

Future Planning Guide

Shepaug Valley School

The Shepaug Experience: Stepping Stones & Milestones



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(v.3/21/2016)

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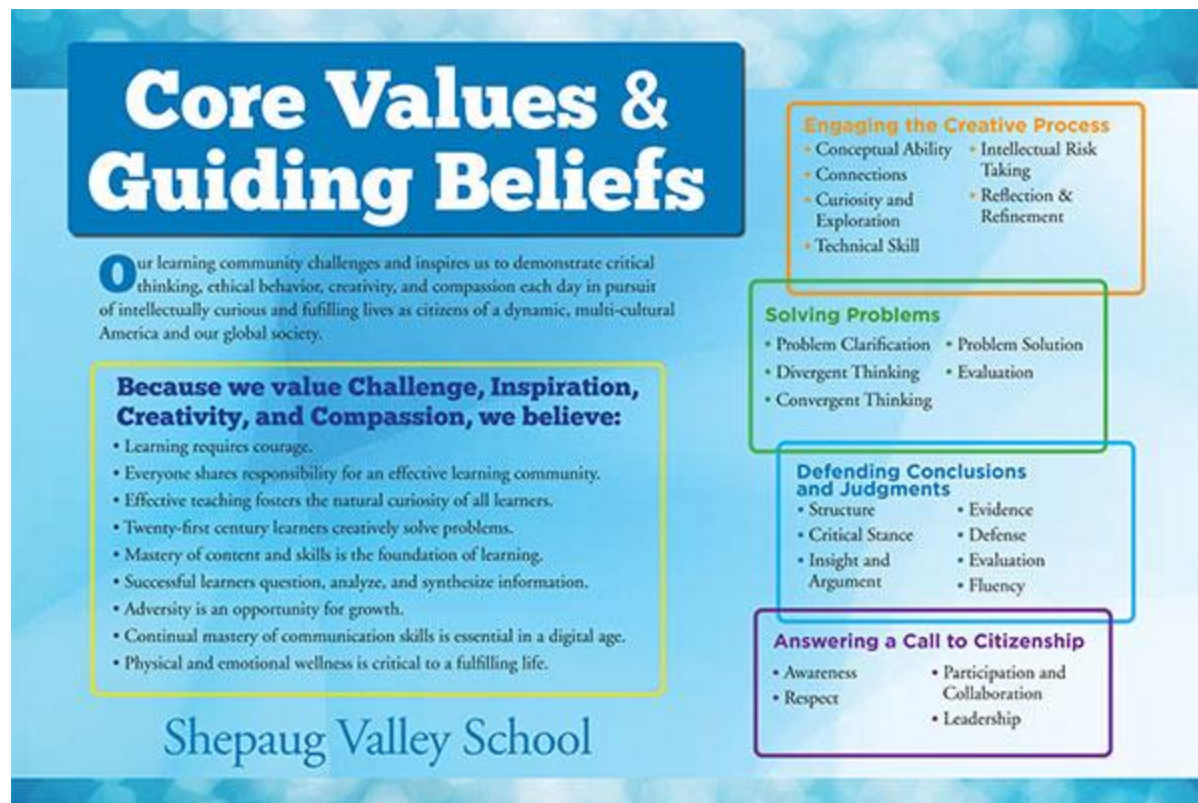
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The poster seen above is referenced daily in every classroom reminding students and staff that the Shepaug Core Values and Guiding Beliefs, and Learner Outcomes are the cornerstone of our educational program.

Each Shepaug Learner Outcome is based on a rigorous skill set deemed essential for 21st century learning and productivity, and all outcomes combined ensure that students are prepared to navigate college, career, and life long learning. The complete skill set associated with each Shepaug Learner Outcome is clearly defined through an analytic rubric with a defined level of proficiency. This rubric is used to guide instruction, to encourage self-assessment, and to measure student progress in meeting each outcome.

The Shepaug Learner Outcomes are taught and modeled in all courses at Shepaug. Each department has responsibility for comprehensively teaching a specific learner outcome, and upper level courses within the department have responsibility for measuring achievement of that learner outcome.

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Shepaug Valley School
School Counseling Department

Dear Students & Parents/Guardians,

We are pleased to provide you with our Future Planning Guide as you begin your exciting journey towards a higher education or career after Shepaug. This guide combines information from many sources and has been written with your possible future goals in mind. It is designed to provide you with the most accurate and up to date information available. This guide will be an important tool throughout your exploration and decision process. All worksheets and tools found in the appendix section can also be found in the counseling office and on our website.

This guide is a good resource for information on the college and career process, and there are other useful tools available. One of the most important parts of planning your future is meeting regularly with your school counselor. Your counselor will be a significant resource and can provide you with a wealth of information and ideas for future planning and goal setting.

We also encourage you to take full advantage of our College and Career Center, where we have numerous resources as well as computer access to platforms such as *College Board*, *Naviance*, and *Career Cruising*. The College and Career Center is also where we host representatives from different schools and programs throughout the school year. We strongly recommend that you visit these presentations.

Although the future planning process may seem overwhelming at times, it is an inspiring time full of adventure and possibilities. There are many challenges students and parents may face along the way, so it is important to stay organized and not be afraid to ask questions. Shepaug has a unique and supportive network of counselors and staff who are ready to assist you in this process. We look forward to working with you!

Sincerely,



Todd Dyer

Director of School Counseling

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Finding A Career Path

From the CT Career Resource Network: 2012

Connecticut Career Pathways Initiative

“Connecticut’s Career Pathways Initiative builds upon the foundation established through Connecticut’s School-to-Career Initiative and Legislation to connect secondary education to postsecondary education and careers within the context of career clusters. The Career Pathways Initiative offers all students opportunities to connect their classroom learning to possible careers, preparing them to make more informed decisions regarding secondary academic and elective course enrollment, postsecondary plans and eventually, careers.”

“The U.S. Department of Education, Office of Vocational and Adult Education (OVAE), has identified 16 career clusters that encompass ALL occupational titles nationwide. Connecticut has adopted these 16 career clusters, replacing the previous nine school-to-career classifications. In addition, Connecticut has selected 34 of the 81 career pathways established within the 16 clusters to implement initially, based on Connecticut’s current labor and economic needs, and growing careers across a wide business and industry spectrum (see the Career Pathways Wheel below).”

(You can access the full Connecticut Career Pathways Packet at <http://www1.ctdol.state.ct.us/lmi/pubs/CareerPaths2010-2012.pdf>)



Decision-Making. Digital image. Academic Life in Emergency Medicine. Academic Life in Emergency Medicine, 21 Feb. 2014. Web. 24 Oct. 2015.

WHO AM I? A Self-Assessment

In order for you to begin planning and researching for your future career, you need to identify some things about yourself, specifically, your interests, aptitudes, temperament, and values. The following question will help you:

INTERESTS (are fairly easy to assess; you know what you enjoy)

1. What do you like to do in your free time?
2. What might your hobbies be?
3. What are your favorite school subjects?
4. What kinds of books do you like to read and why?
5. Do you have a part time job or participate in some sort of community activity?

APTITUDES (refer to abilities you have)

1. Are you mechanically inclined?
2. Are you good in math?
3. Are you able to look at a diagram or a blueprint and visualize an object?
4. Do you express yourself well? Converse easily with others? Speak well in front of a group?
5. Do you have a special talent in art, music or another area?
6. What are your strongest abilities?

TEMPERAMENT (is a particular response in a given situation or situations)

1. How do you interact with others?
2. How much patience do you have?
3. Are you friendly?
4. How do you respond under pressure?
5. Do you get upset when criticized or lectured?

VALUES (as they relate to work, are feelings that are important and worthwhile to you)

1. Do you have a desire to be creative?
2. Must you make a lot of money?
3. Do you want to help others?
4. Do you resent being supervised?
5. How important is freedom or independence?

Students are encouraged to utilize the Self-Evaluation Worksheet found in the Appendix.

The Job Search Process

Job Shadowing

Shepaug Valley offers a unique experience to juniors in which they have the chance to immerse themselves in the real world workforce for a day. Students identify their career interests and are placed with a professional in their field of interest to experience the career in action. Job Shadowing is also an option that can be pursued by any student independently. Most employers are accommodating and willing to allow students to shadow certain employees for the experience.

Internships

Students looking for further experience and the development of their skills for a career may consider internships. Internships are a good option for students who are not yet fully qualified, but looking to build their experience and resume. Contact local business organizations or your College and Career Center for prospective options for internship opportunities

Job Applications

Although the job application process does not necessarily require students to meet their prospective employers, like an interview, it is still important to know the tips to going the extra mile so the application makes an impression. Here are some tips for filling out applications:

- ☐ Keep an active list of your dates of employment, dates of schooling/training, and any dates of internships or volunteer experience and update it constantly. If there are gaps, take time to explain them (an example would be explaining a two year gap in employment due to attending school)
- ☐ Read the entire application before you begin filling it out and make sure you have all the necessary documents on hand
- ☐ Use blue or black ink only, type the application if possible
- ☐ Take the time to fill out the application neatly and accurately
- ☐ Apply for a specific position. avoid submitting an “open” application
- ☐ Do not leave blanks, use “N/A” or “not applicable” when it is appropriate
- ☐ Mail the application or return it in person as soon as you can, do not wait for a closing date.

Interviewing Skills

If students are asked to schedule an interview for a job or internship opportunity, they should consider the following tips in order to present in the best way possible:

- ☐ Be prepared to answer open-ended questions such as “Tell me about yourself,” “What are your strengths?” and “What are your weaknesses?” Use the possible interview questions listed in the Appendix to practice.
- ☐ Rehearse, ask a friend or family member to conduct a mock interview using commonly asked interview questions.
- ☐ Do not be on time, BE EARLY.
- ☐ Prepare your own questions in advance.
- ☐ Maintain comfortable eye contact.
- ☐ Do your research, know the company/program’s mission, as well as its important qualities. Work your knowledge into the interview (example: when the interviewer asks you why you think you should be offered the position, explain how your experience or interests connect with the company’s mission and goals).
- ☐ Do not be afraid to highlight your accomplishments; do NOT be modest, talk yourself up.
- ☐ Plan your outfit in advance. Do not wait until the morning of the interview to prepare your clothes, only to realize your only pair of dress pants have shrunk in the dryer. Never: wear jeans, wrinkles, stains, ill-fitting clothes, rips/holes, inappropriate phrases/graphics.
- ☐ Follow up the interview with a thank you note.

On the Job Tips: The Dos and Do Not

Dos

Ask Questions
Dress Neatly/Appropriately
Have a positive attitude
Show up for your shift
Follow worksite procedures

Do Not

Use inappropriate language
Bad-mouth a previous boss/employer
Arrive to work late



Occupation Outlook Handbook

The Occupation Outlook Handbook (OOH) is a tool for students created by the United States Bureau of Labor. It is a comprehensive guide to possible careers as well as hundreds of occupations. Students can browse resources, average pay, growth rate, as well as, multiple other characteristics for occupations listed. Access the OOH online at: <http://www.bls.gov/ooh/home.htm>.

Department of Labor

Students may also want to explore options by visiting either the National or local Department of Labor websites. They can visit the U.S. Department of Labor at: <http://www.dol.gov/#>. or access the local Connecticut Department of Labor at <http://www.ctdol.state.ct.us/>.



Raile, Brandon. 080112-N-0260R-020 OBOCK. Digital image. *Wikimedia Commons*. Wikimedia Commons, 12 Jan. 2007. Web. 24 Oct. 2015.

Career and College Tools

NAVIANCE

What is Naviance?

Naviance is an online college and career platform that can be used by students, as well as, the parents and educators involved in the process. Naviance can help students and families get more information on colleges, universities, as well as potential careers. Naviance also allows the counselors and educators to track students progress in their future planning and log information including test scores, grades, etc. for reference. How to log in: Go to Naviance.com, click the “Sign In” button in the upper right hand corner, and select the “Student and Family” link from the drop down. (If you have lost or forgotten your Naviance information, feel free to contact the Shepaug Counseling Department for your information).

What resources does Naviance provide?

About Me

My Profile

Includes basic biographical and scholastic data including PSAT/SAT/ACT test scores.

My Resume

An overview of your activities from your high school career, both in school and in the community. This is a useful tool for when recommenders ask to see your resume for reference when writing your recommendation letters, as well as when you write your resume to be sent with your college applications.

My Colleges

Create lists of colleges you are interested in or would like to learn more about. You can move colleges between lists including “Colleges I am Considering” and “Colleges to which I’m Applying”.

My Journal

Provides an opportunity to log your thoughts and questions throughout the process as well as experiences at college visits or presentations.

About College

College Search

Allows you to select your personal preferences and discover colleges that fall into your categories, this tool allows you to search by criteria including location, athletics, majors, cost, etc.

College Match

A tool that helps match students to schools based on their GPAs and academic performance. Keep in mind there are other factors aside from grades that schools consider during the admission process.

Scattergrams

Allow students to compare themselves to Shepaug alumni who have applied and attended schools they are looking into.

Visit Schedule

When representatives are visiting Shepaug, their dates and times will be posted here as well as local college and career fairs and Workshops.

Communication Between Counselors and Students/Families

Naviance allows counselors to send “email blasts” to multiple students and their parents using the contact information in the profile. It is important that students contact information is accurate so you can receive these important messages throughout the year.

Career Cruising

What is Career Cruising?

Career Cruising is an online career platform that is used by students in middle school as part of the developmental guidance curriculum. Career Cruising can help students gain more information on their skills and interests as they relate to potential careers.

What resources does Career Cruising provide?

Learning Styles

This activity identifies and analyzes each student’s ideal learning styles. It also helps the students understand the relationship between learning styles and their academic success as well as their future career choices.

Career Matchmaker

This activity helps the student build a career interest inventory. It sets the stage for further career exploration and helps the students better formulate their plans and options.



BRS Services

Disability Determination Services

The Connecticut Bureau of Rehabilitation Services

(From CT.gov)

“The Bureau’s Disability Determination Services (DDS) unit is responsible for deciding eligibility for the Social Security Disability Insurance (SSDI) and Supplemental Security Insurance (SSI) programs. These programs provide cash benefits to individuals who are unable to maintain employment due to the severity of their disabilities. To reach Disability Determination Services, call 1-800-842-8320. To apply for benefits or inquire about the status of an application, go to <http://www.ssa.gov/>.

Individuals who receive Social Security disability benefits have increased incentives to work while maintaining some or all of their benefits. Benefits Counseling is available to assist individuals to assess the impact returning to work will have on their disability benefits. More information on work incentives programs is available by contacting the Connect to Work Center.

The Medicaid for Employed Disabled program allows persons with disabilities to be employed without risking eligibility for needed medical services through the Medicaid program. The program also allows certain individuals to keep other services they must have in order to remain employed.”

Post Secondary Options

There are many options available to Shepaug graduates. It is important to choose the path that is the best fit. Many students go on to colleges or universities in pursuit of undergraduate degrees, but there are other options. Some of these alternative paths include pursuing a trade, entering the military, studying abroad, Americorps, etc. Regardless of whether students choose college or a different path, counselors and the College and Career Center can offer resources for every student.

Options for the Post-Secondary Graduate

- ☐ Technical School
- ☐ Two-Year/Community College
- ☐ Four-Year College
- ☐ Military Academy/Training
- ☐ Post-Graduate Year (a repeat of senior year, completed at a private school)
- ☐ Traveling abroad
- ☐ Peace Corps/Americorps
- ☐ Work/ On-the-job training
- ☐ Apprenticeship
- ☐ Vocational School
- ☐ Gap year



Find Out More About Your Options

☐ **If you plan to attend college:**

- o Meet with your counselor to discuss your preferences/options.
- o Create a list of colleges or majors in which you are interested.
- o Meet with college representatives when they come to Shepaug. Utilize resources in the College and Career Center attend discussions on collegeweeklive.com.
- o Request information from schools.
- o Visit prospective colleges, take a tour.

☐ **If you plan to attend a business or technical school:**

- o Talk with students currently enrolled in the program in which you are interested.
- o Visit the technical and business schools in your area.
- o Meet with the school representatives, request more information.

☐ **If you plan to enter the military service:**

- o Meet with your counselor to talk about your qualifications/goals.
- o Talk with someone who is currently enlisted.
- o Meet with recruiter(s) from the branch(es) in which you are interested.
- o Look into the specific training and educational programs offered.

☐ **If you plan to go directly to work:**

- o Talk with the current employees.
- o Be familiar with benefits packages and your opportunities for advancement.
- o Attend local career fairs.
- o Visit employers at their locations.

The Gap Year

A Gap year is taken by a student who wants to grow and explore more before entering college. Gap years are becoming more common with students and the opportunities and resources are growing. It is recommended that students still apply to college during their senior year and once accepted, defer admission for a year. .

Gap Year Related Resources:

- **An interesting article detailing the gap year further:**
<http://www.npr.org/2014/02/27/283533644/mind-the-gap-year-a-break-before-college-might-do-some-good>
- **Gap Year Fairs**
<http://www.usagapyearfairs.org/>
- **AFS Intercultural Programs**
<http://www.afsusa.org/>
- **Class Afloat**
<http://www.classafloat.com/>
- **Global Citizen Year**
<http://www.globalcitizen.org/>
- **Global Vision International**
<http://www.gviusa.com/>
- **Planet Gap Year**
<http://www.planetgapyear.com/>



Pursuing a Vocation or Trade

Apprenticeship Training Programs

These programs tend to be run by trade unions or private companies/industries. On-the-job training is combined with instruction in order to give a student the qualifications and experience to pursue a specific career. You can apply through the CT Department of Labor. There are over a hundred recognized apprenticeship trades including Machinist, Carpenter, Electrician, etc.

Technical Education

Technical Programs

Technical Programs typically prepare students for employment, or improve the knowledge of current employees. These programs can range from accounting, to hospitality management, to welding and everything in between.

Vocational/Technical Schools

These schools offer programs for specific certificates or trades/vocations. A vocational/technical school may offer programs such as Automotive Technology, Culinary Arts, HVAC or Electrical. These programs prepare a student to enter into a trade or earn a license through an apprenticeship program.

Job Corps

Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. For eligible young people at least 16 years of age who qualify as low income, Job Corps provides the all-around skills needed to succeed in a career and in life. For more information on Job Corps call (800) 733-5627 or visit their website at <http://recruiting.jobcops.gov>

(Consult your counselor for information specific to the trade you are interested in pursuing)



Choosing the Military

The military can offer many options to interested students including job and future career training, as well as educational options. Recruiters typically visit Shepaug, but if you are interested, do not be afraid to reach out to local recruiters of the different military branches.

If you are in your junior or senior year and you are extremely interested in a military career, you should consider taking the ASVAB. The ASVAB (Armed Services Vocational Aptitude Battery) does not cost the student any money and does not require the student to commit to the military. This test will help identify a student's possible abilities and skills and can be used to identify their specific opportunities in the military.

Another option is to pursue an education at a military academy. These academies offer a high level education as well as training to enter the military as an officer upon graduation. The Army, Navy, Coast Guard and Air Force all have military academies.

It is important to know that all branches of the military offer educational assistance programs. Below are listed the local recruiter contact numbers:

If you are not yet in your senior year, but interested in a military option, it would be a good idea to look into local JROTC programs.

Army	860-442-7653
Navy	203-624-9907
Air Force	860-442-1707
Marines	203-789-4484
Coast Guard	860-444-4948
CT Army National Guard	860-447-9495
CT Air National Guard	800-992-4793



The College Process



There are many important steps in the college search and application process. It is important to use your self-assessment to better understand your strengths and weaknesses, as well as to utilize the ideas of your parents, friends, and counselors. You will need to evaluate your prospective skills on the features that are important to you. Once you have reviewed, evaluated and narrowed your list of schools, it will be time to begin the application process.

Grade Specific Timelines

Middle School

- ☐ Identify your personal skills and qualities.
- ☐ Consider career pathways that interest you.
- ☐ Attend the SVS career fair (offered every other year at SVS).
- ☐ Give back to your community through community service.*
- ☐ Get to know your counselor, let your counselor get to know you. You should feel you can count on your counselor for guidance.
- ☐ Use all the available facilities and resources including the College and Career Center, to get a better understanding of your options and what might interest you.
- ☐ Focus on getting the best grades you can and use available support to improve your academic performance.
- ☐ Get involved in clubs & extracurricular activities, whether they are school or community organizations.
- ☐ Choose freshman year classes.
- ☐ Complete your Career Cruising activities, *Learning Styles* and *Career Matchmaker*.

Freshman Year

- ☐ Consider taking the PSAT to gain a better understanding of standardized testing.
- ☐ Complete a minimum of 10 hours community service (30 is the graduation requirement).*
- ☐ Get to know your counselor and let your counselor get to know you. You should feel you can count on your counselor for guidance.
- ☐ Use all the available facilities and resources including the College and Career Center, to get a better understanding of your options and what might interest you.
- ☐ Begin building your GPA. concentrate on and work to excel in your courses.
- ☐ Get involved in extracurricular activities, whether they are school or community organizations.
- ☐ Attend your Future Planning Meeting with your parents to review your progress and plan your four year high school career.
- ☐ Read voraciously.
- ☐ Complete your Naviance activities, *Learning Styles* and *Do What You Are*.
- ☐ Attend Senior Project Presentations at the end of the year to get some ideas.

***see examples of community service opportunities in the appendix.**

Sophomore Year

- ☐ Continue to build a relationship with your counselor.
- ☐ Take the PSAT and use the results to prepare for the SAT.
- ☐ For students considering the military begin studying for the ASVAB.
- ☐ Attend college fairs in the fall & spring.
- ☐ Attend college visits at Shepaug in the spring.
- ☐ Continue to focus and excel in your courses.
- ☐ Challenge yourself (wisely).
- ☐ Attend your Future Planning Meeting with your parents to review your progress and plan your junior and senior years.
- ☐ Continue to build your involvement in extracurriculars .
- ☐ Begin researching colleges.
- ☐ Visit college campuses in the spring and over summer break.
- ☐ Attend senior project presentations to help develop your project ideas.
- ☐ Begin adding careers and prospective colleges on Naviance.
- ☐ Complete a total of 20 hours community service (SVS requires a minimum of 30 hours community service for graduation).

Junior Year

Junior year of high school is essential in laying a smooth foundation for the rest of your future planning process. It is helpful to take the following actions by the spring of your junior year:

☐ **Build your list of Colleges**

Use databases available through the College Board and Naviance to create a concrete list of schools you are interested in applying to or attending. Start making a list (5-20 schools) and be mindful of when their deadlines fall to submit your application next year. Utilize the college organizer in Naviance or in the appendix to keep track of each school's characteristics.

☐ **Standardized Testing**

Plan out your testing calendar. Take the PSAT/NMSQT. Register for the ACT, SAT depending on school requirements. Research whether the schools you are interested in require SAT Subject Tests. Also look into AP policies at the colleges on your list to see if you can gain credit from your AP scores. For those students considering the military look into taking the ASVAB test. Remember to list the Shepaug School test code 070830 when signing up for testing.

☐ **Schedule a meeting with your counselor**

Stop in and schedule a meeting with your counselor to discuss your future plans. This is an important meeting whether you are considering entering a career or college after high school. They will be essential and the greatest resource during your senior year process so it is important to create a “game plan.”

☐ **Arrange Campus Visits**

If you know you are interested in attending college, spring break of your junior year and weekends are the perfect time to visit campus. Look into Open House dates, as many schools have spring dates. Schedule tours of specific departments if you know the major in which you are interested. Consider scheduling an interview now, especially if a school is going to require it for your application next year.

☐ **Create/Update Your Resume**

Create a strong resume that showcases your strengths and makes you stand out. This can be sent to every school you apply to and is required by many scholarship committees. Consider adding future plans such as your senior project, internships, or other accomplishments slated for the upcoming year.

☐ **Common and Non-Common Applications**

Begin organizing and filling out applications. Consider doing a “rough draft” for non-Common Applications.

☐ **Write a rough draft of your college essay**

Research and pre-write drafts of required college admissions essays so you have time to revise and edit.

☐ **Think About Letters of Recommendation**

Check into what each school requires. Some require letters from specific people, others do not require recommendations, and for some colleges, letters are optional. Consider which teachers you want to ask. The general rule of thumb is to ask junior year teachers with whom you have a strong connection.

☐ **Complete Your Community Service**

Complete your minimum required thirty hours of community service. This will be one less piece of the college process for you to worry about during your hectic senior year.

☐ **Attend your Future Planning Meeting**

Your junior planning meeting is one of the most important meetings that you will participate in during your high school career. Your counselor, you, and your parents will review your progress towards graduation and review your post-secondary plan.

☐ **Plan you senior project**

Junior year is the time to finalize your plans for senior project. Senior projects tend to be a product, an experience, or both. The following are examples of past senior project themes; art and photography, fashion, art and photography shows, musical and theatrical performance, documentaries, instructional classes, website design, reviews (books, restaurants, ski resorts etc...), events, job shadowing, sport clinics, education, raising public awareness, and community service.

Senior Year Timeline

September

- ☐ Sign up for the October/November SAT/ACT/SAT II.
- ☐ Meet with your counselor for a senior planning conference.
- ☐ Finalize your college list (4-9 schools) and/or future plans.
- ☐ Check your credits and course requirements for graduation.
- ☐ Check deadlines for college applications and create a “to do” calendar.
- ☐ Arrange for teacher recommendations.
- ☐ Check dates of college visits coming to Shepaug.
- ☐ Early Decision candidates prepare their applications.
- ☐ Arrange for College interviews/visits.
- ☐ Attend the **College Admissions Seminar** at Shepaug

October

- ☐ Sign up for December SAT/ACT/SAT II as needed.
- ☐ Check dates of college visits coming to Shepaug.
- ☐ Work on college applications.
- ☐ Meet EA (early decision) or ED (early decision) deadlines.
- ☐ Complete CSS/Financial Aid PROFILE if required by your schools.

November

- ☐ Take the SAT/ACT.
- ☐ Begin looking into scholarships.
- ☐ Continue to work on college applications.
- ☐ Follow up on teacher recommendations.
- ☐ Attend **Financial Aid Night** at Shepaug.
- ☐ Go to www.pin.ed.gov and get PINs for the FAFSA.

December-January

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- ☐ Take additional SAT/ACT as needed.
- ☐ Check deadlines for college applications if you have not already done so.
- ☐ Complete your college applications.
- ☐ **January 1st: FAFSA!!!.**
- ☐ Make sure that you have sent scores via the testing agencies .
- ☐ Check Naviance & the counseling office for local scholarship listings.
- ☐ Pick up Financial Aid forms in the Counseling Office

February-March

- ☐ Take additional SAT/ACT if needed.
- ☐ Check deadlines for college applications, if you have not already done so.
- ☐ Complete college applications.
- ☐ Check the counseling office for scholarships.
- ☐ Make sure to meet housing deposit deadlines.
- ☐ Share admission decisions with the counseling office.

May-June

- ☐ Prepare and take AP tests.
- ☐ Inform all colleges you have applied to of your final decision by May 1.
- ☐ Send deposit to one college.
- ☐ Inform the counseling office of your college decision .
- ☐ Provide the counseling office with final transcript request form .



FLORIDA, GAINESVILLE, UNIVERSITY OF FLORIDA, KEENE-FLINT HALL, . Photography. *Encyclopædia Britannica ImageQuest*. Web. 29 Oct 2015.

Before You Begin Your Application Process

The Role of Extracurriculars and Community Involvement: The Resume

Whether you committed to the tennis team for four years and made your way to captain, or you've spent hundreds of hours on stage crew for a dramatics program, what you do outside of school plays a huge role in your college search process. Schools do consider grades when making admissions decisions, but they also pay attention to your extracurricular activities, clubs, artistic interests and community involvement. Shepaug Valley strongly suggests the development of a resume which is sent with each student's admissions materials. A strong student resume could look like this:

Name Address	Phone email
EDUCATION	
Shepaug Valley Regional High School, 159 South Street, Washington, CT 06793	860/868-6217
Graduation: June 2013	
Honor/High Honor Roll all semesters	
ATHLETICS: Shepaug Valley Regional High School, Berkshire League, Class S	
▪ Baseball	
Varsity, <i>shortstop, second baseman</i>	Freshman, Sophomore, Junior, Senior
Summer Leagues:	
Babe Ruth	Freshman
Connie Mack, All Star	Sophomore, Junior
▪ Soccer	
Varsity, <i>forward</i>	Sophomore, Junior, Senior
Junior Varsity, <i>forward</i>	Freshman
▪ Basketball	
Freshman and Junior Varsity, <i>point guard</i>	Freshman
WORK EXPERIENCE	
▪ Titus Park Garage: <i>customer care, pump gas, car maintenance</i>	Senior
▪ Land Surveying: <i>rod man, laser transit operator, computer aided drawing, file maps, title abstraction land records, office computations</i>	Freshman to Present
▪ Washington Septic Cleaning: <i>septic pumping, septic installation</i>	Sophomore to Present
▪ Construction and Carpentry: <i>roofing, framing, renovating, running a backhoe</i>	Freshman to Present
▪ Evergreen Berry Farm: <i>harvester, farm hand, irrigation installation, wood work, equipment maintenance, equipment operator</i>	Junior
▪ Lawn care: <i>landscaping, tree work</i>	Seasonal/Freshman to Present
▪ ACE Baseball School: <i>camp counselor, drill instructor</i>	Summers/Junior, Senior
EXTRACURRICULAR ACTIVITIES	
▪ Auto Repairs	
Modify a 2000 Ford Mustang GT, Restore a 1969 Chevy Impala (great grandfather's car)	
Repairs: 2001 Mercury Mountaineer, 2001 Chevy Silverado, 2004 BMW 1100rs (motorcycle)	
▪ Snowboarding and Golf	
▪ Salem Covenant Church, youth group member	
CHIC (Christians High in Christ), Nashville, TN	July 2012
<i>(Christian high school students from all over the country gather at the University of Tennessee for a week of worship/fellowship.)</i>	
COMMUNITY SERVICE	
▪ Washington Parks & Rec., <i>batting cage construction, auger operator</i>	Sophomore
▪ Little League, Jamboree, umpire	Sophomore
▪ Shepaug High School, Baseball Team, taking down nets, field maintenance	Sophomore
▪ Salem Covenant Church, Vacation Bible School, counselor,	Freshman
Helping elderly church members at their homes	Freshman to Present
SENIOR PROJECT <i>(Graduation requirement: extensive, year-long project.)</i>	
The Shepaug Bridge	
I will build a foot bridge over a stream that will connect the high school building to the athletic fields, attend zoning/wetland meetings, do a topographic survey, create a proposal, remove brush and prepare the site, set footings, construct the bridge and landscape the area.	

See the school counseling website for other résumé examples

The Role of Standardized Tests

In the years leading up to Senior year, it is important to seriously prepare for and take the different tests your schools may look for. If you can perform well on the tests in your Junior year, it is one less thing to worry about during your senior year.

PSAT/NMSQT

What: An SAT Prep test.

When: Typically taken in the 10th grade, sometimes taken the fall of 11th grade.

PLAN

What: An ACT Prep test.

When: Taken in the 10th grade.

SAT

What: Revised in 2016, the new test replaces the older version of the SAT and covers evidenced based reading and writing and math and offers an optional essay. Lasts about 4 hours.

When: Typically taken in the spring of 11th grade as well as the fall of 12th grade.

In 2016, there will be changes to the SAT, please refer to the following link for more information: <https://www.collegeboard.org/delivering-opportunity/sat/redesign>

SAT II/SAT SUBJECT TESTS

What: An exam specific to a discipline: English, Science, History, Math, or a Foreign Language.

When: Typically taken in the spring of 11th grade as well as the fall of 12th grade.

ACT

What: A test which covers Math, Reading, English and Science and lasts about three and a half hours

When: Typically taken in the spring of 11th grade as well as the fall of 12th grade.

ASVAB

What: ASVAB stands for the Armed Services Vocational Aptitude Battery. It is a multiple choice test given to evaluate the qualifications of students.

When: Your local recruiter will administer the test. If you are interested in the military, get in contact with the recruiter for the branch you are interested and set up a time to take the test.

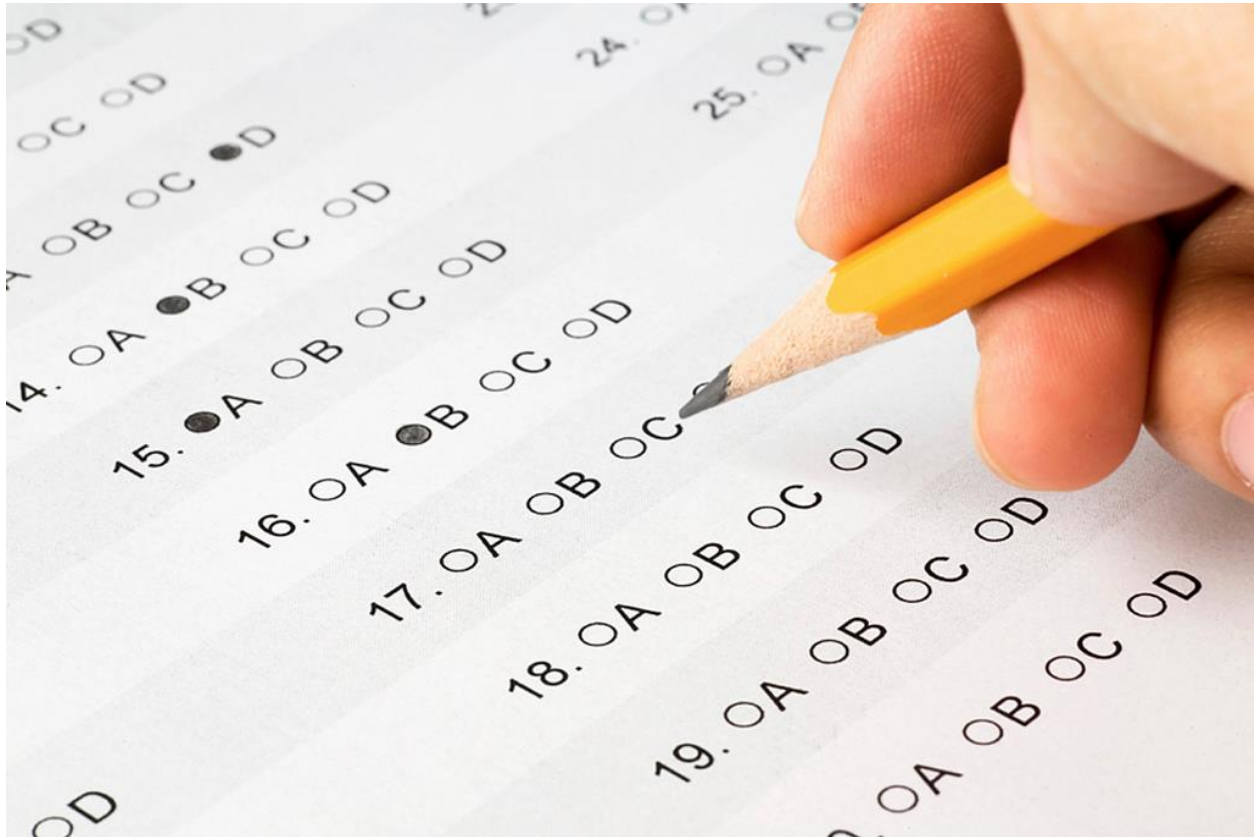
Fair Test

What: Also known as the National Center for Fair & Open Testing this is an organization that is concerned with issues related to fairness and accuracy in standardized student test taking and scoring.

AP Exams

What: A test offered to all students enrolled in any Advanced Placement level course. Certain post-secondary schools accept these exams for college credit.

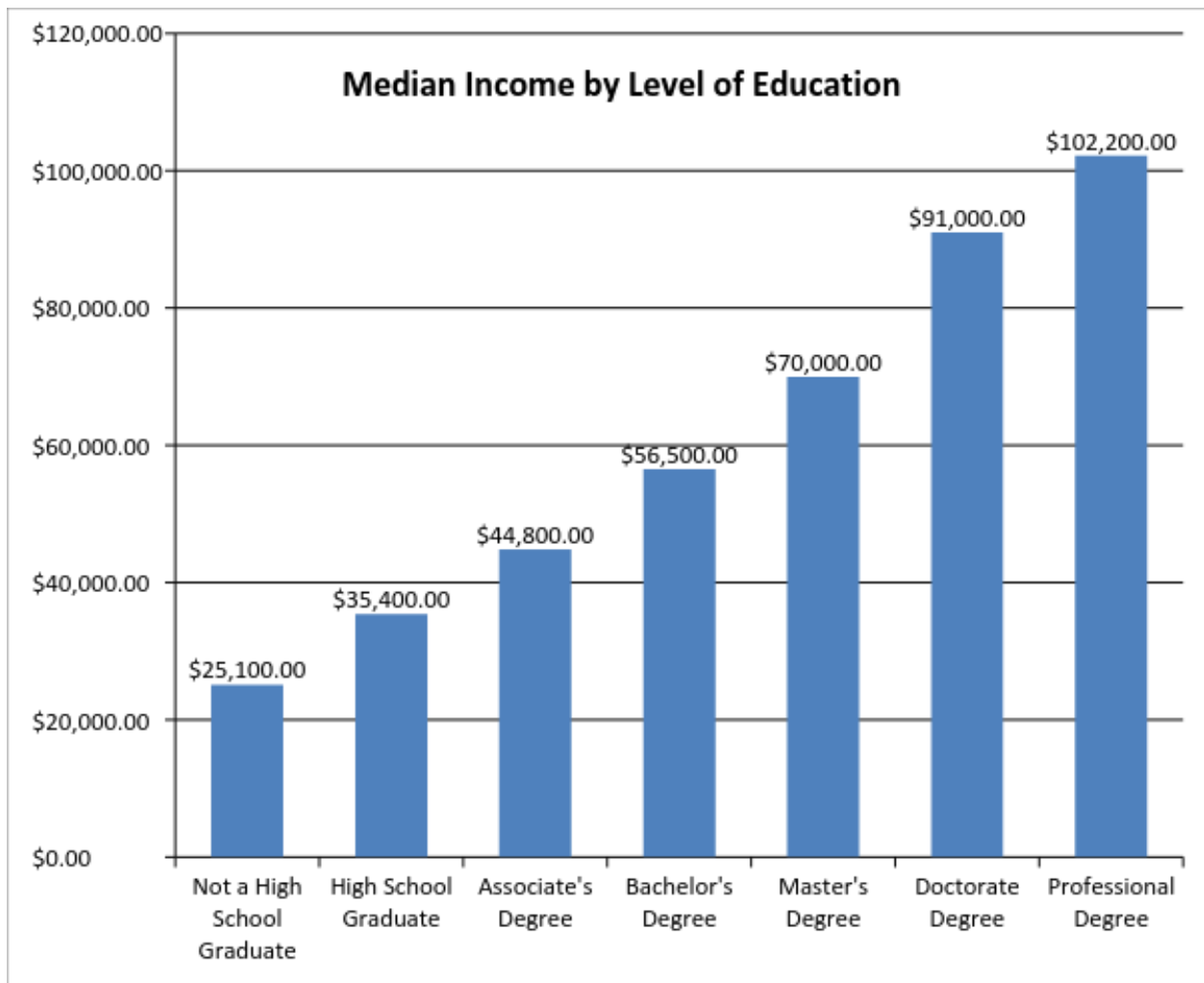
When: AP exams are offered in the spring, registration occurs in March, the test take place in May.



Qperell, Alberto G. Exam por Alberto G (CC BY 2.0). Digital image. Wikimedia Commons. Wikimedia Commons, 26 July 2006. Web. 24 Oct. 2015.

Getting Started on Your Search

Benefits of Earning a Degree



The College Board; Education Pays. 2013.

What Type of Degree?

There are a variety of degrees and certificates available to you in your post-high school career. Some of these include:

Certificate Programs

Certificates are similar to technical programs in that they are offered to students interested in a shorter program compared to the typical 4-year higher education, and who are interested in being prepared for a specific kind of work force or specialty training. Students can earn certificates in a variety of disciplines including Veterinary Technician, Web Design, or Paralegal.

Associate Degree

Similar to the bachelor degree, an associate degree is an undergraduate degree but is typically a 2-year academic program, compared to the 4-year bachelor program. A student who earns an associates degree continue on to complete a bachelor degree or enter the workforce in their discipline.

Bachelor Degree (B.A. or B.S.)

The bachelor degree is the most common academic path thought of when discussing college. Typically completed in 4-full-time years, the bachelor's degree is the highest degree of undergraduate education. Students pursuing a bachelors in any area of study will often find themselves choosing between public or private colleges or universities.

Master Degree

A masters degree is awarded for the next level of study after a bachelors degree, with a greater concentration in an area of study. A student with a master's degree will have a higher understanding and greater mastery in his/her area of study. Master's programs can take one to six years of study, depending on full time or part-time status. They can also be used as a stepping stone to doctoral degrees.

Doctorate Degree

A doctorate degree is the highest degree earned and depending on your discipline, can give you the ability to teach at higher level institutions. The capabilities that come with earning a doctorate vary by profession.

What Type of School?

Community Colleges & Junior Colleges

These schools provide the option to earn credits to eventually transfer to a 4-year college, as well as a chance to earn associate's degrees, certificates, and train in technical or vocational fields. A student who is unsure and interested in exploring multiple degree options, or planning on improving academic performance before entering a college or university could benefit from starting at a community college both academically and financially.

Business Schools

These schools offer training in skills and career specific to the office environment. Certificates are often earned after 9 to 12 months of training.

Nursing Schools

These schools are often affiliated with a college or university and allow students to operate in conjunction with hospitals to earn two-year (A.S.) or four-year (B.S.N.) nursing degrees.

Vocational/Technical Schools

These schools offer programs for specific certificates or trades/vocations. A vocational/technical school may offer programs such as Automotive Technology, Culinary Arts, HVAC or Electrical. These programs prepare a student to enter into a trade or earn a license through an apprenticeship program.

Fine Arts Colleges & Conservatories

Portfolios and or auditions are often required during the admission process to these schools. They offer specific degrees in everything from music, to theater to art and dance.

Colleges and Universities

These schools will offer bachelor's degrees as well as the opportunity to prepare for high degrees such as a master's or doctorate degree.

Public vs. Private?

Public schools are funded predominantly by the state. This generally means lower cost to in-state students. If you are an out-of-state student attending a public university, you typically will not benefit from a lower price tag. Public schools also tend to be much larger than private schools and offer a wider variety of areas of study. This also means class sizes tend to be much larger at the big public universities. Because private schools rely heavily on endowments and private funds, they tend to offer a greater amount of financial aid to their smaller student bodies than the typical public school aid package does.

For Profit Schools

Schools that are private, profit-seeking business. Examples of these schools include but are not limited to: Argosy University, Kaplan University, and University of Phoenix.

Choosing Your School

How to Search

There are many different avenues to use to go about your college process including:

Online Search Tools

CollegeBoard.com, Naviance, PrincetonReview.com, Cappex.com, College Navigator

College Visits

Every fall and spring Shepaug works hard to bring a variety of schools to our school to visit and talk about their programs. These representatives offer insight to what each school has to offer, even if it is not one of your top schools, or even schools you do not know much about, students are encouraged to attend these presentations to broaden their options.

College Fairs

College Fairs happen throughout the year at a variety of venues. Litchfield High School hosts one in September and there is also an annual college fair at the Danbury Fair Mall in October, as well as a National College Fair in Hartford every spring. In addition to these fairs, other schools host them around Connecticut. Look into attending a couple

as they are great opportunities to talk to a variety of schools you may otherwise not get the chance to meet with.

Campus Visit

Once you have narrowed down your search to a top few, a campus visit can often be the deciding factor. If you are able to have an overnight visit, you will really get the opportunity to get a feel for a school, its atmosphere, and its students, which will give you a sense of whether or not you could see yourself there, and if it is the right fit for you.

What to Consider

Location

Does location matter to you? Do you want to be able to commute from home? Visit on long weekends, or do you only want to come home for Christmas? Do you have family in Texas you would like to be close to, or are you convinced Seattle is the place to be? You need to determine how big of a factor location will be in your search process.

Size

Close knit campus where you know every face, or a little fish in a great big sea? Classes of 10-20, or classes of 100-200? Think about how the size of student body would affect you and if it is important to you to be at a certain type of school.

Cost

Cost can be a huge factor for some families. It is important to determine your price range before you start seriously narrowing down your list of schools. If a school seems expensive, look into how much financial aid they give on average. Use a Net Price Calculator (every school should have one on their website) to see if it would be a school you could afford.

Academics

Does the school have your specific program, or are you interested in taking a variety of courses? What do they offer? Are they well-known and respected for the program you want to enter? Do they offer the degree you want? Look into course catalogs and course descriptions to get a feel for a school's academics.

Extracurriculars & Campus Life

Do you want to play sports? Is having an Intramural Dodge Ball Team make or break for you? Are you interested in Campus Ministry? Looking for a strong Theater program? What kind of campus clubs are there? Have you always dreamed about rushing for that sorority? It's important to know about what extracurricular activities make up campus life, determine what you would or would not want to possibly get involved in, and ask about it.

Atmosphere

Every school has its own atmosphere and environment, which can make a huge difference when students think about whether or not it is a good "fit." You can get a good feel for a school's atmosphere by visiting and talking to as many current students as possible.

Evaluating Your Choices

Likely Schools

Likely Schools are schools where your academics exceed their standards or qualifications for an average freshman. You should be almost certain you will be admitted in order to consider it your safety school.

Match Schools

Match schools are the schools where your academics and qualifications meet the schools' standards, and may even exceed them. You are pretty sure you will be admitted, but it can not be guaranteed.

Reach Schools

Reach schools are schools you would like to attend, but your academics do not quite meet the standards. You should still apply, but keep your number of reach schools to a minimum.

The College Visit



College students descending stairs. Photography. Encyclopædia Britannica ImageQuest. Web. 29 Oct 2015.

Campus Tours

If you are interested in a school, sign up for a campus tour when you visit. You'll be able to see features like the student activity center, cafeteria, dorm rooms, athletic facilities and specific academic departments. These tours are very helpful and often led by current students, so ask any questions you have. Do not be afraid to get a campus map and independently explore any areas you were interested in seeing that were not on the tour.

Overnight Visits

An overnight visit can probably be the best way to finally decide which school is right for you. Admissions can arrange for you to be hosted by a current student, and you can get the full feel of the school and student body atmosphere. If you speak to your admissions representative, you can also sit in on a class and get a feel for the academic side of the programs offered.

Discover it on Your Own

Another way to see a school is to look around on your own. Whether you drive through campus and explore the surrounding town, or you walk through the facilities and campus on your own, you can get an idea of the atmosphere and what it might be like to be a part of the student body.

Questions to Ask on Your College Visit

What are the strongest departments at the college?

What are the class sizes generally?

How accessible are the professors?

What memorable campus events take place during the year?

How many students stay on campus on weekends?

What kinds of housing options are there? How are the dorms set up?

How good is the food? What are the meal plan options?

What is the security situation?

What are some of the special facilities or resources?

What types of services are there? Tutoring? Post-graduation/employment planning?

Can students have cars, bikes?

What are the study abroad or co-op opportunities?

***see the school counseling website for more college visit tips**

Virtual Tours

You can also visit and explore a school through a virtual tour. This is becoming an increasingly popular option for students, especially when considering a school that is a distance away. Many schools will offer virtual tours directly on their own websites. Other websites which offer virtual tours include: www.campustours.com and www.collegeweeklive.com.

An Overview of the Admissions Process

Types of Admission

Rolling Admission

For Rolling Admissions, applications are reviewed continuously and decisions are typically given within a short period of time once all required materials are submitted. Getting an application in early typically means there will be less competition during the evaluation, so even though it is rolling, you should still work to apply early.

Early Decision

Early Decision is for the student who plans to commit to attending the college upon acceptance. Students should be considering this option in the spring of their junior year, as applications will be due early fall. Decisions for this type of admission are typically given around the first of the year.

Early Action

Early Action is similar to Early Decision in that the application materials are needed for deadlines earlier in the fall. Applying Early Action does not require the student to commit to attending the school.

Priority

Applying Priority means you submit your application by the deadline to be evaluated with the rest of the school's prospective applicants. After the deadline, any other applications are considered on a case by case basis.

Regular Admissions

The application deadlines for Regular Admissions typically range from January 1st to April 1st. Applicants are notified of the decision by April 15th, and are required to reply to colleges by May 1st. This is referred to as the "Common Reply Date." Some colleges may require an earlier response.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student's educational records. The law applies to all school that receives funds under an applicable program of the U.S. Department of Education. FERPA gives students and parents certain rights with respect to the educational records.

Understanding your G.P.A.

A GPA is calculated based on your grades in high school. It can be calculated on a 4.0 or 100 point scale. You can reference a school's average or desired GPA to see how you compare to their average student. It is important to have a good idea of how you match up to the standards of a school. Below is a conversion chart for you to get a better idea of your own GPA.

Grade	Numerical Range	Grade Point
A+	97-100	4.0
A	93-96	3.8
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	
F	59 or below	

GPA (Grade Point Average) and Course Weighting

Shepaug reports a weighted GPA on a 100 point scale. Weighted GPA's reflect Honors and AP courses and can exceed 100 points.

As stated above, Shepaug uses letter grades on the report card and transcript to show student achievement in each course. For the purposes of calculating GPA, each letter grade must have a numerical equivalent. At Shepaug, this numerical equivalent will be the "top" of the numerical range for each letter grade (see Grading Policy above.)

A+ = 100	A = 96	A- = 92	B+ = 89	B = 86	B- = 82	C+ = 79
	C = 76	C- = 72	D+ = 69	D = 66	D- = 62	F = 50
WP = 60	WF = 50					

In addition, each course at Shepaug carries a specific weight. Most courses at Shepaug are college preparatory courses and they carry a weight of 1.0. Honors level courses carry a weight of 1.15, and Advanced Placement/UCONN ECE courses carry a weight of 1.20.

To determine a student's grade point in a given course, the following calculation is used: course credit x grade in the course x course weight. Using an grade of A-/92, the example below illustrates how weighting for a single course is calculated:

- College Preparatory Course: $1 \text{ credit} \times 92 \times 1.0 \text{ weighting} = 92 \text{ grade points}$
- Honors Course: $1 \text{ credit} \times 92 \times 1.15 = 105.8 \text{ grade points}$
- Advanced Placement Course: $1 \text{ credit} \times 92 \times 1.20 = 110.4 \text{ grade points}$

To determine the overall weighted Grade Point Average for the student, the school adds the grade points earned for each course and then divides by the number of credits. A sample is shown below using a student who earns a grade of 92 in each course:

- College Prep Course 1 = 92 points
- Honors Course 2 = 105.8 points
- Advanced Placement Course 3 = 110.4
- College Prep Course 4 = 92 points
- Honors Course 5 = 105.8
- Total = 506 divided by 5 courses = a weighted GPA of 101.2

Student's Rights and Responsibilities

National Association for College Admission Counseling

Your Rights when Applying

Before You Apply

- ☐ You have the right to receive factual and comprehensive information from schools about their admission, cost, financial aid, practices, policies and housing.

When You Are Offered Admission

- ☐ You have the right to wait to respond to an offer of admission and/or financial aid until May 1st
- ☐ Schools that request commitments to admission and/or financial assistance prior to May 1st must clearly offer you the opportunity to request, in writing, an extension until May 1st. They must grant you this extension and your request cannot jeopardize your status, this does NOT apply to Early Decision applicants.

If You Are Place on a Wait List

- ☐ The letter that notifies you of that placement should provide a history that describes the number of students on the waitlist, the number offered admission, and the availability of financial aid and housing.
- ☐ Colleges may require neither a deposit nor a written commitment as a condition of remaining on the Wait List.
- ☐ Colleges are expected to notify you of the resolution of your waitlist status by August 1st at the latest.

Your Responsibilities when Applying

Before You Apply

- ☐ You have a responsibility to do your research and understand the policies/procedures of each school regarding application fees, financial aid, scholarships and housing. You should also be sure you understand the policies of each school regarding deposits that might be required before you enroll.

As You Apply

- ☐ You must complete all materials required and submit it before or on the deadline. You should be the only author of your applications.
- ☐ You should seek the assistance of your high school counselor early and throughout the application process.
- ☐ It is your responsibility to arrange, if appropriate, for visits to and/or interviews at schools of your choice.

After You Receive a Decision

- ☐ You must notify each school which accepts you whether or not you are accepting or rejecting their offer. You should make these notifications as soon as you know, but no later than May 1st.
- ☐ You may confirm your intention to enroll and submit a deposit, if required, to only one school. The only exception is if you are placed on a Wait List and are later admitted. If this happens, you must immediately notify the school to which you previously indicated your intention to enroll.
- ☐ If you are accepted Early Decision, you must promptly withdraw all other applications.

How a College Reviews Your Application

There are many different factors schools take into account when reviewing a student's application for admission. The following factors are ranked by their usual importance to College Admission Offices:

1. Transcript & Grades

- strength of the courses taken (Ex: AP Courses, Honors)
- weighted GPA
- number of courses/credits taken each year
- grade trends (upward or downward trends in grades are noticed)
- senior schedule (a continued interest in challenging oneself)
- strength of the high school

2. Standardized Tests

- SAT, ACT (keep in mind some schools are test optional)
- SAT II, SAT Subject Tests
- AP Test Scores

3. Essays/Writing Samples

4. Interest

- a. Have the students visited? Have they met with or spoken to representatives?
How interested do they seem?

5. Counselor Recommendations

6. Teacher Recommendations

7. Interviews

8. Extracurriculars

- a. volunteer work, athletics, clubs etc.

9. State Graduation Exam Scores

- a. CAPT, SBAC

10. Employment



10 Tips for Writing the College Admission Essay

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1. Be concise. Even though the Common Application main essay has only a suggested minimum of 250 words, and no upper limit, every admissions officer has a big stack to read every day; he or she expects to spend only a couple of minutes on the essay. If you go over 700 words, you are straining their patience, which no one should want to do.

2. Be honest. Don't embellish your achievements, titles, and offices. It's just fine to be the copy editor of the newspaper or the treasurer of the Green Club, instead of the president. Not everyone has to be the star at everything. You will feel better if you don't strain to inflate yourself.

3. Be an individual. In writing the essay, ask yourself, "How can I distinguish myself from those thousands of others applying to College X whom I don't know—and even the ones I do know?" It's not in your activities or interests. If you're going straight from high school to college, you're just a teenager, doing teenage things. It is your mind and how it works that are distinctive. How do you think? Sure, that's hard to explain, but that's the key to the whole exercise.

4. Be coherent. Obviously, you don't want to babble, but write about just one subject at a time. Don't try to cover everything in an essay. Doing so can make you sound busy, but at the same time, scattered and superficial. The whole application is a series of snapshots of what you do. It is inevitably incomplete. The colleges expect this. Go along with them.

5. Be accurate. I don't mean just use spell check (that goes without saying). Attend to the other mechanics of good writing, including conventional punctuation in the use of commas, semi-colons, etc. If you are writing about Dickens, don't say he wrote *Wuthering Heights*. If you write about Nietzsche, spell his name right.

6. Be vivid. A good essay is often compared to a story: In many cases it's an anecdote of an important moment. Provide some details to help the reader see the setting. Use the names (or invent them) for the other people in the story, including your brother, teacher, or coach. This makes it all more human and humane. It also shows the reader that you are thinking about his or her appreciation of your writing, which is something you'll surely want to do.

7. Be likable. Colleges see themselves as communities, where people have to get along with others, in dorms, classes, etc. Are you someone they would like to have dinner with, hang out

with, have in a discussion section? Think, "How can I communicate this without just standing up and saying it, which is corny." Subtlety is good.

8. Be cautious in your use of humor. You never know how someone you don't know is going to respond to you, especially if you offer something humorous. Humor is always in the eye of the beholder. Be funny only if you think you have to. Then think again.

9. Be controversial (if you can). So many kids write bland essays that don't take a stand on anything. It is fine to write about politics, religion, something serious, as long as you are balanced and thoughtful. Don't pretend you have the final truth. And don't just get up on your soapbox and spout off on a sensitive subject; instead, give reasons and arguments for your view and consider other perspectives (if appropriate). Colleges are places for the discussion of ideas, and admissions officers look for diversity of mind.

10. Be smart. Colleges are intellectual places, a fact they almost always keep a secret when they talk about their dorms, climbing walls, and how many sports you can play. It is helpful to show your intellectual vitality. What turns your mind on? This is not the same thing as declaring an intended major; what matters is why that subject interests you.

Examples:

Refer to the following websites for examples of what makes an essay “work” for an application:

www.conncoll.edu/admission/apply/essays-that-worked/

www.gradesaver.com/application-essays/undergraduate/quinnipiac-university/

The Resume

Why Write A Resume?

Whether you committed to four years of Student Council, the Debate Team, or the tennis team and made your way to captain, or you've spent hundreds of hours on stage crew for the dramatics program, what you do outside of the classroom plays a huge role in your college search process. Schools consider grades when making admissions decisions, but they also pay attention to your extracurricular activities, clubs, artistic interests, and community involvement. Shepaug Valley highly encourages the development of a resume for your college applications. We recommend that you send your resume along with your admissions materials and it is also kept on file for scholarship applications in the spring.

In the appendix, you will find an sample resume for ideas on what yours could look like, and what it might contain. After you complete your "Senior Autobiographical Sketch," the sketch packet will help you outline what you will put on your resume.

Once you have a good draft of your resume, your counselor can help you revise it in preparation for submission.

Resume Writing Tips:

College Board offers great tips for when you are writing your resume, these tips can be found at: <https://bigfuture.collegeboard.org/explore-careers/careers/how-to-create-your-resume>

Creating a Portfolio

Academic

Depending on your school or program, it might be required that you submit a portfolio of your work including graded assignments. Below are a few tips:

- ☐ Save your best assignments that are graded by your teachers. Schools use the teacher's comments to gauge the level of work expected in your coursework.
- ☐ Do not worry about a few corrections on things such as spelling from a teacher on your assignment, these corrections are understood to be normal by colleges.
- ☐ Sometimes the work that best displays your abilities or talent does not necessarily have the highest grade, the grade alone will not be the school's only concern in evaluation.

Artistic

If you are applying to an art school or certain artistic program, you will usually be asked to submit a portfolio of your work in the medium you are pursuing, below are a few tips to consider:

- ☐ Save all your work.
- ☐ Be mindful of building your portfolio throughout your high school career including theater, art, music, dance etc.
- ☐ Consult your art teacher(s) on whether or not to send pieces, it is only worth sending slides/photos of pieces of your highest quality.
- ☐ Look closely at schools' specific guidelines in regards to whether or not they want a recommendation from your art teacher, or if the deadline for your portfolio is earlier/different from your application deadline.

College Athletes

The NCAA Requirements

(Taken from CollegeBoard.com)



What is the NCAA Eligibility Center?

The NCAA Eligibility Center certifies whether prospective college athletes are eligible to play sports at NCAA Division I or II institutions. It does this by reviewing the student-athlete's academic record, SAT® or ACT scores, and amateur status to ensure conformity with NCAA rules.

What are NCAA Divisions I, II, and III?

The NCAA is the governing body of many intercollegiate sports. Each college regulated by the NCAA has established rules on eligibility, recruiting and financial aid and falls into one of the three membership divisions (Divisions I, II and III). Divisions are based on college size and the scope of their athletic programs and scholarships.

When should students register?

The NCAA recommends that student-athletes register at the beginning of their junior year in high school, but many students register after their junior year. There is no registration deadline, but students must be cleared by the Eligibility Center before they receive athletic scholarships or compete at a Division I or II institution.

How do students register?

Students must register online at the [NCAA Eligibility Center](#). They will have to enter personal information, answer questions about their course work and sports participation outside of high school and pay a registration fee.

Can students have the registration fee waived?

Students who have received a waiver for the SAT or ACT are eligible for a waiver of the registration fee. The student's counselor must submit confirmation of the student's test fee waiver. Go to the [NCAA Eligibility Center High School Portal](#) for more information.

What records does the Eligibility Center require?

Students should arrange to have you send their high school transcript as soon as they have completed at least six semesters of high school. The transcript must be mailed directly from their high school. They must also arrange to have their SAT or ACT test scores reported directly by the testing company to the Eligibility Center. Students can arrange this when they register for the tests.

You are responsible for sending in students' final transcripts and proof of graduation at the end of their senior year.

How often can students update their athletics participation information?

Students can update the information on the athletics participation section online as often as they want (and should update it regularly), up until the time when they request a final certification of their status. At that point, usually three to four months before enrolling in college, students must finalize their information.

What are the NCAA academic eligibility requirements?

To play sports at an NCAA Division I or II institution, the student must:

- Complete a certain number of high school core courses (defined below).
- Earn a certain minimum grade point average in these core courses.
- Earn a certain minimum score on the SAT or ACT.
- Graduate from high school.

What are core courses?

This is the name that the NCAA gives to high school courses that meet certain academic criteria specified by the association. Students must complete a certain number of core courses for NCAA Division I and II eligibility.

How are high school courses classified as core courses?

All participating high schools submit lists of the courses that they offer that meet NCAA core-course criteria. If approved, the courses are added to a database that the NCAA Eligibility Center maintains. You can check this database or view a list of approved core courses on the [NCAA Eligibility Center High School Portal](#) to see whether your student-athletes are enrolled in courses that will count toward NCAA eligibility. It is often the counselor who provides the NCAA with the list of your school's core courses and updates it annually. The NCAA may ask for more information before approving a core course.

What are the NCAA amateurism eligibility requirements?

To play sports at an NCAA Division I or II institution, the student athlete must follow NCAA amateurism rules about receiving a salary or prize money for athletic participation, playing with a professional team and other areas. For more information, see the *Guide for the College-Bound Student-Athlete*.

Five Things to Know About Recruiting

(From NCSA Athletic Recruiting)



When does the recruiting process start?

1. The athletic recruiting process started yesterday. You don't have to look far on the Internet to find lists of college sports prospects that are still in junior high. Ideally, you should begin thinking about athletic recruiting in the seventh or eighth grade, and by the beginning of freshman year you should have a good understanding of the NCAA rules and core course requirements. The recruiting process is complicated and time consuming, and waiting until the last minute is never a good idea if you're looking for an athletic scholarship.

How do I get discovered?

2. College coaches find athletic recruits based on third-party evaluations from trusted resources. You're an outstanding middle blocker. You run through linebackers like they're butter. You can routinely bury open three-pointers. Having the skill on the court or field doesn't necessarily mean you'll be spotted by college programs. College coaches work with experienced talent evaluators and rely on online resources to identify and discover top athletic prospects.

How do coaches evaluate prospects?

3. Make sure coaches see your highlight video and use the Internet as your most powerful recruiting tool. Highlight videos help college coaches determine talent. But coaches don't have the time to look at every video they receive, and they certainly can't spend hours scouring YouTube for clips. When a highlight video comes from a trusted recruiting expert at NCSA, that video doesn't get lost in the shuffle. Easy access to video highlights and statistics lets coaches find players that fit their system. Showcasing your skills on the Internet makes the athletic recruiting process easier for both you and the coaches you want to impress.

Where am I qualified to play?

4. Less than 1% of college athletes earn a Division I full ride. More than 1,800 colleges have athletic programs and 94% of them are outside of Division I. The majority of college athletes don't compete in Division I, so set your expectations accordingly. Most college athletes are at

the Division II, Division III, NAIA or junior college level. An experienced talent evaluator can tell you exactly which level you should shoot for and where you're likely to find the most success.

What is my coach's role?

5. Your coach can take care of your development on the field or on the court, but getting an athletic scholarship is your responsibility. Ultimately, your athletic ability is what earns you a scholarship, but the recruiting process requires a lot of work off of the playing field. Your high school or club coach probably can't dedicate the time that the athletic recruiting process requires.

Tips for the Recruitment Process

If you anticipate being recruited, consider the following tips during your recruitment:

- ☐ Ask your coach(es) for an honest assessment of your ability, what level they think you can perform.
- ☐ Determine what you want; Would you be happy being on the bench or second team for a strong team? Or would you rather see more playing time in a not as strong program?
- ☐ Ask for a recommendation from your coach, either in writing or by phone.
- ☐ Consider making a video (if relevant to your sport).
- ☐ Consider attending a summer camp or tournament where college representative look for prospective players.
- ☐ Email prospective coaches at schools in the spring of your junior year including:
 - o formal letter of interest and request for more information
 - o transcript and test scores
 - o athletic resume
 - o current coach's contact information
 - o where you will be playing over the summer, where the coach can see your abilities
- ☐ Potential Division I and II athletes register with NCAA Clearinghouse by the end of your junior year
- ☐ Keep a record of any correspondence/phone calls/emails from coaches
- ☐ Do not be afraid to ask where you rank among the rest of the recruits and what spots need to be filled in regards to graduating seniors currently on the team, what are your chances?
- ☐ If a coach is serious about you, ask them if they have shown your transcript to admission and deemed you "admissible".

Students with Disabilities Resources

Service for Students with Disabilities (SSD)

Some students with documented disabilities are eligible for accommodations on College Board exams. Students cannot take the SAT, SAT Subject Tests, PSAT/NMSQT, or AP Exams with accommodations unless their request for accommodations has been approved by Services for Students with Disabilities (SSD).

Accessing support at college

- ☐ If you have had a 504 Plan or an IEP in high school, you may be eligible for accommodations at college.
- ☐ Each college or university has its own requirements and process for determining accommodation on their campus.
- ☐ It is the student's and/or family's responsibility to contact the support services office on campus and provide necessary documentation.
- ☐ We recommend that you request your records be sent to your college prior to high school graduation.
- ☐ It is important that you meet with the Student Support Services office on campus in person to discuss appropriate accommodations.



Businesspeople with hands together in circle. Photography. Encyclopædia Britannica ImageQuest. Web. 29 Oct 2015.

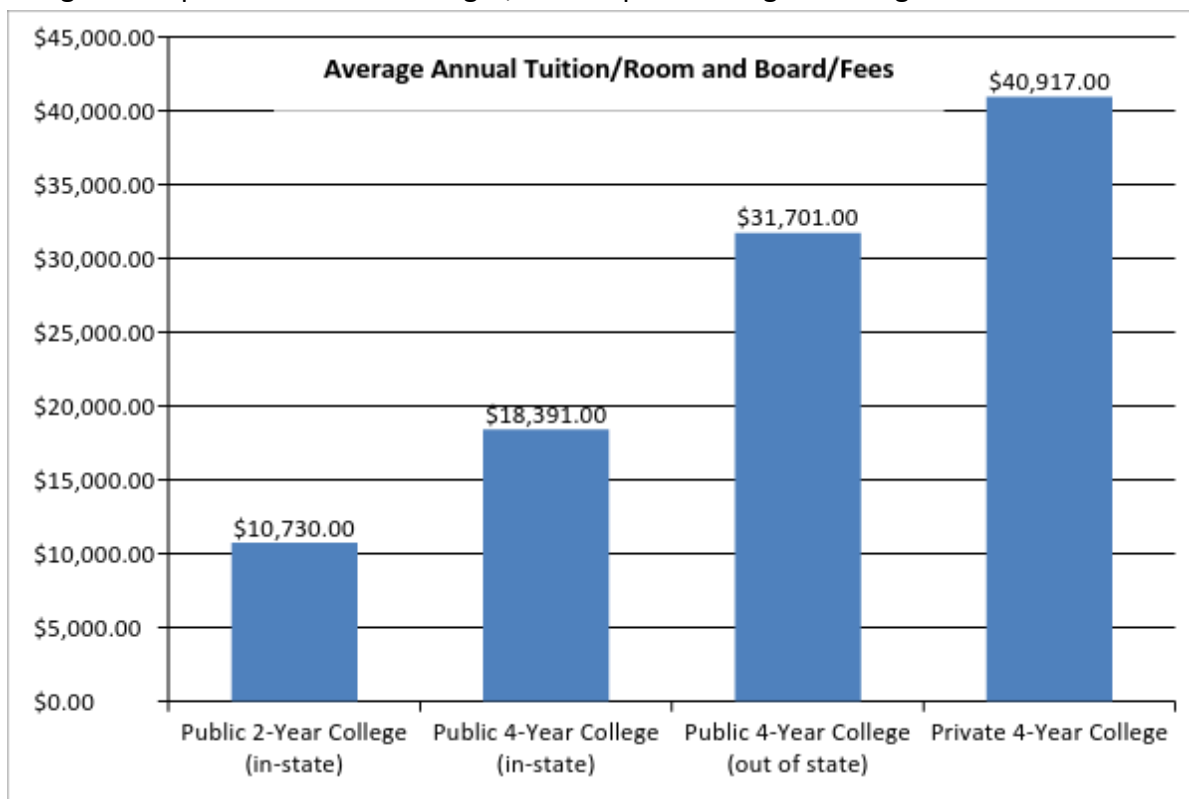
Financing Your Education

The Cost of College and Financial Aid



How Much Will it Cost?

The cost of a school does not end at the price tag on tuition, room and board. A college student will also be paying for books, laptops, school supplies, personal living expenses, and if they are living off campus there will also be gas, off-campus housing and living essentials.



The College Board; Trends in College Pricing. 2013.

Net Price Calculator

College Board offers an important online tool which allows students to anticipate how much their cost will be to attend specific schools. You can access this tool at:

<http://netpricecalculator.collegeboard.org/>

College Scorecard & College Reality Check

You can use the College Scorecard to find out more about a college's affordability and value so you can make more informed decisions about which college to choose. College Reality Check

helps you judge the return on your investment for your degree by allowing users to consider multiple measure of a college's value.

FAFSA 101

The FAFSA, (Free Application for Federal Student Aid,) is vital in the Financial Aid process for colleges. Beginning in 2016, families will be eligible to file their FAFSA as soon as October 1st of their senior year. You will need to first apply for a FSA ID and then you will be able to complete your FAFSA. Once you have filled out the FAFSA it typically takes 2-3 weeks to receive your SAR, (Student Aid Report,) which is used in both the Financial Aid process as well as the Scholarship Process. Your SAR shows your schools and scholarship committee what your EFC, (Expected Family Contribution,) and this information is used to decide what is offered in a college's Award Letter or Financial Aid Package. It also plays a major role for some scholarships which are needs-based. It is important you complete your FAFSA as soon as you can! A step-by-step of the process can be seen below:

(Need help? Call FAFSA Support at 1-800-433-3243)

Applying for a FSA ID

1. Go to <https://fsaid.ed.gov/> to apply for a FSA ID.
2. Click on "Create an FSA ID".
3. Enter the requested information then click "Continue".
4. Print or write down your information.

Filing Your FAFSA

1. Go to www.fafsa.ed.gov to apply for your financial aid (If you are a dependent student, you will have to enter information about your parents).
2. Click "Start Here".
3. Select the appropriate award year.
4. Carefully read the instructions on the FAFSA and click "Next" .
5. Enter your personal information (You will have to enter your social security number twice).
6. Read the "Information" page carefully, when you're done click "Next".
7. Continue to enter your personal information.
8. Remember to periodically click "Save".

9. Under the “School Section”, enter your school code(s) and click “Add” (If you have more schools that there are fields available, you will have to print out the SAR report at the end and mail that to the remaining schools).
10. Use the “Link to IRS” link to important the tax information you have on file with the IRS.
11. Sign using your Federal Pin Number (If you are a dependent student, you will have to use your parent’s pin too).
12. Click “I agree” and submit your FAFSA.
13. Print or write down your confirmation number (Allow 8 to 10 days for your FAFSA to be sent to your schools).

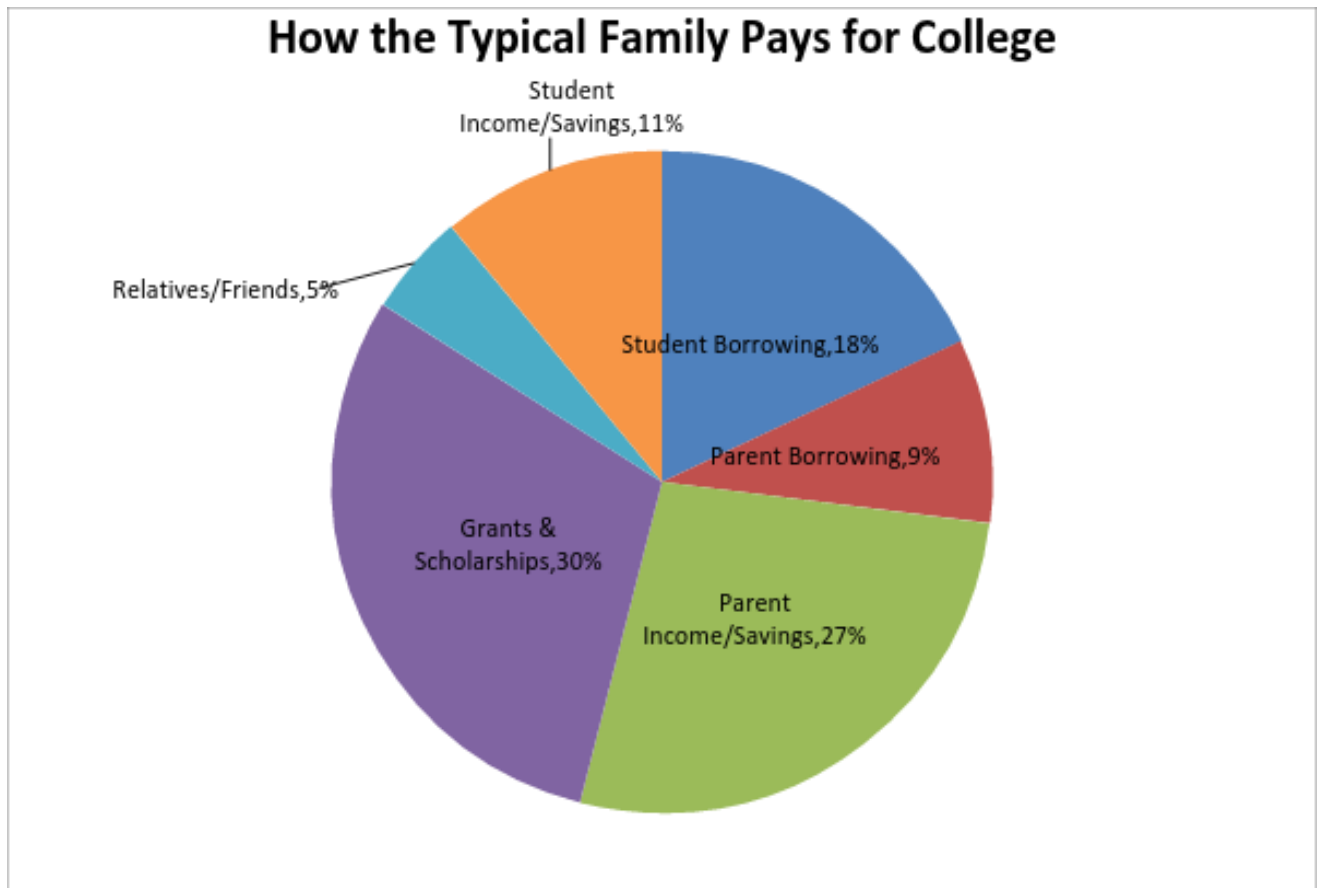
CSS Profile

Your CSS Profile, also called your Financial Profile, stands for College Scholarship Service Profile and is typically required by private schools. College Board supplies the application for students, and in turn, schools and scholarship organizations use the information reported to determine the type and amount of financial aid given out.



Paying for Your Education

Once you have been accepted to your school and they have gone over the information from your FAFSA, you will be given a Financial Aid Package or Award Letter.



Sallie Mae & Gallup; How America Pays for College. 2013

Financial Aid Packages/Award Letters

Once you have been accepted to a school and had your FAFSA submitted you will receive a Financial Aid Package, or Award Letter. This will include all the aid the school is offering a student from Federal Loans, Scholarships, Academic or Athletic Awards, Merit-Based awards and even Work Study Placement. To get a breakdown of how to understand these letters, please see page 20.

Loans (Federal or Private)

You can apply for any number of private student loans from banks such as Wells Fargo, Bank of America, etc. Do your research and take into consideration their interest rates and whether or not they are fixed or variable. Two major Federal Loans used to pay for college are the Federal Perkins Loan and the Federal Stafford Loan. These loans are offered to students who show financial need, the Perkins is for those who have a greater need.

Unsubsidized

An unsubsidized loan means you pay all the interest on the loan yourself. Students usually have this loan deferred until after graduation and the interest just gets added to the overall balance.

Subsidized

A subsidized loan is different from unsubsidized in that the government pays the interest while you are in school.

Parent Plus Loan

The Parent PLUS Loan is a federal loan that provides affordable financing to parents and guardians to cover educational expenses including tuition, housing, supplies, etc.

Work Study Placement

Schools can offer on-campus employment as a part of your financial aid package. These jobs are typically part time and range in anything from working the reception desk in the athletic center, to answering phones in Student Service, and even serving as a Student Ambassador. Contact your college for information on what they specifically offer.

Grants & Scholarships

Available on a national and local level, scholarships are available based on both merit and need. Apply to as many as possible because it is free money for your education! You can access the applications and qualifications for these scholarships on Naviance, where you can print your own copies, or there are always copies of applications in the Counseling Office. Pay close attention to deadlines and the specific qualifications for scholarships.

Understanding Your Financial Aid Package

- **Cost Breakdown**

- Before you begin to think about how you will finance your college education, you must first understand the cost of institution you've chosen. Below is an example of the breakdown of cost for a college (This can be found on most school websites under the Admissions/Financial Aid section):

The University of College Annual Costs: Fall & Spring Semester (2013-2014)	
Full-Time Tuition (18-18 credit hours per semester)	\$24,720.00
General Fees (includes Student Government, Health Services, and Technology fee)	\$1,270.00
Room	\$4,060.00
Board (meal plan)	\$3,870.00
Enrollment Deposit	\$100.00
Estimated Book Cost	\$800.00
Parking	\$80.00
* Total Cost	\$34,900.00
*The costs are estimated for a full-time student living on campus for nine months	

- **Determining your EFC**

- After completing your FAFSA, you will know your EFC, or "Estimated Family Contribution." Once you know your EFC, you can subtract this from the total cost of your education as demonstrated below:

Total Annual Cost for The University of College:	\$34,900.00
Total Annual EFC:	\$5,000.00
Total Financial Need:	\$29,900.00

• Financial Awards

- Look on your school's website for a link under the Financial Aid section to all the awards given to students by the college. Attached is an example of a list of awards from a college.
- The next step is to look at options for financial aid and scholarships you can apply to your education. Below is an example of an Award Letter for "Brianna Johnson", which is given to a student by the college. In this letter, the college details what awards and aid the student can have access to.

The University of College	
Award Letter for Brianna Johnson (2013-2014)	
Founder Scholarship	\$10,000.00
Athletic Award	\$1,300.00
Art Award	\$500.00
Travel Award	\$300.00
Work Study	\$1,500.00
<i>Outside Scholarships</i>	
Local Community Scholarship	\$500.00
The Annual Art Scholarship	\$500.00
Total Awards	\$14,800.00

- Once you have your award letter, you can determine how much, if any, remaining cost you will have. You can compensate for this cost using Federal Loans, the amounts available to "Brianna Johnson" may also be included by the school with the award letter. Below is an example of the financial assistance offered to "Brianna Johnson":

The University of College	
Financial Assistance for Brianna Johnson	
Pell Grant	\$2,500.00
Federal Stafford Loan- Subsidized	\$5,500.00
Federal Perkins Loan	\$5,000.00
Total Financial Assistance	\$13,000.00

Understanding Your Financial Aid Package

• Remaining Cost

- Any remaining cost after you have accounted for Federal Loans, Awards, Scholarships and Grants can be covered by the student in the form of Private Loans. Most colleges have a list of recommended Private Lenders and a breakdown of these loans. Many major banks offer special "Educational Loans" with lower interest rates and longer pay-back periods, similar to federal loans, these private loans also often do not require the student to begin repayment until six months after college graduation.

Financial Breakdown for Brianna Johnson to attend the University of College	
Total Cost to Attend the University of College	\$34,900.00
Brianna's EFC:	-\$5,000.00
Brianna's Total Awards Package:	-\$14,800.00
Brianna's Total Federal Financial Aid Package:	-\$13,000.00
Brianna's Total Left Over Cost:	\$2,100.00

- Once she determined her left over cost, Brianna Johnson looked into multiple Private Loan options. After carefully weighing her options, Brianna covered her remaining cost with a low interest educational loan from a private lender.

• The Long-Term

- Once you have all your ducks in a row for financing your college experience, you can begin to think about the long term. Any loans, federal or private, that are taken out by a student will enter their repayment period once the student has either graduated or left school. Most of these loans have a 6 to 12 months grace period immediately following graduation in which the student does not need to pay. Below is a breakdown of what to expect when the time comes to begin paying off your student loans:

Brianna Johnson's Student Loan Breakdown	
Total Federal Loans	\$13,000.00
Total Private Loans	\$2,100.00
<i>Total Loans to be Repaid for 1 Year</i>	<i>\$15,100.00</i>
Estimated monthly payment over 10 years	\$130.00

Glossary

Accelerated Program- A college program of study that is completed in less time. This is often done by taking courses through the summer, or having a larger than normal course load during the normal school year.

Accreditation- Recognition by an accrediting organization/agency that a school meets standards regarding its facilities, services, and educational programs. Regional Accreditation refers to the college as a whole, whereas Specialized Accreditation refers to specific types of schools or programs.

Advanced Placement (AP) Exams- AP Exams are taken in May and are offered to students enrolled in AP courses. High scores on these tests can often transfer to college credit for most schools.

Associate Degree- A degree program completed in at least two but less than four years.

Bachelor's Degree- A degree program completed with undergraduate programs, typically completed in four years.

Candidate Reply Date Agreement (CRDA)- Schools participating in this agreement will not require applicants they have offered admission to notify the school of a decision until after May 1st. This gives students time to hear back from all schools before making a commitment.

Class Rank- The approximate position of a student in his or her graduating class

College Scholarship Services (CSS)- A service from College Board that assists post-secondary schools, the government, and scholarship associations in the equal distribution of student financial aid funds. This is done by measuring a family's financial strength and analyzing the ability to contribute to the cost of college.

Consortium- Two or more colleges provide joint services and academic programs to students enrolled in member institutions. These are typically neighboring colleges. Students at one campus are allowed to attend courses on the other.

Cooperative Education- A program where students alternate between periods of full-time course loads and full-time employment in a related field. Students are paid for their work, typically five years are required to complete a bachelor's degree under a cooperative plan.

CSS Profile- A form filed through the College Scholarship Service for students seeking any type of campus-based aid at private institutions. Examples of this aid include grants, work study, scholarships etc.

Deferred Admission- Permits the students to postpone enrollment for one year after acceptance to college.

Double Major- Any program of study where the student completes the course work for two majors concurrently.

Dual Enrollment- Allows high school seniors to enroll in certain courses while completing their senior year. These students are not considered full time college students.

Early Action- Similar to Early Decision, but it is not binding. If you have been accepted you can commit immediately or wait until spring.

Early Decision- Early Decision plans **are** binding. You agree to attend if the college accepts you and offers an adequate financial aid package. If you are accepted to this school, you must withdraw your application from all other schools.

FAFSA- A form completed by parents and dependent students to provide information on assets, income, expenses, and liabilities. Schools use this to estimate the family's contribution as well as federal institutions in their decision to offer a Pell Grant or Stafford Loan, etc.

Independent Study- Allows students to complete some of their college program by studying independently as opposed to scheduled classes and courses.

Internship- Short-term supervised work experiences usually related to a student's major or field, where academic credit is earned for the experience

Open Admissions- The college's admissions policy generally does not consider conventional academic qualifications, such as high school grades and test scores. Essentially all high school graduate applicants are accepted.

PSAT/NMSQT- Shorter versions of College Board's SAT taken in October. The test often serves as a practice for the full SAT as well as being used for awards such as the National Merit Scholarship Corporation.

ROTC- Programs conducted by certain colleges in cooperation with the United States Air Force, Army and Navy.

Rolling Admission- An admissions process in which the college considers each application as soon as all materials are received.

Student Descriptive Questionnaire (SDQ)- A questionnaire that students can complete when they take their SAT or SAT II. This gives students the chance to learn more about colleges that fit their interests and goals.

Student-Designed Major- A program in which the student is able to build a major field of study not typically offered by the college.

Study Abroad- An arrangement where a student completes part of their course work while studying in another country. These colleges either have a campus abroad, or they have a “sister” school with whom they have a cooperative agreement.

TOEFL- A test that helps foreign students demonstrate their English proficiency at the level required by colleges.

Transfer Program- A program provided by two-year colleges that is offered to students who intend to continue on to four-year colleges and undergraduate degrees.

Upper-Division College- Colleges that offer undergraduate degrees that begin in the junior year, after the student has completed freshman and sophomore coursework elsewhere.

Wait List- A list of students who are qualified for admission at a school but are not as compelling as those who are accepted. Wait List candidate have the opportunity to decide whether or not they would like a final decision. Those who stay on the list could potentially be moved to an admit list, but still accept admission to another school.

Appendix

FINANCIAL AID WEBSITES

FAFSA Online (Free Application for Federal Student Aid): <http://www.fafsa.ed.gov>

CSS PROFILE: <https://profileonline.collegeboard.com/> the financial aid application service for private colleges run by the College Board.

Net Cost Estimator Federal Government requires that each college/university post on their website a quick estimator of financial aid and annual cost of attendance.

Expected Family Contribution(EFC) Estimation Form:
<http://www.finaid.org/finaid/calculators./estimate>

CSPN College Savings Plans Network: www.collegesavings.org

National non-profit association dedicated to making college more accessible and affordable for families.

Student Guide (U. S. Department of Education):<http://studentaid.ed.gov>

Sallie Mae: www.salliemae.com ... student loan information

National Association of Student Financial Aid

Administrators: www.NASFAA.org... financial aid tips for students, parents and counselors.

U.S. Department of Education: www.ed.gov/index.jhtml ... information about the popular Student Guide to Financial Aid, how to apply online to federal programs, federal tax credits for college, and loan consolidation and default information.

New England Board of Higher Education's Tuition Break:
[www.nebhe.org/tuition break.....discount](http://www.nebhe.org/tuition%20break.....discount) out-of-state tuition for CT residents attending New England Colleges/universities in the program for specific majors.
Financial Aid Information Page:

www.FinAid.org click on Scholarships to access a selection of scholarship search databases including the College Board's Fund Finder, an incredible resource with numerous links.

Student Guide (U. S. Department of Education): <http://studentaid.ed.gov> ... The Department's Federal Student Aid (FSA) programs are the largest source of student aid in America.

Connecticut Community Foundation: <http://www.conncf.org/> ... The Connecticut Community Foundation awards scholarships to some 200 students annually.

Shepaug Valley Local Scholarships: www.region-12.org ... Local scholarships are posted on the school's website (high school/guidance). Applications for the local scholarships become available in the guidance office from January through March.

Naviance: www.naviance.com National scholarship search engine and local scholarships posted in searchable list format-login to

CT Department of Higher Education: www.ctohe.org/sfa State of CT Office of Financial and Academic Affairs for Higher Education

CT Higher Education Supplemental Loan Authority: www.chesla.org

CT Talent Assistnace Cooperative/Educational Opportunity Center: www.conntacinc.org

CT Higher Education Trust(CHET) 529 college savings program www.aboutchet.com

Connecticut Community Foundation: <http://www.conncf.org>

Local Community Service Opportunities

"We can find meaning and reward by serving some higher purpose than ourselves, a shining purpose, the illumination of a thousand points of light."

– President George H. W. Bush

The following alphabetical list of community service opportunities for our region is provided to help students and families as they develop ideas for Answering A Call to Citizenship. (This list is not exhaustive and is provided for reference only).

Animal Shelters & Therapeutic Assistance Programs

Aspetuck Animal Hospital	860-868-0613
Animal Welfare	860-354-1350
East Coast Assistance Dogs	914-693-0600 ext 1950
Little Britches	860-350-5050
Town of Woodbury	203-263-4750

Art

After School Art Program	860-868-0740
Village Center for the Arts	860-354-4318
Washington Art Association	860-868-2878

Churches

Roxbury Congregational	860-355-1978
St. John's Church	860-868-7309
Walnut Hill	860-350-3550

Clothing Drives

Check In Your Town

Fire Departments

Bridgewater Fire Department	860-354-9937 (CHIEF)
Roxbury Fire Department	203-994-1253 (CHIEF)
Sherman Fire Department	860-354-9273
Washington Fire Department	860-868-7403

Food Banks

Ct Food Bank	203-759-1919
Ecumenical Food Bank	203-723-1922

Goodwill Industries / Donations

New Milford	860-354-9132
Brookfield	203-775-6861

Historical Societies

Bridgewater Historical Society	860-354-7827
New Milford Historical Society	860-354-3669

Sherman Historical Society	860-354-3083
Land Trusts	
Promisek	860-350-8226
Roxbury Land Trust	860-350-4148
Steep Rock	860-868-9131
Bridgewater Land Trust	860-354-9219
Judea Garden (Washington)	
Libraries	
Bridgewater	860-354-6937
Burnham	860-354-6937
Gunn Memorial	860-868-7586
Roxbury	860-350-2181
Sherman	860-354-2455
Museums	
Gunn Historical Museum	860-868-7586
Institute for American Indian Studies	860-868-0518
Nursing homes	
Village Crest	860-354-3207
Place for Mom	888-513-2644
Parks & Recreation Departments	
Washington	860-868-1519
Bridgewater	860-355-9133
Public School's	
Washington Primary	860-868-7331
Burnham	860-350-1597
Booth Free	860-350-6563
Sherman	860-355-3793
Soup Kitchens	
Loaves & Fishes	860-350-6612
Town Fairs	
Bridgewater Fair	860-354-4730
Holiday in the Depot Washington	860-868-1519
Roxbury Tractor Parade	860-354-7484
Senior Centers	
Washington	860-868-0735
Roxbury	860-210-0056(Linda)
Bridgewater	860-355-3090