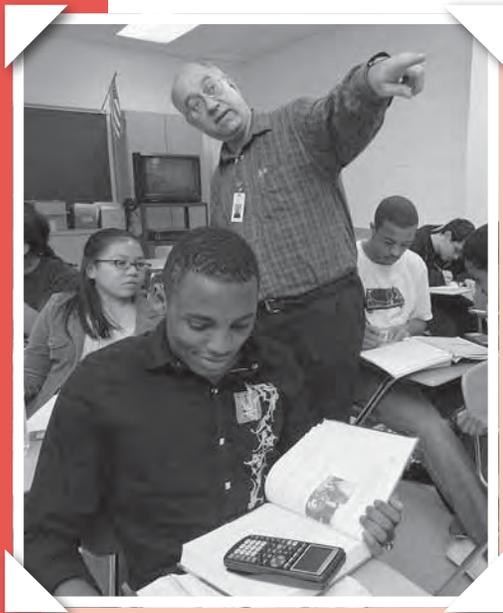


Getting Ready

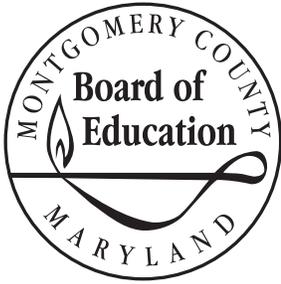


Career/College Planning Guide

for Eleventh Grade Students



**MONTGOMERY COUNTY
PUBLIC SCHOOLS**
Rockville, Maryland



VISION

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

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Getting Ready

Career/College Planning Guide for Eleventh Grade Students

As you approach the end of your high school years, it is vital to focus your thoughts on what you will do after graduation. This handbook is designed to provide you with information about career and college planning and counts down the steps you need to take to complete the process leading to graduation.

Please ask your school counselor for additional assistance with carrying out the important tasks necessary to graduate successfully from high school, and to put in place the best possible plan for your transition to postsecondary education and, ultimately, your career.

Montgomery County Public Schools
Office of Special Education and Student Services
Department of Student Services
School Counseling Services Unit
Rockville, Maryland 20850
301-279-3584

This booklet belongs to

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Career Exploration and Planning

What is career exploration and planning?

A career is not just an occupation or paid job. It is all the productive work, paid and unpaid, performed throughout a person's lifetime. This includes work at home and volunteer work in the community, as well as work for an employer. Career education is a joint effort of the home, school, and community to provide all students from pre-kindergarten through high school with opportunities to—

- learn about their interests, abilities, and aspirations;
- become aware of and appreciate a range of careers; and
- develop decision-making, job-seeking, and job-keeping skills.

Career education is delivered to Montgomery County Public Schools (MCPS) students in three ways: through the instructional program, through the school counseling program, and through collaborative school/community programs.

Career education objectives are infused into the subject-area curricula, where they can most appropriately carry out the intent of both the subject-area and career-education objectives.

Classroom instruction of career education is supported by school counselors, media center staff, college/career information coordinators, and members of the business community who provide career information to staff and students. Schools also plan career activities that serve as an introduction to the many types of careers.

Get to know your college and career center

Each Montgomery County public high school has a college and career center. The college and career center is a resource room for gathering career information. The center is managed by a college/career information coordinator (CCIC) who is available to all students, staff, parents, and area residents. The center usually is open year-round from 7:00 a.m.–3:30 p.m., Monday to Friday. Set up a time—before or after school or during lunch—to visit and explore the resources available to you. Each of our high school college and career centers maintains a website of useful career-planning resources. These websites can be accessed from the main website for the high school.

Other useful career exploration and planning resources:

- **Choices Explorer**—a Web-based career exploration and college-planning application for students in Grades 9 and 10. Students can obtain the Web address of Choices Explorer and their individual registration codes through the college and career center.
- **Choices Planner**—a Web-based career exploration and college-planning application for students in Grades 11 and 12. Students can obtain the Web address of WorkSpaceK12 and their individual registration codes through the college and career center. Students can obtain the Web address of Choices Planner and their individual registration codes through the college and career center.
- **WorkSpaceK12**—an Internet-based program designed to help counseling departments, students and parents navigate through the college application process. The Family Connection component allows students to do college searches, compare institutions, make contact with colleges in which they are interested, and view scattergram data showing acceptance statistics of previous graduating classes of their own high school. Students also can use Naviance to build a resume, summarize postsecondary goals, and keep track of their college and scholarship applications. Students can obtain the Web address of WorkSpaceK12 and their individual registration codes through the college and career center.
- **MCPS College and Career Information website**—This website contains information about and links to an extensive array of career-awareness resources as well as information about and links to career and trade schools. The MCPS College and Career Information website can be accessed at www.montgomeryschoolsmd.org/curriculum/careercenter/.
- **US Department of Labor Career Voyages**—This website provides a wide range of career-exploration tools and can be accessed at www.careervoyages.gov/.
- **Occupational Outlook Handbook**—This nationally recognized resource compiled by the federal Bureau of Labor Statistics provides in-depth information about careers within the United States—what workers in each career do, how much they are paid, the preparation needed for the career, the future outlook for the career, and other information. It can be accessed at www.bls.gov/oco/.

■ **MCPS Career Pathway Programs Toolkit**—This resource provides information about all of the career preparation programs within MCPS. It can be accessed at www.montgomeryschoolsmd.org/departments/cte/toolkit/.

■ **MCPS/MC Career Pathway Programs Articulation Agreements Brochure**—Many MCPS career preparation programs articulate directly into similar programs at Montgomery College. Information about these articulation agreements can be accessed at www.montgomeryschoolsmd.org/departments/cte/toolkit/Articulationt.pdf.

MCPS Career Clusters and Career Pathway Programs

MCPS offers a wide array of career-focused courses organized into career cluster and career pathway programs. The purpose of the career cluster model is to direct high school students toward focused programs of study that make their experiences more meaningful by relating future goals to current course work. The MCPS career clusters are based on what students need to know and be able to do in order to graduate prepared for further education and careers in the 21st century. The following are the 11 MCPS career clusters:

- Arts, Humanities, Media, and Communication
- Biosciences, Health Science, and Medicine
- Business Management and Finance
- Construction and Development
- Education, Training, and Child Studies
- Engineering, Scientific Research, and Manufacturing Technologies
- Environmental, Agricultural, and Natural Resources

- Human and Consumer Services, Hospitality, and Tourism
- Information Technologies
- Law, Government, Public Safety, and Administration
- Transportation, Distribution, and Logistics

In-depth information about MCPS career pathways programs can be accessed at www.montgomeryschoolsmd.org/departments/cte/toolkit/.

Existing Career Pathway Programs and Academies

ARTS, HUMANITIES, MEDIA, AND COMMUNICATIONS CLUSTER <ul style="list-style-type: none"> • Broadcast Media • Printing, Graphics, and Electronic Media 	BIOSCIENCES, HEALTH SCIENCE, AND MEDICINE CLUSTER <ul style="list-style-type: none"> • Biotechnology • Medical Careers 	BUSINESS MANAGEMENT AND FINANCE CLUSTER <ul style="list-style-type: none"> • Academy of Finance, National • Accounting • Business Management • Marketing
CONSTRUCTION AND DEVELOPMENT CLUSTER <ul style="list-style-type: none"> • Carpentry • Construction Electricity • Heating and Air Conditioning • Masonry • Plumbing 	EDUCATION, TRAINING, AND CHILD STUDIES CLUSTER <ul style="list-style-type: none"> • Early Child Development • Teacher Academy of Maryland 	ENVIRONMENTAL, AGRICULTURAL, AND NATURAL RESOURCES CLUSTER <ul style="list-style-type: none"> • Environmental Horticulture • Green Industry Management • Landscape Design
ENGINEERING, SCIENTIFIC RESEARCH, & MANUFACTURING TECHNOLOGIES CLUSTER <ul style="list-style-type: none"> • Advanced Engineering (Project Lead the Way) • Pre Engineering 	INFORMATION TECHNOLOGIES CLUSTER <ul style="list-style-type: none"> • Academy of Information Technology National • Cisco Networking Academy • Network Operations • Oracle Academy 	LAW, GOVERNMENT, PUBLIC SAFETY, AND ADMINISTRATION CLUSTER <ul style="list-style-type: none"> • Fire and Rescue Services/ Emergency Medical Technician • Justice, Law, and Society
HUMAN AND CONSUMER SERVICES, HOSPITALITY, AND TOURISM CLUSTER <ul style="list-style-type: none"> • Academy of Hospitality and Tourism, National • Cosmetology • Hospitality Management • Manicuring/ Nail Technology • Professional Restaurant Management 	TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CLUSTER <ul style="list-style-type: none"> • Automotive Body Technology/ Dealership Training • Automotive Technology/ Dealership Training • Foundations of Automotive Technology 	

Detailed information, including required courses for program completion, course rigor, graduation requirement, and corresponding articulation agreements with Montgomery College can be found at www.montgomeryschoolsmd.org/departments/cte/.

Montgomery College/ MCPS partnership programs

You can earn up to 18 free college tech prep credits while in high school by completing a Career and Technology Education (CTE) or Foundation career pathway program and then enrolling in Montgomery College (MC) in a parallel program. See MCPS High School Course Bulletin, MCPS Career Clusters, Programs of Study, and Courses or go to www.montgomeryschoolsmd.org/departments/cte and www.montgomeryschoolsmd.org/departments/cte/toolkit/Articulationt.pdf for more detailed college tech prep offerings at MCPS high schools. Earned credits can be used toward an associate degree at MC, leading to a degree program or certification and employment in the following:

- Academy of Finance, National
- Academy of Hospitality and Tourism, National
- Academy of Information Technology, National
- Accounting
- Automotive Technology
- Biotechnology
- Broadcast Media (Radio and Television)
- Business Management
- Carpentry
- Computer Applications
- Cosmetology
- Early Childhood Development
- Electricity
- Environmental Horticulture
- Fire Science and Fire Service Management
- Green Industry Management
- Heating and Air Conditioning
- Hospitality Management
- Justice, Law, and Society
- Landscape Design
- Manicuring Nail Technician
- Masonry
- Medical Careers
- Plumbing
- Pre-Engineering
- Principles of Architecture and CAD Technology
- Printing Graphics & Electronic Media
- Professional Restaurant Management
- Project Lead the Way (Advanced Engineering)

MC offers financial aid to help pay tuition and fees. Call the Financial Aid Office at 301-279-5100.

If you have any course or program questions, please call the MCPS Department of Career and Technology Education at 240-632-6900, or call MC for information and an application packet at 301-279-5000.



Growing Teachers Program for MCPS high school students interested in a career in teaching

Montgomery College, in collaboration with MCPS, invites future teachers who are high school seniors with a 2.75 Grade Point Average or above to apply to the innovative Growing Teachers Program. The Teacher Education Transfer Program Associate of Arts in Teaching (AAT) is a degree option for students who want to become certified teachers. The AAT degree curriculum provides the first two years of a bachelor's degree in teacher education and certification in a partnership among MCPS, MC, Towson University, and University of Maryland Baltimore County and Shady Grove facilities. Interested students in Grades 9–11 may want to consider participation in child development classes to prepare for this program.

MC offers Growing Teachers Program participants financial aid sources to help pay tuition and fees. High school students may apply for a MC, Maryland State Dual Enrollment Grant, which covers the cost of one 3-credit college course per semester. Once you are enrolled full time in a teacher education program, you are eligible to apply for a \$2,000 Maryland Teacher Scholarship while at MC and a \$5,000 annual scholarship for juniors and seniors at Maryland's universities and colleges.

Call the Education Department at MC for an application packet at 301-738-1757 and the Financial Aid Office at 301-279-5100.

How is school related to the world of work?

School is a workplace where learning is the project. What you do in school is a variation of what you will do as an adult at work. In school, your reward may be promotion to the next level or a good grade. At work, your reward may be a job promotion or an increased salary. You will be able to make more appropriate academic decisions if you

can relate the subjects you take in school to certain career choices. For those subjects which are of particular interest to you, ask your teachers about the types of classes you need that are related to your career interest. Ask your college/career information coordinator to show you the *Occupational Outlook Handbook* to find—

- occupations in related fields,
- career trends/growth areas,
- work conditions and requirements,
- workplace skills and training, and
- salary and earnings.

Career assessments are available

There are several types of career interest inventories and aptitude tests available to you in school. These may be administered in groups or individually. They help you learn more about yourself and make appropriate career decisions. Visit the college and career center and find out which tests are available in your school. Counselors will discuss the results of your test(s) with you.

Choices Explorer/Career planning

Students find this site exciting and informative, with fun articles about careers, recreation, education, and skills. Hundreds of occupations are arranged by career cluster. Career Finder is a quick and easy self-assessment of your interests and skills. Colorful graphics compare a student's self-rating of skills and interests with suggested occupations. The Career Research Tool guides students through Skills, Values, Interests, and Personality inventories to generate career research leads. The site license for Choices Explorer allows for career exploration to be accessed on the Internet—both at school and home. Each



suggested career can be explored in detail, and there are Web links to professional associations, colleges that offer the required courses, and additional related articles.

Choices Planner/College selection

The Choices Planner program allows you to investigate more than 7,000 two- and four-year colleges and develop an individualized list of colleges and universities according to personally selected criteria such as location, size, majors, athletic and other special programs, and financial aid availability. There are also direct links to the Web pages of numerous colleges and universities listed and to online applications where these are available. Vocational/technical schools also can be explored. Financial aid applications and scholarships are also available.

Career interest and aptitude tests

In addition to the Bridges computer online assessment/interest inventory, most college and career center self-administered instruments or other computer inventories may be done individually or used as part of class assignments. Also available is the Armed Services Vocational Aptitude Battery (ASVAB). The ASVAB is administered free to students in Grades 10, 11, and 12. Check the college and career center for the testing date. Taking the ASVAB in no way involves a commitment to the military.

How to develop good decision-making skills

As you are faced with an increasing number of choices, you will need to understand and practice good decision-making skills. The model below shows how to arrive at a decision by thinking it through beforehand.

Identify your goal

- Focus on what you want to achieve and state that as your goal. The goal may be deciding what courses to take in school, what majors to study in college, what technical school to attend, or what job to take after high school.

Gather information

- Gather facts, ideas, and other information related to your decisions.
- Talk with people, read books, visit the college and career center and library, and use the Internet.
- Write down all the choices that appeal to you.

Evaluate each alternative in terms of its consequences

- Consider the possible effects of each choice.
- Ask yourself these questions:
 - Will I feel good about this choice?
 - How will my parents feel about it?
 - Will it be satisfying for me?
 - Will certain risks be involved?

- Am I willing to take such risks?
- How will I feel about this choice five years from now?
- List the advantages and disadvantages of each choice.
- Rank choices from highest to lowest, according to level of desirability of each choice.
- Make a choice and state that as your goal.

Develop a plan of action

- Examine your choice.
- If you are not happy with your choice, start the decision-making process again.

Choose a career

You need to ask yourself, “Who am I?” You need to look at yourself in many different ways. You can look at yourself in a mirror. You can look at yourself through the eyes of your friends. You can look at yourself through your likes, dislikes, strengths, weaknesses, attitudes, values, and abilities. In order to plan for the future, you need to make choices based on what you discover about yourself. As you take career assessments and talk with your friends and family about the way they see you, you will learn some things about yourself that make you happy. You will also discover some things you may want to change. If you find that some of the things you thought about yourself aren’t true anymore, you can recreate your self-image to be one that you like better each day. Your future does not have to be something that just happens to you. Your future can be something that you make happen.



Match yourself with the world of work

How many occupations can you name? There are more than 20,000 occupations listed by the U.S. Department of Labor in the *Dictionary of Occupational Titles*. Of course, you don’t have to research all of these, but you do need to find out as much as possible about those that match your own interests, values, and abilities. That takes some

investigation! The point is, you cannot leave your career choice to chance. You have to explore and become aware of various occupations and their educational requirements. Another valuable source of information about occupations is the *Occupational Outlook Handbook*, also published by the U.S. Department of Labor. A print version of this publication can be found in your school’s college and career center. An electronic version is available at www.bls.gov/oco.

The Seven Keys to College Readiness

The Seven Keys will open the door to college for students. The Seven Keys are a pathway identified by Montgomery County Public Schools that will increase the likelihood of students being ready for college and earning a degree. These Seven Keys are significantly more demanding than the state requirements of earning a high school diploma. This is intentional. Students who only meet state high school graduation requirements may not be prepared to take and do well in college-level classes. They may be required to take and pay for remedial courses at their college before starting college-level work. Students who attain the Seven Keys are less likely to need remedial classes and are more likely to be ready for college and the workplace, where competition for jobs is high.

There will be situations where a student may not attain one Key or several Keys for any number of reasons. Some students will attain the Keys with the special services and accommodations they receive through their educational plans. Our children are unique, and how quickly or how much they progress will vary. Attaining all Seven Keys does increase the likelihood of a student being ready for college, but missing a Key does not close the doors to college for any student. It is important to look at all of a student’s strengths, as well as the student’s motivation to succeed.

7 SEVEN KEYS TO COLLEGE READINESS

- 7 **1650 SAT, 24 ACT**
- 6 **3 on AP exam, 4 on IB exam**
- 5 **Algebra 2 by Grade 11, “C” or higher**
- 4 **Algebra 1 by Grade 8, “C” or higher**
- 3 **Advanced math in Grade 5**
- 2 **Advanced reading MSA in Grades 3–8**
- 1 **Advanced reading in Grades K–2**

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What To Do After High School

If you decide to continue your educational training, you may do so through the following:

Apprenticeship programs

An apprentice is a person who is—

- at least 16 years old;
- being trained on the job in a particular trade by a skilled worker as part of a planned program;
- taking classroom instruction (through adult education, at a community college, or in regular school if on a part-time job); and
- in training anywhere from one to six years (depending upon the trade—averaging three to four years).

Additional facts

- Employment is based on supply and demand
- The person wanting an apprenticeship may apply to and have a contract with one of the following:
 - An employer in the trade
 - The association of employers
 - The joint apprenticeship committee
 - The organization of employees registered with the apprenticeship council

For further information about specific apprenticeship programs, check in the college and career center and meet with your counselor.

College/University

There are several types of colleges and universities. The College Planning section of this booklet (page 7) lists some colleges and technical schools in Maryland. The college and career center at your school and your counselor have additional resources to help you choose the right school to attend to pursue your career interests.

Military training

You can learn about your chances for success in the military by taking the Armed Services Vocational Aptitude Battery (ASVAB). This test may be given at local schools free of charge. Check with your college/career information coordinator for possible testing dates.

Men and women may enlist in all branches of the armed forces. Enlistment procedures are similar, but the services differ in length of enlistment and opportunities for specific training. Active military enlistments are available in the U.S. Army, Navy, Air Force, Marine Corps, and Coast Guard.

Trade and technical training

- The Thomas Edison High School of Technology and many other high schools offer a variety of Foundation and CTE programs, where students may obtain technical training during high school. Automotive Technology, Network Operations, Architectural Design, Construction, Electricity, and Restaurant Management are a few of the career pathway programs that begin in high school and continue at Montgomery College.
- Community colleges, adult education, and private schools have trade and technical training programs for people who are no longer in high school.

Work/Postsecondary education

If you decide to get a job immediately after high school, you should—

- develop job-search and job-keeping skills,
- talk to a counselor or a college/career information coordinator about job possibilities,
- visit with a career and college research and development teacher in your high school,
- visit your career and media centers,
- talk with employers about combining work and a part-time college program and/or apprenticeship, and
- investigate career-focused courses that match your interests.



College Planning

Decision making

The choice of a college may be simple for one student who knows precisely where he or she wants to go and has the qualifications to get there. This student knows how to make it happen. Another student may find the process baffling and complicated. Both students should find this guide helpful.

College decision making is serious business, but it is not life's ultimate moment. It is one of a long series of decisions that will help to define you as you move toward adulthood. A calm, businesslike approach with a dash of humor will serve you better than a frenzied, frantic, doomsday outlook. Actually, this should be fun! You are doing something positive for yourself, and you should enjoy it!

Now for a few hints to help you make this important decision:

1. Know yourself well—your strengths and weaknesses, your likes and dislikes, your hopes and dreams. Understand and accept the impact of your grades and test scores.
2. Research your options—the full range of postsecondary possibilities that may interest you. Specific exploratory questions are offered in the section titled “What the student needs to look for” (page 9). This aspect of decision making is worth the investment of your time and effort.
3. Consult the people who can help you evaluate the situation. These people may include parents, counselors, teachers, relatives, friends, college representatives, financial aid experts, etc. Useful information sometimes comes from unexpected sources.
4. Choose where you will apply and attend college. Every school choice involves both positive and negative factors. In the end, you will choose the available alternatives that (all things considered) seem to suit you best.

Remember,

...as you consider various colleges, that there is no “best” college. There are only “right” colleges (often several of them) for the “right” students. Your task is to discover and choose a college that is “right” for you. This booklet will help you in your effort. Good luck!

Types of colleges

Two-year and community colleges

The more than 1,000 two-year colleges play increasingly expanding and important roles in American higher education. Many of the junior colleges are privately controlled; most of the larger institutions, frequently called community colleges in our part of the country, are publicly financed. Community colleges are so called because they are designed to meet the needs of the residents of a certain geographical area. Junior and community colleges have two basic functions:

1. Preparing students for entry into a four-year college to complete the bachelor's program
2. Preparing students to enter the world of work in a skilled professional or paraprofessional capacity

Many two-year colleges fulfill both of the above-mentioned functions. Most grant the associate of arts (AA) degree or an appropriate professional certificate. Students in such colleges earn their AA degree or professional certificate in order to gain entry to the next educational or professional level.

Academic guidance and employment placement services are features of most two-year colleges.

Two-year colleges vary widely in entrance requirements and cost. Candidates should investigate these matters carefully. Be sure to select courses that have credits that can be transferred to four-year colleges and universities whenever possible.

In our county we are fortunate to have MC, an excellent, comprehensive two-year college with campuses in Rockville, Takoma Park, and Germantown. Montgomery College tuition is comparatively modest for county residents, and financial aid is available when appropriate. Although the greater number of MC graduates go on to four-year colleges, many join the workforce after completing one of the college's professional programs. These programs include such fields as child care assistant, dental assistant, fire science, and medical laboratory technician.

Four-year colleges and universities

There are more than 2,000 four-year colleges and universities in the United States. Some are publicly supported, others are privately financed. These institutions vary in admissions requirements, size, location, cost, affiliation, and countless other respects.

Four-year colleges offer professional, business, certain preprofessional, and many other programs. The most

common undergraduate degrees are bachelor of arts (B.A.) and bachelor of science (B.S.).

Most four-year colleges provide dormitories for resident students. There is often additional available housing near the campus. Almost all colleges admit commuting students.

Four-year colleges are called universities if, in addition to undergraduate degrees, they offer graduate degrees.

What do the colleges look for?

It helps to know something about how the admissions process works. Many colleges have more applicants than they have space, and thus the admissions committee must come up with the “right” freshman class.

Some colleges will collect more data than others about you. You will be sending information about yourself in your application. Your high school will mail your transcript and letters of recommendation at your request. The college admissions staff will look at all the relevant data that they have about you. They will make their decision based on that data.

First and foremost, the college admissions staff will evaluate your academic record. They will consider the difficulty and variety of the courses you took. They will note the grades you earned in various subjects, your cumulative grade point average (GPA), and your cumulative weighted grade point average (WGPA). There is a fuller discussion of the GPA and WGPA below. Your academic record is almost always the most important factor in college admissions. It is never too late to improve it. Senior-year grades are very important.

Standardized test scores—SAT, SAT Subject Test, ACT—are sometimes very important. Most students are quite used to standardized tests and have good test-taking skills. Before taking the test, some students familiarize themselves with the kinds of questions they will face and practice to improve their test-taking skills. Talk with your counselor about opportunities to prepare for these tests that may be available at your school. Students considering MC will take the Accuplacer test to determine readiness for earning credits in English and Math. Students who do not meet proficiency standards will take non-credit reading and math courses to prepare for credit-earning English and math classes.

Counselor and teacher recommendations often are important factors. Some colleges do not ask for teacher recommendations, and a few do not require any recommendations. You should let counselors and certain teachers know about your activities, accomplishments, and aspirations—the kinds of things that will make a recommendation substantial. You should follow the college’s instructions, if

any, in choosing teachers to recommend you. If there are no such instructions, you should pick from among your academic subject teachers in 11th or 12th grade.

The application form that you submit may help or hurt your chances substantially. A sloppy, ill-composed application may end your candidacy at a given college. Your essay(s) should be written by you in your best prose—no grammatical, spelling, punctuation, or stylistic errors. This calls for careful drafting and editing before you submit the final copy.

Your nonacademic activities and accomplishments, both in school and out, sometimes bear upon college admissions. This tends to be the situation more often with selective colleges and with more notable achievements. Be sure that you let the colleges know about your participation in school clubs and activities, athletics, leadership roles, community service, notable achievements, and jobs—both volunteer and paid. Colleges look for well-rounded, motivated, energetic students. Intensive participation in a few activities or projects usually is more significant than lesser involvement in a larger number. Be specific and detailed about important activities. Sometimes college representatives express interest in a student because of talent in a certain area such as football, soccer, or a specific musical instrument. Please remember that such expressions of interest, while encouraging, do not amount to an offer of admission.

*Your academic record is almost
always the most important factor in
college admissions.*

*It is never too late to improve it.
Senior-year grades are very important.*

Grade point average and weighted grade point average

Grade point average (GPA)—Each semester final grade earned signifies points. An “A” is 4 points, “B” is 3 points, “C” is 2 points, “D” is 1 point, and “E” is 0 points. The sum of all of the final grade points divided by the number of courses is the cumulative grade point average (GPA).

Weighted grade point average (WGPA)—An “A,” “B,” or “C” in an Honors, advanced, or Advanced Placement (AP) class earns an additional point. These increased points result in a “weighted” grade. The sum of all of the final grade points, including those “weighted” for Honors and advanced classes, divided by the number of courses, is the cumulative weighted grade point average (WGPA).

Questions to consider:

Now that you have a better understanding of what the college admissions staff are looking for, you need to spend some time considering what you want in a college. Some of the questions below may raise important issues for you, others may not concern you much. The important thing is to define what you're looking for.

1. "Where do I want my college to be?"

City? Rural? New England? Mid-Atlantic? Mid-West? South? West? Foreign? Does it matter? (Remember to consider travel costs and distance from home.)

2. "Where can I be sure of the availability of the programs that interest me?"

There are many resources, including handbooks, college bulletins, and computer programs, for discovering college majors and specialties. Most students do not decide on a specialty and plan to begin with a broad liberal arts program.

3. "What size college do I want?"

Small? Medium? Large? Extra large? Does it matter to me?

4. "Where would I feel at home and comfortable?"

For some students, the amount of personal and academic freedom or the amount of structure may be significant factors. Some students feel it is important that a significant number of people on campus share their religious or other important values or beliefs. Some seek a school with a diverse ethnic and racial population. Are any of these of concern to you?

5. "How about costs at a certain college?"

There is a helpful discussion on financial aid issues on page 16. Your college and career center will provide you with valuable information and materials about financial support. Often, there is more financial support available than at first seems likely. It helps to do a little digging!



6. "Does a certain college meet my special needs?"

Some students may need help to deal effectively with specific learning problems; others may need programs and facilities adapted to physical challenges. Colleges vary widely in their ability to support persons with disabilities. There is more information about this on pages 19–21.

7. "What are my chances for admission to a particular college?"

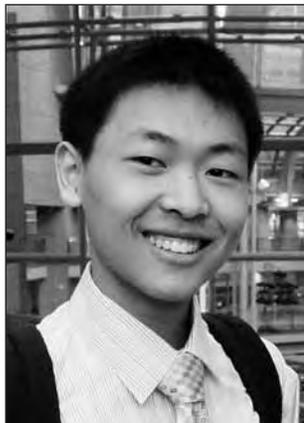
This question requires focusing on "What do the colleges look for in a student?" (page 8). Remember that it is fine to apply to a college or two that seem to be a bit of a stretch based on admission requirements. However, you should be realistic in making the final decision about college applications.

These questions are some important examples of issues that may concern you. You need to face any concern you have about the choice of a college honestly and directly.

8. "To how many colleges should I apply?"

One question most students will face: There is no definitive answer to this question, only a few guidelines. If you choose prudently and realistically, a few applications may be sufficient. If you apply frivolously and imprudently, many applications may be too few.

In general, counselors urge students to cover a reasonable range of possibilities in their applications: 1) dearly desired, long-shot hopes; 2) solid 50-50 bets; and 3) comfortable, safe choices. Remember, it is very important that you apply to some college where you feel quite certain of admission. You should feel comfortable about attending any school to which you apply.



Which Test is Best?

High School counselors and other staff members work with students to determine which test is the "best fit" for a student. Students may consider taking practice SAT or ACT tests to identify which of the two tests best meets a student's needs. Then, students should take the official

ACT or SAT. Students who plan to attend MC must take the Accuplacer. Current and former ESOL students may take the test of English as a foreign language (TOEFL) as part of the college application process as well.

Understanding admissions programs

Colleges and universities use various admissions programs. Although these programs differ widely in specifics, some of them require that you do considerable planning well before your senior year.

Types of admissions programs are as follows:

Early decision—a plan in which students apply in November or December and learn of the decision on their application during December or January. This plan is suggested only for students who are academically strong and know that they want to attend a particular college. Early-decision candidates who are accepted are required to withdraw their application to other colleges and agree to matriculate at the college that accepts them. Students should not apply to more than one early-decision program and should understand clearly the commitment they are making.

Early action—a policy in which students are not required to accept admission or withdraw other applications if accepted. Early action is offered by highly selective institutions.

Rolling admissions—a policy in which a decision is made on your application almost immediately. Usually, within four to six weeks after your file is complete, you can expect to receive notice of the action taken. Sometimes institutions, such as University of Maryland, will establish a series of application deadlines and decision-notification dates.

Very common, but without a distinctive name, is the practice of many colleges that requires all applications by a deadline date. Then, on a set date, usually months later in the spring, the college notifies all candidates of their decisions.



Early admission—a program in which a college allows high school students to enroll before they graduate from high school. Admissions standards are more stringent for early admission.

Open admission—a policy which allows virtually all applicants to be accepted.

Midyear admission—an option allowing certain candidates to start classes in the second semester rather than in the fall.

Concurrent enrollment—a program in which currently enrolled high school students are permitted to take a course or courses at the college.

Sources of information

MCPS maintains an extensive website of career and college information. Major sections of the website contain information about special programs and events, college and career planning, college admissions tests, and financial aid. It can be accessed at www.montgomeryschoolsmd.org/curriculum/careercenter/.

Each Montgomery County public high school has a college and career center. The college and career center is a resource room for gathering career information. The center is managed by a college/career information coordinator (CCIC) who is available to all students, staff, parents, and area residents. The center usually is open year-round from 7:00 a.m.–3:30 p.m., Monday to Friday. Set up a time—before or after school or during lunch—to visit and explore the resources available to you. Each of our high school college and career centers maintains a website of useful career planning resources. These websites can be accessed from the main website for the high school.

There are other websites that contain valuable information about college planning. Among them are the following:

- MCPS Seven Keys website (www.mcps7keys.org)
- College Board Resources (www.collegeboard.com/)
- ACT Resources (www.act.org/education/index.html)
- Maryland Higher Education Commission (www.mhec.state.md.us/)
- University System of Maryland (www.usmd.edu/)
- Montgomery College (www.montgomerycollege.edu/)
- The Universities at Shady Grove (www.shadygrove.umd.edu/)

Words of wisdom

- Be prepared for one of the busiest times of your life. The college admissions process can be hectic.
- Don't wait for the last minute to make college plans. The entire college admissions process can be a long one. Many months of planning and research must take place before the actual application is submitted. Give yourself plenty of time to make the best decision for you and your family. This decision should be based on your aptitude, needs, and interests. Remember, this unique decision will differ for each person. It may not be the right one for your friends and vice versa.
- Read through applications and instructions before completing any forms. Retain copies of all completed forms.
- Seek advice from your school counselor. One of the most knowledgeable people regarding college admissions is right in your own school. Set up an appointment for your parents and yourself to meet with your counselor.
- Keep records of everything associated with the process: test score reports, information from colleges, and correspondence with colleges.
- Be aware of both school and college deadlines and be sure to file applications well in advance of the deadlines.
- Know your school College Entrance Examination Board (CEEB) code.

MCPS collaborates with several partners to produce a series of college fairs where students can speak with college admissions representatives. In October, MCPS co-sponsors a college fair with CollegeExpos.com. In November, MCPS co-sponsors a college fair with National Hispanic College Fairs, Inc. MCPS, the United Negro College Fund, and the National Association for the Advancement of Colored People (NAACP) co-produce a Historically Black Colleges and Universities college fair in February. Finally, MCPS and the National Association for College Admissions Counseling coproduce a national college fair in April.

In addition to college fairs, you have the opportunity to learn about colleges and universities by talking with college admissions representatives when they visit your high school. You can sign up to speak with these representatives in the college and career information center in your high school. You can also gain information about colleges and universities by speaking with parents, other family members, teachers, and friends—especially those who have gone to college recently. Finally, some of the most valuable information about colleges and universities can be gained by visiting college campuses and speaking with admissions representatives, faculty members, and students.

Debunking the myths

The most expensive and prestigious colleges are the best.

No one school is the best for everyone. Some small and public colleges have programs that are as good as or better than those in more prestigious private colleges and they are less expensive. Students should choose a college/university based on their aptitude, needs, and interests and not just on the name.

SAT or ACT scores are the only basis for college selection.

Most college admissions committees look at a number of different criteria (grades, test scores, extracurricular activities, and recommendations) when making selections. It is important that you try to do your very best in all the areas.

Don't worry about your senior-year grades; your junior-year grades will get you admitted.

Since your grade point average will be revised after the first semester of Grade 12, your senior year is of great importance. Senior slump could impact admission. Remember, a final transcript is mailed to the college you will attend.

Straight-A students are always accepted.

Usually, the better the grades, the greater the number of options. But, don't assume that a straight-A record is an automatic ticket of admission to a highly selective college. Top colleges have more valedictorians and straight-A students applying than they have spaces in their freshman classes. Apply to a range of schools.

A student whose parents make average to above-average salaries should not apply for financial aid.

The possibilities for financial aid will vary according to the college that a student chooses to attend. A student could very well receive financial aid at a high-priced college and be denied aid at a less costly one.

It pays to get into the toughest college you can.

It is more important to find the right fit than to succumb to the pressure of prestige if you think you'll end up struggling to survive. Attend a college where you will be successful.

College Admissions and Placement Tests

Different tests are used for different purposes within the college admissions and placement processes. Some tests (the SAT, ACT, and, under certain circumstances, the SAT Subject Tests) may be used by colleges and universities in making the decision to admit you. It is very important that you determine which test or tests the colleges and universities you apply to may require.

Some tests (the Practice SAT (PSAT) from the College Board and the PLAN and the EXPLORE from ACT) can be used to help you determine how prepared you are for SAT and ACT. PSAT is also used as the qualifying test for the National Merit Scholarship competition. It is important that you work with your counselor and other staff members at your school to determine which tests are in your best interest. It is also important that you take the tests that you are going to take only when you are adequately prepared for these tests.

Some tests (the College Board Subject Tests, the Advanced Placement Tests, Accuplacer, and the Test of English as a Foreign Language (TOEFL)) can be used to determine the levels of the courses that you will be able to take once you are admitted to a college or university. In some cases, you can even earn college credit with sufficiently high scores on Advanced Placement tests. Again, it is very important that you determine directly, policies with regard to tests from those colleges and universities you choose.

There are many websites that are sources of valuable information about college admissions and placement tests. Among them are the following:

- **PSAT** (www.collegeboard.com/student/testing/psat/about.html)
- **SAT** (www.collegeboard.com/student/testing/sat/about.html)
- **College Board Subject Tests** (www.collegeboard.com/student/testing/sat/about/SATII.html)
- **Advanced Placement Tests** (www.collegeboard.com/student/testing/ap/about.html)
- **ACT Test** (www.act.org/aap/)
- **PLAN—The ACT Test for 10th graders** (www.act.org/plan/)
- **EXPLORE—The ACT Test for eighth and ninth graders** (www.act.org/explore/)
- **Test of English as a Foreign Language (TOEFL)** (www.ets.org/toefl/)
- **Accuplacer** (www.collegeboard.com/student/testing/accuplacer/)

Students with documented learning or other disabilities may be able to utilize testing accommodations of college admissions and placement tests. To do so, they need to apply directly to the testing company to gain access to accommodations on those tests owned by the testing company. Information about these processes can be found at—

- **Testing Accommodations on College Board Tests** (www.collegeboard.com/ssd/student/index.html)
- **Testing Accommodations on ACT Tests** (www.act.org/aap/disab/index.html)



How to market yourself

You have narrowed your choices. You have identified the colleges that may be right for you. Now you need to learn more about the colleges and convince them that you are right for them.

College visits

People seldom make major commitments sight unseen. How many people buy an automobile or expensive furniture without carefully comparing several possibilities? The answer is probably, “hardly anyone.”

Yet, people sometimes apply to and enroll in a college that they have never seen. Even though you may apply to a college without visiting it, it is a mistake to commit yourself to enrolling there without a firsthand look. You cannot learn all about a college during a relatively brief visit, but you can gain a perspective that no amount of reading or talking will accord.

Some hints about college visits

- Try to arrange an appointment with the admissions officer. An interview may be advisable at this time. It will indicate to the college that you had enough interest to schedule a time to come. Do not, however, spend all or most of your available time at the admissions office.
- Try to visit when the college is in session. There is little you can learn from unpeopled ivy-clad buildings and empty parking lots.
- If your parents accompany you, spend some of your time away from them with students of the college if possible. Attend a class and/or have a meal with students. How do you feel with the students you meet? Remember that you will probably spend almost as much time socializing in college as you will with your studies.
- If possible, visit a professor or at least talk to a student in an area of your academic interest.
- Some colleges will arrange for you to spend a night in a dorm. Ask the admissions office how to schedule an overnight visit.

College interview

- Some colleges may require or recommend that you interview with one of their representatives. Remember that, while you might feel anxious or threatened, the interview is really an opportunity for you to shine and promote your chances. It is also an opportunity for you to get more information about a college.
- The interviewer wants to learn whether or not the college and you were a good match. The interviewer wants to get to know you, to share some of your thoughts, and get some idea of what appeals to you.

- If you are not able to arrange an interview on campus, consider an interview with an alumni. If you are interested in arranging an alumni interview, call or write to the admissions office. Several colleges require alumni interviews, regardless of whether or not you have had a campus interview.

Transcript and application

After you have made a list of colleges that attract you, narrow the list, be careful to include some college(s) where your credentials indicate that you have an excellent chance for admission. Your final slate, probably no more than four or five choices, should be only those colleges that you would be genuinely pleased to attend.

Contact the colleges months before the deadline for information and an application. After you receive the materials from the colleges, you will be ready to take an important step—completing the college application.

The applications that you receive require that you perform certain tasks and that you alert your school to perform others. Let us consider this in detail.

Your part: Complete the application

Completing the application is an important job. Set aside sufficient time to do this. Many colleges and universities are now requiring students to complete the application process online. Whether you are online or if you have a paper application, follow these suggestions:

- Read the application thoroughly before you begin. Make a photocopy and do a run-through. When you fill it out, be neat. Type or write legibly—no smudges or blots. You may want to consider using electronic application software. Consult your counselor or college/career information coordinator.
- Answer all questions directly, clearly, and accurately. Seek help if you are not sure how to respond. Don't



A word about college essays

Here is a chance for you to do a self-examination and present yourself in an honest and creative way. Your essay is a chance for you to “talk” with anyone who reads your application.

- Allow plenty of time.
- Brainstorm. Do a timeline or a personal map. Reread personal journals, diaries, papers, letters, or scrap-books for topic ideas.
- Discuss possible topics with family, friends, teachers, or counselor.
- Find an article that catches your interest in a newspaper or magazine. Write down your reactions to the issues it raises.
- Be genuine. Do not try to present yourself in heroic or saintly terms.
- Don't be too modest; be confident, but not conceited or arrogant.
- Show a sense of humor if appropriate.
- Show what you have learned from an experience. Show how it has affected or changed you. A negative experience might be a good subject. Show how you dealt with failure or a challenging experience.
- Set yourself apart from others in some way. How are you unique? The admissions officers want to know who you are and what you are like.
- Be clever, but not cute. If a college requires two essays, you can take a greater risk with the second one. If you only submit one essay, generally it is better to be more straightforward.
- It is okay to read books on writing the college essay, but don't imitate what others have done.
- A well-written essay can help a borderline candidate or make an average candidate stand out from the rest.
- Write more than you need. Put aside your rough draft for at least 24 hours, then edit your draft.
- Capture attention early. Try starting in the middle. End with a strong impression of yourself, not just a summary of the essay.
- Reread and revise several times, selecting the details that best reveal your personality and values. Add new ideas. Rearrange parts of your essay.
- Be specific. Use concrete, not vague words.
- Be brief. If the college does not specify, try to keep your essay under 500 words.
- Review your essay scrupulously for correct spelling, punctuation, and grammar.
- Unless the college requires you to write in longhand, it is better to use a word processor for the essay.
- Remember, be truthful, be yourself, be creative, and, in your final draft, be careful!

hesitate to use extra paper if you do not find enough space on the application. Follow directions.

- If an essay is required, make sure that it is thoughtful and technically correct and that it says what you really mean. Make a rough copy before you write it on the form if that is required. Be sure to check the grammar, style, spelling, punctuation, and mechanics. Remember that this is an opportunity to impress the college in a personal way. See “A word about college essays” (above) for hints on the college essay.
- You should take every opportunity that the application offers to let your light shine. Do not hesitate to reveal your interests and accomplishments. You may want to develop an extracurricular activities résumé.
- Be sure that the application is mailed to the college well before the deadline. These deadlines are very early if you are applying for Early Decision or Early Action.
- Remember that it is to your advantage to be well acquainted with your counselor. If your counselor

knows you well, he or she will be able to make more perceptive comments to the college about you.

The school's part: Secondary school reports

- Every college requires its applicants to have a transcript submitted by the high school. When requested, your high school will send a record of your grades through the end of junior year, a list of your courses in progress, and your grade point average. High schools also include a school profile containing factual data about the school and some of the exceptional courses that it offers.
- Many colleges require a school recommendation, usually written by your counselor.
- Many colleges require a school report form to be completed by the school or counselor. Put your name and other information on the form and give it to the registrar or transcript secretary. If there is no form and the application states that the college will request

a transcript, inform the registrar or transcript secretary so that school records will indicate that you have applied to that college when the request comes.

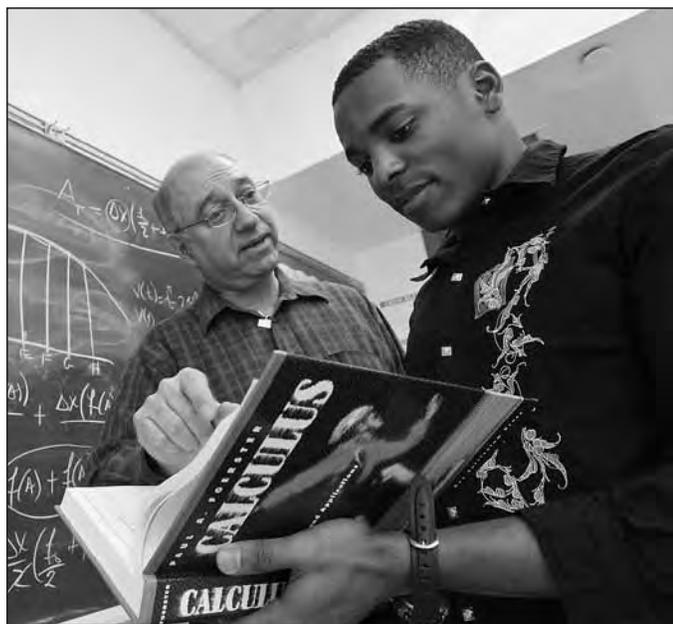
- If the college requires that the school reports be attached to your part of the application, be sure to complete all of your part before turning it in to the registrar or transcript secretary. Include also any checks or other required sections so that the entire application may be processed.
- At midyear, first-semester senior year grades are requested by colleges. Contact your counselor to find out your school's procedure for releasing this information.

Hints about transcripts

- See the school counselor or registrar about the procedures for requesting a transcript.
- Ask the registrar or transcript secretary what forms you need to complete and what fees you may need to pay for transcript mailings.
- Know and observe the time deadlines and procedures your school follows for submitting transcript requests and secondary school reports.
- Give the registrar all forms and requests well before the college deadlines. Remember, the registrar has many other student transcript requests to process. Allow sufficient lead time to meet your deadline.

Letters of recommendation

Besides the school recommendation, many colleges also require other letters of recommendation, usually from teachers. Be sure to follow any guidelines that the college has about the selection of teachers to write the letters. When the choice is up to you, pick a teacher who knows you well and with whom you feel comfortable. Remember that writing recommendations is a difficult,



time-consuming task. Approach the teacher in a polite, friendly manner. Make sure that you make the request long before any deadlines. Give the teacher any special forms the college or your high school may have for recommendations. Be sure to give the teacher a stamped envelope, addressed to the college's admissions office. Follow up with a verbal or written thank you when the teacher has sent the recommendation. It is generally not helpful to submit letters of recommendation that are not requested by the college.

Notification about college decisions

Each college to which you apply will send you a letter indicating that you have been accepted, denied admission, or placed on the waiting list.

For Early Decision candidates, notification will usually come in mid-December, concluding the application process for those who are accepted. For students who apply to schools using rolling admission, decisions may be made within a few weeks. For many students, April 15 is the date that decision letters are received.

Some of you, after you have heard from your colleges, must face a new, often difficult, decision. If more than one college has invited you to join them, you must decide which one is best for you. Many factors, frequently including financial aid offers, may influence your choice. Be sure to advise your counselor of your final decision so that final grades may be mailed to the college you have chosen.

- **Early Decision: Acceptance/denial/deferral**—If you are accepted under Early Decision, you should withdraw any applications that were submitted at other colleges. If you are not accepted under Early Decision, you will usually be reconsidered for admission later in the year. You should continue to look at other colleges. Once you determine that a college that has offered you admission is no longer a school you will attend, notify that college of your decision.
- **Acceptance**—Most schools will give you several weeks to make your final decision. Observe all deadlines for notifying the college of your decision. Most acceptances are contingent on satisfactory completion of senior course work. Be aware that acceptances have been rescinded because of failure to maintain college standards in the second semester. Notify the schools that have accepted you to let them know that you will not be attending that school.
- **Denial of admission**—If you are denied admission by all the schools to which you applied, consult with your counselor. Pursue other options including community or other colleges with open admission policies. Please

do not become discouraged or give up. There are many excellent schools ready to meet your educational needs.

- **Waiting list**—Find out what waiting list status means at the particular school. Consult with your counselor about appropriate additional information that may influence your status on the waiting list. Don't pin all your hopes on acceptance if you are on the waiting list at the school. Hold your place at a school where you have been accepted to safeguard your placement.

When it comes time for the final decision, go with your instincts. In the end, the best choice is probably the college where you will feel most comfortable. Whatever your choice, you have the satisfaction of knowing that you have made it as wisely and as well as you could. We wish you every success in your college career!

About financial aid, scholarships, and awards

All seniors who are pursuing postsecondary education, whether college or private career school, should consider applying for financial aid. Talk with a financial aid officer at each college to which you apply. Their expertise is free. Funds for colleges are available, regardless of academic, social, or financial background.

There are many sources of financial aid—cooperative education, merit-based, special-interest and community scholarships, athletic, fine arts, grants and minority scholarships, Academic Common Market, and many others.

- Grants are awards of money that you do not have to pay back.
- Work-study gives you the chance to work and earn the money you need.
- Loans are borrowed money which you must repay with interest.



Use the college and career center to find financial aid sources. The college and career center maintains information and offers assistance in finding sources of financial aid through a variety of sources. Awards are based on your individual academic and interest profiles. Financial need may be a factor as well.

There are many websites that are valuable sources of information about financial aid. Here are a few of them:

- General Financial Aid Information
www.montgomeryschoolsmd.org/curriculum/careercenter/financialaidinfo.shtm
- Scholarship Search Engines
www.montgomeryschoolsmd.org/curriculum/careercenter/scholarshipsearch.shtm
- Minority Student Scholarships
www.montgomeryschoolsmd.org/curriculum/careercenter/minorityscholarships.shtm
- College Savings Plans of Maryland
www.collegesavingsmd.org/
- Free Application for Federal Student Aid (FAFSA)
www.fafsa.ed.gov/
- FAFSA Forecaster (Student Aid Estimator)
www.fafsa4caster.ed.gov/
- Federal Pell Grant
studentaid.ed.gov/PORTALSWebApp/students/english/PellGrants.jsp?tab=funding
- Federal TEACH Grant
studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp
- Federal Supplemental Educational Opportunity Grant
studentaid.ed.gov/PORTALSWebApp/students/english/FSEOG.jsp
- Federal Academic Competitiveness Grant
studentaid.ed.gov/PORTALSWebApp/students/english/AcademicGrants.jsp
- Federal National SMART Grant
studentaid.ed.gov/PORTALSWebApp/students/english/SmartGrants.jsp
- Federal Campus-Based Aid
studentaid.ed.gov/PORTALSWebApp/students/english/campusaid.jsp
- Federal Stafford Loans
studentaid.ed.gov/PORTALSWebApp/students/english/studentloans.jsp
- Federal Plus Loans (Parent Loans)
studentaid.ed.gov/PORTALSWebApp/students/english/parentloans.jsp
- Maryland State Financial Aid Programs
www.mhec.state.md.us/financialAid/descriptions.asp

If one source of aid is denied, try another source. Keep trying and pay attention to deadlines. Remember that successful people share the quality of persistence.

Maryland state scholarship programs

Maryland residency is required for scholarships from the state of Maryland. Ten percent of the funds can be used in reciprocating states and the nation's capital—Connecticut, Delaware, District of Columbia, Massachusetts, Pennsylvania, Rhode Island, and Vermont. For majors not offered in state, such as forestry, Maryland state scholarships may be used at other state universities sponsoring that program of study.

Distinguished Scholar Program for Academic Achievement—\$3,000 per year for Maryland high school students who are nominated by their high school. Juniors with a GPA of 3.7 or higher (based on freshman, sophomore, and junior years) are eligible through guidance department nomination. You must take the SAT, ACT, or PSAT no later than January of your junior year.

Distinguished Scholar Program for Talent in the Arts—\$3,000 per year for Maryland high school students nominated by their high schools and demonstrating talent in art, music, dance, or theater. Nominations and auditions take place in the spring of the junior year.

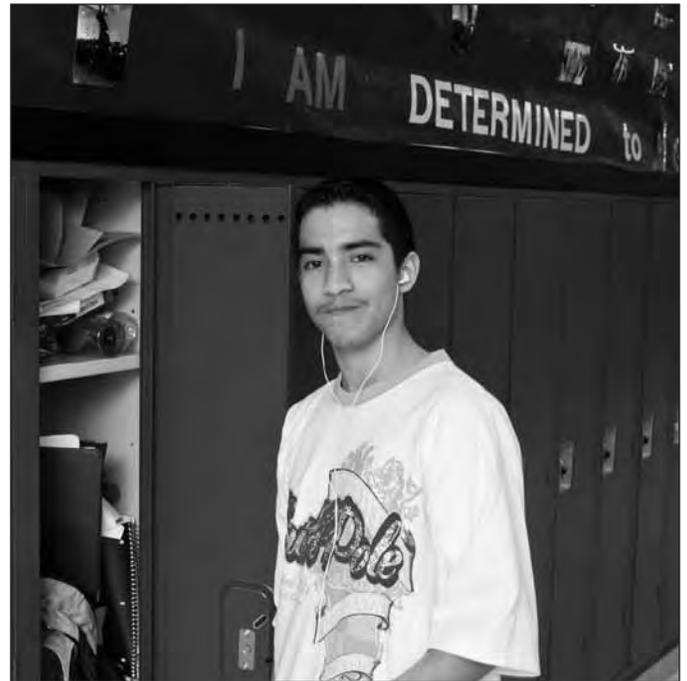
Guaranteed Access (GA) Grant—The Guaranteed Access grant (GA grant) provides assistance for students whose family income qualifies and have a 2.5 GPA. The GA grant will pay all educational costs if you attend a state college or university. Applications are due March 1, and the maximum award is \$14,300.

Educational Assistance (EA) Grant—The Educational Assistance grant (EA grant) is for students whose parents can help them pay for some of their college cost. EA grants also are based on family need—the difference between how much it costs to go to college and how much your family can afford to pay. Awards range from \$400 to \$3,000 per year, and may be renewed for up to four years.

Senatorial Scholarship—Awards and the amount of the awards are determined by the senator. They are between \$400–\$9,000, but the total dollar amount cannot exceed the cost of attendance at the college to which you apply the grant or \$19,000, whichever is less. Contact your state senator's office for an application.

Delegates Scholarship—Awards and the amount of the awards are determined by the delegate. They begin at \$400 and can be renewed. The total dollar amount cannot exceed the cost of attendance at the college to which you apply the grant or \$19,000, whichever is less. Contact your state delegate's office for an application.

Tolbert Grants—Up to \$500 per year. These awards are for students attending private career schools (state approved).



To be eligible, students must be nominated by their school's guidance department.

Workforce Shortage Student Assistance Grant—is for students who plan on working in specific career/occupational programs upon graduation. Eligible fields include child care, human services, teaching, nursing, physical and occupational therapy, and public service. Award amounts are set at the statutory minimum and are based on the type of institution and the student's enrollment status. The award is \$2,000 per year, if attending a Maryland community college full time (12+ credits per semester) or \$1,000 per year if part time (6–11 credits per semester). The award is \$4,000 per year if attending a Maryland four-year institution full time (12+ credits per semester for undergraduate; 9+ credits per semester for graduate) or \$2,000 per year if part time (6–11 credits per semester for undergraduate; 6–8 credits per semester for graduate). You must sign and return a promissory note agreeing to begin fulfillment of your service obligation in the employment field for which your award was received within one year of completing your degree. If you work full time, you must fulfill your obligation at a rate of one-year for each year that you received the scholarship, even if you were enrolled on a part time basis for some of the semesters. If you work part time, you must fulfill your service obligation at a rate of two years for each year the scholarship was received, even if you were enrolled on a part-time basis.

Academic Common Market—is a consortium of 16 southern states that allows nonresident students to enroll in specific degree programs at in-state tuition rates, if the programs are not offered in their home state.

Federal grants, work study, and loans

Federal Pell Grant—an award to help undergraduates pay for their education after high school. Unlike loans, grants based on demonstrated financial need do not have to be repaid.

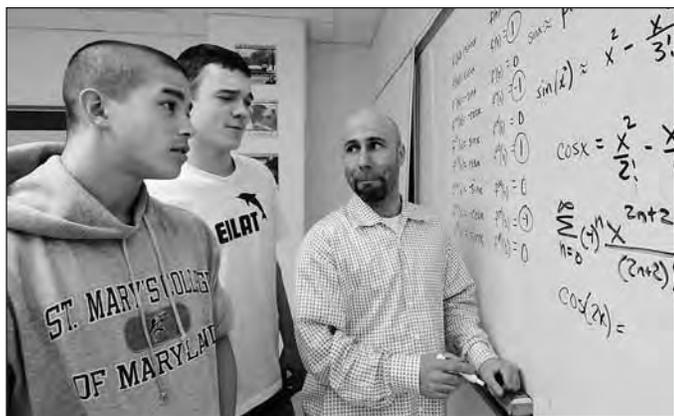
Federal Supplemental Educational Opportunity Grants (FSEOG)—FSEOG offers grants, Federal Work Study (FWS) offers jobs, and Perkins provides loans. They all have some elements in common. You can go to school less than half time and still be eligible to receive aid. There is a limited amount of money available. Eligibility depends on financial need and availability of funds.

Federal Perkins Loan—a low-interest loan to help you pay for your education after high school. These loans are for both undergraduate and graduate students and are made through a school's financial aid office. Your school is your lender. You must repay this loan.

Federal Stafford Loan—low-interest loans made by a lender such as a bank, credit union, or savings and loan association. Sometimes a school acts as a lender. You must repay this loan. There are two types of Federal Stafford Loans—subsidized, for students who have demonstrated financial need, and unsubsidized, for those who do not have demonstrated financial need.

PLUS Loans—loans made to parents who want to borrow money to help pay for their children's education. This loan provides additional funds for educational expenses and, like Federal Stafford loans, are made by a lender such as a bank, credit union, or savings and loan association. Ask at your bank about PLUS loans.

Also look into low-interest loans at state-supported systems such as the Virginia Family Loan Program and the Pennsylvania Higher Education Assistance Agency, which are open to Marylanders.



Financial aid application process

Complete the necessary financial aid forms

To initiate the financial aid process, you and your parents will possibly submit one or a combination of the following applications:

- The Free Application for Federal Student Aid (FAFSA)
- College Scholarship Service (CSS) Financial Aid PROFILE
- State applications
- Institutional applications
- Private scholarship applications

The FAFSA, also available in Spanish, is a confidential document used to collect information for determining a student's need for financial aid. You submit the FAFSA to a central processing service, which makes an estimate of your family's financial ability to contribute to the costs of education beyond high school. This estimate and a copy of the FAFSA are forwarded, at your request, to the Federal Pell Grant Program, state scholarship and grant programs, and financial aid officers at the colleges or other postsecondary institutions you specify on the form.

Some colleges or programs require students to complete the CSS/PROFILE. Check in the college and career center to determine which forms are required by the colleges you choose. While the FAFSA is processed at no cost to the student, there is a fee associated with PROFILE.

Some colleges also require applicants to submit their own institutional financial aid application in order to be considered for financial assistance. Check the application instructions carefully. To verify the information on the FAFSA, individual institutions may require a copy of parents' current 1040 tax form.

For state scholarships, unless otherwise specified, the completed FAFSA must be mailed on or before March 1, but not before January 1 of the student's senior year. FAFSA forms are available in the college and career centers, usually in mid-December.

Applying for aid online

You can get an estimate of your eligibility for federal student aid by working with the FAFSA4Caster at www.fafsa4caster.ed.gov/. You can complete and submit a FAFSA online at www.fafsa.ed.gov. Finally, you can submit the CSS Profile application online at profileonline.collegeboard.com/prf/index.jsp.

A Quick College-Planning Guide for Students with Special Needs

There are many factors to consider when selecting a college. In addition to exploring programs, location, size, cost, housing, career, and social opportunities, you also want to search for schools that offer the services you need to succeed academically. This guide is designed to help you with that search. When comparing one college with another, try using the questions in the chart on page 21.

Advice for students with disabilities

- Talk with your counselor. It is important to determine the level of support services you will need in college—minimal support services or an extensive program. Your counselor also will assist with the process of assessing and determining a college's ability to meet your identified needs and how and with whom to initiate a dialogue about accommodations.
- Special editions of the SAT and special exam arrangements are available for students with documented chronic illnesses or visual, hearing, physical, or learning disabilities. Students also are permitted to use certain aids. An extended testing time is given on regularly scheduled testing dates throughout the year. Ask your counselor for information.
- Contact the disabled student services office or the academic advising office of each college you are considering. Learn about the kinds of services and support available for students with disabilities, the number of students being served, and the admission requirements for the programs. Visit the colleges you are considering.
- Know and be able to articulate your strengths and weaknesses. Let the college know what compensating techniques work best for you and what accommodations you may need.
- Housing issues may be a problem. Educate the resident assistant on your hall. Talk to your roommate so that you are both comfortable about any accommodations you may need. Inform your resident assistant if there are roommate concerns.

Strategies for success

- Identify your needs and any services and/or accommodations you will need to enhance your ability to learn, live, manage health care and independence needs, participate in activities, and access resources on and off campus.
- Set realistic goals and priorities for course work.

- Keep only one calendar with all relevant dates and assignments, and be sure to keep appointments and deadlines.
- Use a tape recorder during lectures. Selectively tape record key points using the "pause" switch.
- Listen to the tape as soon after class as possible to refresh your memory, then reorganize your notes.
- Make note of any questions you might have so that they can be answered before the next exam.
- Sit toward the front of the classroom to maximize your eye contact and reduce distraction.
- Estimate how long a given class assignment will take, generally planning on two hours outside of class for every hour in class. Build in study breaks; fatigue is a big time-waster.
- If you are having trouble, seek help early in the semester.
- Plan for the transition of health care services to a provider at the college location if needed.

Develop self-awareness

- Become familiar with how you learn best.
- Understand your strengths as well as your special needs.
- Know which compensatory strategies work for you and apply them to your learning.
- Build strengths and areas of interest through extracurricular activities, service-learning projects, internships, or work experiences.

Practice self-advocacy

- Prepare to assume responsibility for advocating for yourself in college by practicing while in high school.
- Attend your Individualized Education Program (IEP) meetings and be an active participant.
- Use logical, clear, and positive language to communicate your successes and concerns.
- Learn to be comfortable describing to others how you learn most effectively, your disability, and your academic needs.

Prepare yourself well

- Take the most challenging courses available to you and work hard in each of them.
- Talk with your counselor and teachers about the stan-

standardized tests you will need to take and plan a testing timeline.

- Consult with your counselor about whether or not you will qualify for accommodations on standardized tests, how and when to apply for those accommodations, and the testing plan that best meets your needs.

Explore options

- Talk with your counselor and visit the school's college and career center to identify a list of 6 to 10 schools that interest you, based on academic programs, admissions requirements, cost, financial aid opportunities, location, size, social activities, etc.
- Narrow the list by familiarizing yourself with the services each school can provide to special needs students.
- Visit the school, if possible, to get an impression of campus life, classes, residential facilities, etc.
- Contact the Disability Support Services Office to get your specific questions answered.

Complete the application process

- Understand admissions requirements for the schools you have selected and be sure you are able to provide everything that is requested. You are not required to disclose your disability. Discuss with your counselor and your family whether or not you will share that information. Colleges may not use the disability as a basis for denying admission. On the other hand, they are under no obligation to alter their admissions requirements or standards for special needs students.

You must meet the admissions criteria established by the school.

- Follow your high school's application timeline to be sure all requirements are completed on time.
- Complete, then submit your application(s).
- Make the most of your senior year!

Did You Know?

Individuals with Disabilities Education Act (IDEA), the "special education law" does not apply to higher education. Postsecondary institutions are not required to design special programs for students with disabilities, only to provide accommodations that allow for equal access to the regular program. Students with a 504 plan (under Section 504 of the Rehabilitation Act of 1973) may also work with their college to determine accommodations.



QUESTIONS	NAMES OF COLLEGES				NOTES
<i>Write the names of colleges that interest you at the top of the columns to right. Then mark a Y (for yes) or an N (for no) in response to each question, based on what you learn at the MCPS College Fair, through talking with an admissions representative, consulting with your counselor, or gathering information from your high school college and career center.</i>					
ADMISSIONS					
Are admission criteria for students with special needs the same as for other students?					
Are any special assessments required?					
Is diagnostic testing available?					
Is there a unique summer orientation for students with special needs?					
Is documentation required to demonstrate special needs?					
ACADEMIC SUPPORTS					
Is the process for accessing special needs clear and easy to follow?					
Is there a fee for supports?					
Is tutoring available?					
Is remediation in basic skills available?					
Are study skills courses available?					
AUXILIARY AIDS: Does the school provide the following?					
Calculators					
Laptop computer					
Personal desktop computer					
Scan-and-read programs					
Screen-enlarging programs					
Screen readers					
Speech-recognition programs					
Spelling/grammar assistants					
Other					
AUXILIARY SERVICES: Does the school provide the following?					
Advocates					
Alternative exam arrangements					
Duplicating at no cost or reduced cost					
Mentors					
Note takers					
Priority registration					
Readers					
Scribes					
Other					
STUDENT SUPPORTS: Does the school offer the following?					
Career counseling					
Career placement					
Internship programs					
Individual counseling					
Small-group counseling					
Student organizations for special needs students					

Derived from *Peterson's Colleges for Students with Learning Disabilities or Attention Deficit Disorders*

Colleges: Selected Lists

Historically Black colleges

Alabama

Alabama A&M University
Alabama State University
S.D. Bishop State Junior College
Concordia College
Lawson State Community College
Lomax-Hannon Junior College
Miles College
Oakwood College
Selma University
Stillman College
Talladega College
Tuskegee University

Arkansas

Arkansas Baptist College
Philander Smith College
Shorter College
University of Arkansas, Pine Bluff

Delaware

Delaware State College

District of Columbia

Howard University
University of the District of Columbia

Florida

Bethune-Cookman College
Edward Waters College
Florida A&M University
Florida Memorial College

Georgia

Albany State College
Clark-Atlanta University
Fort Valley State College
Interdenominational Theological Center
Morehouse College
Morris Brown College
Paine College
Savannah State College
Spelman College

Kentucky

Kentucky State University
Simmons University Bible College

Louisiana

Dillard University
Grambling State University
Southern University System
Southern University at Baton Rouge
Southern University at New Orleans
Southern University at Shreveport
Xavier University

Maryland

Bowie State University
Coppin State College
Morgan State University

University of Maryland, Eastern Shore

Mississippi

Alcorn State University
Coahoma Junior College
Jackson State University
Mary Holmes College
Mississippi Valley State University
Natchez Junior College
Prentiss Normal & Industrial Institute
Rust College
Tougaloo College
Utica Junior College

Missouri

Harris-Stowe State College
Lincoln University

North Carolina

Barber-Scotia College
Bennett College
Elizabeth City State University
Fayetteville State University
Johnson C. Smith University
Livingstone College
North Carolina A&T State University
North Carolina Central University

St. Augustine's College
Shaw University
Winston-Salem State University

Ohio

Central State University
Wilberforce University

Oklahoma

Langston University

Pennsylvania

Cheyney University
Lincoln University

South Carolina

Allen University
Benedict College
Claflin College
Clinton Junior College
Denmark Technical College
Morris College
South Carolina State College
Voorhees College

Tennessee

Fisk University
Knoxville College
Lane College
LeMoyne-Owen College
Morristown College
Tennessee State University

Texas

Bishop College
Houston-Tillotson College
Jarvis Christian College
Paul Quinn College
Prairie View A&M University

Southwestern Christian College
Texas College
Texas Southern University
Wiley College

Virgin Islands

College of the Virgin Islands

Virginia

Hampton University
Norfolk State University
St. Paul's College
The Virginia Seminary & College
Virginia State University
Virginia Union University

West Virginia

West Virginia College

Colleges with large Hispanic enrollments

Arizona

Arizona Western College
South Mountain Community College

California

California State University, Los Angeles
Cerritos College
College of the Sequoias
Compton Community College
Don Bosco Technical Institute
East Los Angeles College
Gavilan College
Hartnell College
Imperial Valley College
Kings River Community College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Trade-Technical College

Mount Saint Mary's College

Mt. San Antonio College

Oxnard College

Palo Verde College

Rio Hondo College

Saint John's Seminary College

San Diego State University

Imperial Valley Campus

Southwestern College

West Coast Christian College

West Hills Community College

Colorado

Pueblo Community College

Trinidad State Junior College

Florida

Barry University
Florida International University
Miami-Dade Community College
Saint John Vianney College Seminary
St. Thomas University
Saint Vincent de Paul Regional Seminary

Illinois

MacCormac Junior College
St. Augustine College
Harry S Truman College

New Jersey

Hudson County Community College
Passaic County Community College

New Mexico

Albuquerque Technical—Vocational Institute
College of Santa Fe
Dona Ana Branch Community College
Eastern New Mexico University—Roswell
New Mexico Highlands University
New Mexico State University
New Mexico State University, Grants
Northern New Mexico Community College
Santa Fe Community College
University of New Mexico, Valencia
Western New Mexico University

New York

Boricua College
Borough of Manhattan Community College
Bronx Community College
City College
College of Aeronautics
Hostos Community College
John Jay College of Criminal Justice
LaGuardia Community College
Herbert H. Lehman College
Mercy College

Texas

Bee County College
Corpus Christi State University
Del Mar College
El Paso Community College
Incarnate Word College
Laredo Junior College
Laredo State University
Our Lady of the Lake University
Palo Alto College
St. Mary's University
St. Phillip's College
San Antonio College
Southwest Texas Junior College
Sul Ross State University
Texas A&I University
Texas Southmost College
Texas State Technical College
University of Texas at Brownsville
University of Texas at El Paso

University of Texas at San Antonio
 University of Texas-Pan American

Colleges with special-needs programs

Arizona

Arizona State University
 University of Arizona

Arkansas

University of the Ozarks
 California
 Bakersfield College
 Ventura College

Connecticut

Mitchell College
 Southern Connecticut College
 University of Hartford

District of Columbia

American University

Florida

Central Florida Community College

Illinois

College of Dupage
 National College of Education
 Southern Illinois University

Maine

Husson College
 University of New England

Maryland

Frostburg State University
 Montgomery College, Rockville Campus
 University of Maryland, College Park Campus
 University of Maryland, Eastern Shore Campus

Massachusetts

American International College
 Boston University
 Bradford College
 Curry College
 Emerson College
 Lesley College
 Northeastern University

Michigan

Grand Rapids Community College

Minnesota

Hutchinson Vocational Technical Institute
 Rochester Community College

New Hampshire

New England College
 Notre Dame College

New York

Adelphi University
 Long Island University, Brooklyn Campus
 Long Island University, C.W. Post Campus
 Marist College
 New York Institute of Technology
 New York University
 St. Thomas Aquinas College

North Carolina

Appalachian State University
 Guilford Technical Community College

Ohio

Muskingum College
 Wright State University

Pennsylvania

Edinboro University of Pennsylvania
 College of Misericordia

South Carolina

Erskine College

Texas

Dallas County Community College

Landmark College

Virginia

Norfolk State University

West Virginia

Davis and Elkins College
 Marshall University
 West Virginia Wesleyan College

Colleges in Maryland

Four-Year Colleges/Universities—

Public and Independent

Baltimore Hebrew University.....	410-578-6912
Bowie State University	301-464-6563
Capitol College.....	800-950-1992
College of Notre Dame of Maryland.....	301-532-5330
Columbia Union College	301-891-4080
Coppin State College	410-383-5990
Frostburg State University	301-687-4201
Goucher College	800-638-4278
Hood College	800-922-1599
Johns Hopkins University.....	410-516-8171
Loyola College	800-221-9107
Maryland Institute, College of Art.....	410-225-2294
Morgan State University	800-332-6674
Mount St. Mary's College	800-448-4347
NER Israel Rabbinical College	301-484-7200
Peabody Institute of Johns Hopkins University.....	410-659-8100
Salisbury State University	410-543-6161
St. John's College	800-727-9238
St. Mary's College of Maryland.....	800-492-7181
St. Mary's Seminary and University.....	410-864-9000
Sojourner-Douglass College.....	301-276-0306
Traditional Acupuncture Institute, Inc.....	301-596-6006
Towson State University	410-830-3333
University of Baltimore	410-837-4777
University of Maryland at Baltimore*	410-328-8667
University of Maryland Baltimore County*	410-455-1300
University of Maryland, College Park*	301-314-8385
University of Maryland, Eastern Shore*	410-651-6410
University of Maryland, University College*.....	301-985-7930
U.S. Naval Academy	800-638-9156
Villa Julie College	301-486-7001
Washington Bible College	800-787-0256
Washington College.....	800-422-1782
McDaniel College.....	410-857-2230

Two-Year Colleges/Universities—

Public and Independent

Allegany Community College.....	301-724-7700
Anne Arundel Community College	410-541-2240
Baltimore's International Culinary College.....	410-752-4710
Carroll Community College	410-386-8400
Catonsville Community College	410-455-4304
Cecil Community College	410-287-1004
Charles County Community College	301-934-2251
Chesapeake College	410-822-5400
Dundalk Community College.....	410-285-9802
Essex Community College	800-832-0262
Frederick Community College.....	301-846-2430
Garrett Community College.....	301-387-3010
Hagerstown Business College	800-422-2670
Hagerstown Junior College.....	301-790-2800
Harford Community College.....	410-836-4220
Howard Community College.....	410-772-4856
Maryland College of Art and Design	301-649-4454
Montgomery College**	
Germantown Campus.....	301-353-7823
Rockville Campus	301-279-5041
Takoma Park Campus	301-650-1493
New Community College of Baltimore,	
Liberty Campus	301-396-0203
New Community College of Baltimore,	
Harbor Campus	301-396-0470
Prince George's Community College.....	301-322-0801
Seafarers Harry Lundeberg School of Seamanship.....	301-994-0010
Wor-Wic Tech Community College.....	410-334-2895

*See next page for information on the University of Maryland

**See next page for information on Montgomery College

Accredited Technical Schools

Acculoch Business Institute.....	301-831-4484
Arundel Institute of Technology	410-296-5350
Automation Academy	410-727-3020
Baltimore's International Culinary College	410-752-4710, 800-624-9926
Broadcasting Institute of Maryland	410-254-2770, 800-942-9246
Diesel Institute of America.....	301-895-5139
International Academy of Hair Design and Technology.....	410-566-2420
Lincoln Technical Institute, Landover.....	301-336-7250
Lincoln Technical Institute, Baltimore.....	410-646-5480
Maryland Drafting Institute	301-439-7776
Medix School	410-337-5155
New England Tractor Trailer Training School of Massachusetts.....	410-783-0100
PSI Institute.....	301-589-0900
PSI Institute of Baltimore	410-576-0060
RETS Technical Training Center	410-644-6400
TESST Electronics and Computer.....	301-864-5750
Washington Business School	703-556-8888

Armed Services Information

Air Force	301-295-2024
Army	301-295-7225, 1234, 8102 or 301-572-5950
Coast Guard	800-GET-USCG or 410-768-5454
Marine Corps	301-587-3008, 3410 or 301-977-4994
Navy	301-295-7201, 7202 or 301-948-7229, 2052

Diploma Schools of Nursing

MacQueen-Gibbs-Willis School of Nursing, Easton, MD	410-770-3511
Chesapeake College	410-822-1000
Geisinger Medical Center, Danville, PA	717-271-6700
Reading Hospital and Medical Center, Reading, PA	610-378-6000

University of Maryland

Each year, a large number of students from our county apply to the University of Maryland at College Park (UMCP). Admission to Maryland has continued to be more competitive in recent years. More of the state's finest students are selecting the flagship campus. In fact, many students bring a very strong Honors and Advanced Placement record to UMCP.

In keeping with its mission, the university seeks to enroll students who have demonstrated their potential for academic success. This potential is usually assessed by examination of high school course work and SAT or ACT scores. At a minimum, all entering students should have completed four years of high school English; three years of social science or history; two years of science with laboratory work; two years of a foreign language; and three years of mathematics courses, equivalent at least to Algebra 1 & 2 and plane geometry. Most entering freshmen complete more than these minimum requirements.

UMCP maintains a competitive admissions policy. In addition to overall grade point average and test scores, the Admission Committee also considers the quality of an applicant's course work, counselor and teacher recommendations, the student's essay, and extracurricular involvements. The Admission Committee also will consider first-semester grades from the senior year. Applicants are encouraged to apply early to receive priority consideration for admission, merit-based scholarships, and special programs such as the University Honors Program and College Park Scholars.

Montgomery College

It is the policy of the Board of Trustees of Montgomery College that those who have reached the age of 18, or are high school graduates or the equivalent, and can benefit from the programs and services of the college, should be admitted. Others less than 18 years old and not high school graduates or the equivalent may also, under certain circumstances, be considered for admission. Montgomery College is a two-year, public community college governed by its own board of trustees.

Students seek admission to the college for many reasons, and their backgrounds represent a diversity of educational and life experiences. To accommodate the various interests and goals of persons requesting admission to the college, applicants, depending on their objectives and educational background, are admitted to degree or certificate programs or to noncredit courses.

Countdown to Graduation



- **Read.** The more you read the better prepared you are for the world of work and college.
- **Write.** Improve your writing skills as much as you can. The ability to communicate on the job and in college is vital.
- **Develop** good study habits, time management skills, and decision-making skills.
- **Choose** your subjects wisely. Continue taking college prep mathematics, science, and foreign language courses.

Use the following timetable to help organize the tasks to be completed as you begin your countdown to graduation.

Eleventh grade

Fall

- _____ Take the PSAT/NMSQT.
- _____ Attend college programs sponsored by your counseling department.
- _____ Attend career presentations sponsored by your school, MCPS, and the business community.
- _____ Acquire part-time volunteer or job experiences related to career plans.
- _____ Monitor your student service learning hours

Fall/Winter

- _____ Meet with your counselor about your progress.
- _____ Meet with college admissions representatives who visit your school.
- _____ Get information on apprenticeship programs.
- _____ Get information on trade and technical schools.
- _____ Use the search programs of Choices Planner and WorkSpaceK12 to identify appropriate colleges and trade and technical schools.

Early Spring

- _____ Consider career goals as you select classes and complete your high school planning sheet.
- _____ Plan next year's program to enhance prospects for employment opportunities and college admissions.

- _____ Register for ACT and/or SAT/Subject Tests, as appropriate.
- _____ Continue working with Choices Planner and WorkSpaceK12.
- _____ Consider an internship for the senior year.

Spring

- _____ Attend college fairs and school-sponsored programs. Confer with your counselor about postsecondary plans.
- _____ Attend career information programs.
- _____ Spend time in the college and career center exploring materials. Find out about summer enrichment programs.
- _____ Assemble a file of materials collected from colleges, trade and technical schools, and those distributed by your guidance department.
- _____ Visit colleges and/or trade and technical schools.
- _____ Talk to admissions representatives who visit your school.
- _____ Become familiar with college and job applications.
- _____ Develop your résumé/personal references.
- _____ Continue earning student service learning hours if needed. Consider completing this requirement before Grade 12.

Twelfth grade

Summer/Fall

- _____ Make an appointment with your counselor for you and your parents to discuss postsecondary plans.
- _____ Request applications from colleges and trade and technical schools. Set up a file system or use the charts on the next page.
- _____ Register for ACT, SAT, and/or SAT Subject Tests, as appropriate.
- _____ Stay abreast of all scholarship opportunities.
- _____ Review high school records, including all graduation requirements.
- _____ Complete any outstanding student service learning hours.
- _____ Visit colleges and/or trade and technical schools.
- _____ Talk to admissions representatives who visit your school.
- _____ Seek out scholarship information and apply, as appropriate.

Fall/Winter

- _____ Attend college and career programs sponsored by your counseling department.
- _____ Familiarize yourself with your school's transcript procedure and follow it.
- _____ Register for ACT, SAT, and SAT Subject Tests if needed.
- _____ Talk with your counselor about your academic progress.
- _____ Fill out applications by December 1 if possible. Abide by both school and college deadlines.

- _____ Seek letters of recommendation if needed. Give teachers and counselors sufficient notice.
- _____ Complete a résumé.
- _____ If appropriate, have your parents complete the Free Application for Federal Student Aid (FAFSA) and other financial aid forms, if required by the college, and file after January 1.

Spring

- _____ Attend job fairs.
- _____ Contact the Maryland Department of Economics and Employment Development for job openings.
- _____ Maintain good grades and good attendance.
- _____ Notify your counselor of your application status as you hear from the colleges.
- _____ Request a final transcript be sent to the college you will attend in the fall.
- _____ Notify the colleges you are not planning to attend.
- _____ Perfect your job-interviewing skills.

Keeping records

Use these charts, or ones like them, to help you keep track of your application status.

Test score record

	Date Taken	Score	Date Taken	Score
PSAT	_____	_____	_____	_____
SAT	_____	_____	_____	_____
SAT Subject Tests	_____	_____	_____	_____
ACT	_____	_____	_____	_____

College applications

Name of college	Have you—	Yes/No	Date
_____	_____	_____	_____
Requested application	_____	_____	_____
Received application	_____	_____	_____
Mailed completed application	_____	_____	_____
Requested high school transcript	_____	_____	_____
Sent SAT/Subject Tests scores	_____	_____	_____
Sent ACT scores	_____	_____	_____
Secured letters of recommendation	_____	_____	_____
Names of individuals	_____	_____	_____
Requested financial aid	_____	_____	_____

Name of college	Have you—	Yes/No	Date
_____	_____	_____	_____
Requested application	_____	_____	_____
Received application	_____	_____	_____
Mailed completed application	_____	_____	_____
Requested high school transcript	_____	_____	_____
Sent SAT/Subject Tests scores	_____	_____	_____
Sent ACT scores	_____	_____	_____
Secured letters of recommendation	_____	_____	_____
Names of individuals	_____	_____	_____
Requested financial aid	_____	_____	_____

Name of college	Have you—	Yes/No	Date
_____	_____	_____	_____
Requested application	_____	_____	_____
Received application	_____	_____	_____
Mailed completed application	_____	_____	_____
Requested high school transcript	_____	_____	_____
Sent SAT/Subject Tests scores	_____	_____	_____
Sent ACT scores	_____	_____	_____
Secured letters of recommendation	_____	_____	_____
Names of individuals	_____	_____	_____
Requested financial aid	_____	_____	_____

Name of college	Have you—	Yes/No	Date
_____	_____	_____	_____
Requested application	_____	_____	_____
Received application	_____	_____	_____
Mailed completed application	_____	_____	_____
Requested high school transcript	_____	_____	_____
Sent SAT/Subject Tests scores	_____	_____	_____
Sent ACT scores	_____	_____	_____
Secured letters of recommendation	_____	_____	_____
Names of individuals	_____	_____	_____
Requested financial aid	_____	_____	_____

Name of college	Have you—	Yes/No	Date
_____	_____	_____	_____
Requested application	_____	_____	_____
Received application	_____	_____	_____
Mailed completed application	_____	_____	_____
Requested high school transcript	_____	_____	_____
Sent SAT/Subject Tests scores	_____	_____	_____
Sent ACT scores	_____	_____	_____
Secured letters of recommendation	_____	_____	_____
Names of individuals	_____	_____	_____
Requested financial aid	_____	_____	_____

Name of college	Have you—	Yes/No	Date
_____	_____	_____	_____
Requested application	_____	_____	_____
Received application	_____	_____	_____
Mailed completed application	_____	_____	_____
Requested high school transcript	_____	_____	_____
Sent SAT/Subject Tests scores	_____	_____	_____
Sent ACT scores	_____	_____	_____
Secured letters of recommendation	_____	_____	_____
Names of individuals	_____	_____	_____
Requested financial aid	_____	_____	_____



This document is available in an alternate format, upon request, under the Americans with Disabilities Act, by contacting the Public Information Office, at 850 Hungerford Drive, Room 112, Rockville, MD 20850, or by phone at 301-279-3391 or via the Maryland Relay at 1-800-735-2258.

Individuals who need sign language interpretation or cued speech transliteration in communicating with Montgomery County Public Schools (MCPS) may contact Interpreting Services in the Deaf and Hard of Hearing Program at 301-517-5539.

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