or university in a particular year.

Early decision. An application plan in which students apply in the fall (usually November or December) and learn of the decision on their application during December or January. ED-S: early decision-single choice: students can apply to only one college; ED-F: early decision-first choice; students can apply to more than one college, **but if accepted by early decision, they are usually required to withdraw their applications to other colleges.** In either case, students are expected to attend the early decision school. **Early decision is a binding agreement!** This application plan is suggested only for students who are above average academically—and ONLY if the student is very certain of the choice.

FINANCIAL NOTE: A student is released from an early decision obligation if a financial aid package award is not adequate.

Early action. Same as early decision, EXCEPT—a student is not required to make a commitment to the school or withdraw other applications. Considered the best of both worlds by some students!

Early notification/Priority notification/Assured admission. A policy where students file applications early in the admissions process and receive an admissions decision early.

Rolling admissions. Application process through which admissions applications are evaluated upon receipt and applicants are notified within 3-6 weeks of the decision if accepted. If not accepted, a student's application is rolled over to the next admissions decision.

Admission by Review. An admissions process used by colleges/universities to assess the probability of college academic success of applicants who do not meet published admissions criteria. This process considers various factors: high school course work, extracurricular activities, leadership positions, community service, work experience, letters of recommendation, and/or extenuating circumstances of an individual.

Provisional admission. An admissions decision which allows an applicant to be “provisionally” accepted, dependent on completion of requirements set up by the college/university. These requirements may include summer session attendance with specified courses and GPA attainment, limitations on the number of courses taken in the fall, etc. Each school's policy regarding provisional admission will be different.

Open admissions. An admissions process that allows virtually all applicants to be accepted, without regard to such traditional qualifying criteria as test scores, class rank, grades, etc.

Early admission. A program in which a college accepts high school students to begin college work before they graduate—admissions standards are more stringent for early admissions applicants.

Deferred admissions. A program that allows an accepted student to postpone college enrollment date for up to 3 years for personal reasons (e.g. travel, work, personal hardship, etc.). Two stipulations usually apply: the student may not enroll in another institution and the student must pay a commitment deposit before the deferral is granted.

Candidate reply date agreement. Sponsored by the College Board, this agreement 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.

Candidate notification date. The date by which an institution will announce its decision on a student's application (many colleges reply the first two weeks in April).

Wait listed. An institution's list of students who were not accepted initially, but who will be accepted at a later date if space becomes available.

Deferred. When an applicant, typically one who applied early action or early decision, is not immediately accepted or rejected, but instead their application is moved to the regular decision pool for further consideration. Universities would typically like to see first semester senior grades, new/higher test scores, and/or a letter of continued interest (sometimes filled out on the application portal) before making their final decision on an applicant.

Yield. The number of students who are accepted to a school and accept the offer of admission.

TESTING TERMINOLOGY

ACT. ACT is a college entrance exam composed of four 35-50 minute tests in academic areas (Mathematics, English/reading, science, and social science reasoning). Scores are reported on a scale of 1-36 for each academic area, as well as a composite score which averages the four tests. Some colleges may award college course credit for ACT individual tests in the academic areas. ACT has added a writing component that is optional.

AP: Advanced Placement. AP tests, sponsored by the College Board, are three hour exams, administered in May, based on full-year college-level courses in high school. The results are reported on a scale of 1-5, and a college may use the results for college credit or course placement, typically requiring scores of 3 or higher.

CEEB: College Entrance Examination Board. Generally referred to as “The College Board;” this agency sponsors the SAT and provides other services for students and parents. Also, forms may ask, “What is your high school CEEB number?”

CLEP: College Level Examination Program. Sponsored by College Board, this program provides students with the opportunity to obtain college credit by examination. The CLEP tests are administered at most colleges and universities.

PSAT/NMSQT: Preliminary SAT/National Merit Scholarship Qualifying Test. Sponsored by College Board, the PSAT is a test that uses the same format as the SAT, but is shorter. It is administered in October.

This test is useful as an indicator of SAT scores and/or for test practice. Students may take the test as a freshman or sophomore, and are strongly encouraged to take the test as a junior. The PSAT is the basis of some merit scholarships and the source of many college mailings. National Merit Semi-Finalists are named based on a student’s junior year PSAT score.

SAT. Developed and administered by the Educational Testing Service for College Board, the SAT Reasoning Test measures developed reasoning abilities related to successful performance in college.

SAT Subject Tests. Sponsored by the College Board, these one-hour tests measure knowledge and skills in a particular subject and a student’s ability to apply the knowledge. All tests, except Writing, consist of multiple-choice questions. There are 22 subject tests. Scores are reported on a scale of 200-800. Colleges may use the SAT Subject Tests for admission, credit, or placement purposes.

SAT Subject tests are offered on the same dates as SAT, but students may not take both on the same day. Students may not take more than 3 subject tests on one day.

FINANCIAL AID TERMINOLOGY

Cost of Attendance (COA). A student's cost of attendance includes tuition and fees, room and board expenses while attending school, and allowances for books and supplies, transportation, loan fees (if applicable), dependent care costs, cost related to a disability, and other miscellaneous expenses. The school, within guidelines established by federal statute, estimates the cost of attendance. The cost of attendance is compared to a student's Student Aid Index (SAI) to determine the student's need for financial aid.

Student Aid Index (SAI). The amount determined by a formula Congress established, that a student's family is expected to contribute toward the cost of attendance. It is determined for the purposes of the federal SFA programs. The SAI is printed on the front of a Student Aid Report (SAR) or on an Institutional Student Information Record (ISIR).

William D. Ford Federal Direct Loan Program. Federal Direct Stafford/Ford Loans (Direct Subsidized Loans), Federal Direct Unsubsidized Stafford/Ford Loans (Direct Unsubsidized Loans), Federal Direct PLUS Loans, and Federal Direct Consolidated Loans. Funds for these programs are lent to student and parent borrowers from the federal government through colleges and career schools that participate in the program.

Federal Family Education Loan (FFEL) Program. The Federal Stafford (subsidized and unsubsidized), Federal PLUS, and Federal Consolidation loan programs. Private lenders provide funds for these programs and the federal government guarantees the loans.

Financial Need. The difference between the student's cost of attendance (COA) and the Student Aid Index (SAI).

Free Application for Federal Student Aid (FAFSA). The application filled out and filed by a student that collects household and financial information used by the federal government to calculate the Student Aid Index (SAI). Apply on-line at www.studentaid.gov.

Need Analysis. The process of analyzing household and financial information on a student's financial aid application and calculating a Student Aid Index (SAI).

Pell Grant. Awarded through strict rules set by the Department of Education. If a student is eligible on the basis of these rules, an eligible college can pay the student his or her Federal Pell Grant and will be reimbursed by the Department.

Student Financial Assistance Programs (SFA). Programs administered by the office of Student Financial Assistance Programs within the U.S. Department of Education: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work-Study, Federal Perkins Loans, Federal Direct Stafford/Ford Loans, Federal Direct PLUS Loans, Federal Stafford Loans, Federal PLUS Loans, and State Student Incentive Grants.

Student Aid Report (SAR). A federal output document sent to a student by the application

processor. The SAR contains financial and other information reported by the student on the Free Application for Federal Student Aid (FAFSA). That information is entered into the processing system, and the SAR is produced. A student's eligibility for aid is indicated by the SAI, which is printed on the front of the SAR.

Unmet financial need. Difference between the COA (cost of attendance), the SAI (student aid index) and the awarded aid.

Verification. A procedure where a school checks the information a student reported on the FAFSA, usually by requesting a copy of signed tax returns filed by the student and, if applicable, the student's parent(s) and spouse.

APPENDIX I

Building a Resume in Naviance

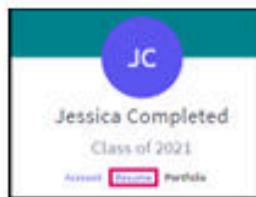
Naviance Student Resume Builder

Overview

Naviance Student offers Resume Builder to provide a framework for your resume development. Resume Builder can be used to decide and work on different resume sections, and then the build tool can be used to export the resume as a PDF or Word file. The Word file is a fully-editable version of the resume.

Accessing Resume Builder

1. From the *Naviance Student Home* page, navigate to **About Me > My Stuff > Resume**.
- OR
2. From the *Naviance Student Home* page, navigate to **About Me > Home** and then click **Resume** from the student banner.



Resume Sections

What's Included?

Resume Sections is where you begin building the various sections of the resume. The **Add Section** button (+ sign) is used to add desired sections.

Although there are many resume sections available, the most common are:

- Objective
- Summary
- Work Experience
- Education
- Extracurricular Activities
- Awards
- References

Adding Sections

The steps to create a section are:

1. From **Resume > Add/Update Sections**, click **Add Section** (+ sign).
2. Click the **section** to include on the resume.



3. The section heading will provide a **tip** to assist you with understanding the purpose of that section. If the tip is long, use **More tips** to expand the tip.
4. Each section provides related fields of data to complete. Enter in the information as needed.
5. Use **ADD** to complete and add the section to the resume.
6. Once an item is added, a new option displays to **Add new information** for that same section.

EXAMPLE: if you have had multiple jobs, you would use **Add New Work Experience** after entering your first job in the Work Experience Section to input your second job.

7. Use the **Edit** and **Remove** options in each section as needed.



Build the Resume

All the hard work has been completed – the sections are done! Now, it's time to build your resume.

Getting Started

1. From the **Resume** page, click the **Print/Export Resume** tab.
2. Click the **Add** button (+).

The Add/Edit Saved Resume Step 1 displays – Set up Resume.

3. Enter a name for the resume in the **Name your resume** field.

NOTE: The selected name will not display anywhere on your resume. It is for reference purposes only.

4. Select a template from **Choose a print friendly template**.
5. Click **Continue**.

Step 2, Choose Sections, displays.

6. From this step, use the **checkboxes** to turn on or off sections for this resume.

NOTE: Each section has a checkmark for deciding whether it should be included. You may also notice there are checkboxes next to each individual entry under a section, providing full control over what information you share.

7. Click **Save Resume**.

The resume saves, and My Saved Resumes will display.

8. Use **Download PDF** or **Download DOCX** options below the saved resume of choice to download that resume format.

REMINDER: The **DOCX** format is a Word file that can be edited.

9. Use **Edit** to make changes to the name or template assigned to your saved resume. Use **Remove** to delete the saved resume.

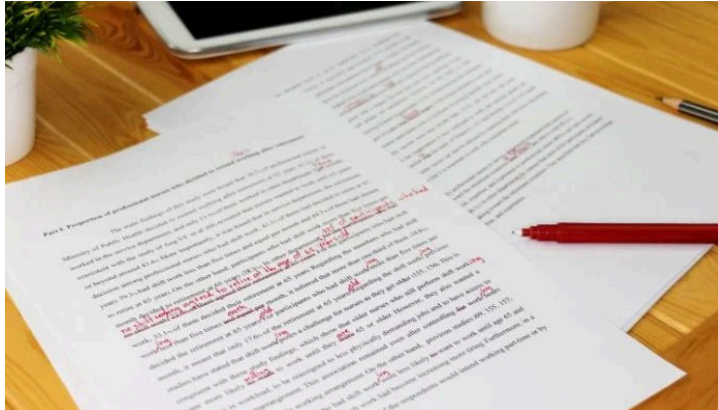
APPENDIX II

Information to provide when Requesting a Letter of Recommendation

- 1) What are your extracurricular activities (at LC and outside of LC)?
- 2) How many hours per week do you do those activities?
- 3) What did/do you like about those activities or what have you learned from them?
- 4) Describe a high school academic experience that was a highlight of your years in high school.
- 5) What are your short term AND long term goals for your future?
- 6) Why are you applying to or wanting acceptance into this program (scholarship, college, major, etc)?
- 7) How would someone else describe you or your characteristics? (adjectives or explaining something about yourself that I may not know about you)
- 8) Who has had the greatest influence on and why?

APPENDIX III

College Essay Tips



<https://bigfuture.collegeboard.org/plan-for-college/apply-to-college/application-process/6-tips-for-crafting-your-best-college-essay>

APPENDIX IV

How to Get the Most from a College Visit

Get the Most Out of Your College Visits

College visits are probably the most fun part of the [college application process](#). When it comes to researching potential schools, there's no better substitute for figuring out if a campus will feel like home.

If possible, visit every college that you are strongly considering. No website, guidebook, or testimonial will give you a better feel for a school than you'll get by seeing it for yourself. Many students change their minds after a campus visit. This is obviously preferable to changing your mind after you enroll! Get the most out of your time on campus with our college visit checklist:



<https://www.princetonreview.com/college-advice/college-visits>

*Don't forget while you are there to ask about summer college programs the campus offers or research these on the college's website!

APPENDIX V

Job Networking Guide



<https://hbr.org/2023/03/a-beginners-guide-to-networking>