

# Future Planning Night

**Navigating Life After Graduation**

# AGENDA

High School Counselor Role

Common Myths

Where To Begin (*Pathways*)

What Admissions Representatives Are Looking At

Financial Aid/Scholarships

Admissions Rep Tips

Conclusion and Questions

Naviance

Future Testing

# High School Counselor Role



Supporting your student's future plans

Helping students research college, military and employment opportunity

Help with application process from start to finish

Scholarships and Financial Aid

---

# Common Myths

*Why would I want to take hard classes where I can't get an 'A'?*

By taking rigorous classes (ie: AP, BRIDGE) you are demonstrating you can succeed in higher level classes and that you WANT to learn.

---

# Common Myths

*I have worked hard all 3 years of high school, I am going to take only electives my senior year.*

Admissions reps are continuing to see if you have challenged yourself and if you are exploring different subject areas. They want proof they are accepting students who WANT to learn.

---

# Common Myths

*Once I get accepted to college,  
I can slack off the rest of my  
senior year.*

Colleges/military continue to monitor grades throughout the senior year. If there is a drastic change, colleges have the right to revoke admission or place students on academic probation.

---

# BEGINNING

## The Future Planning Process

Start by talking with parents, siblings, counselors, teachers, friends

What do *you* want to do? Where do you picture yourself in 5, 10, 15 years?

Research the schools, taking into consideration: major, location, offerings, financial aspects

---

# BEGINNING

## The Future Planning Process

Visit, Visit, Visit

Research through school counselor,  
college fairs, admissions reps,  
websites, blogs

September: Putting a Plan into Motion

College: list of schools

Military: Branch/Recruiter

Employment: What & Where

---

# Different Pathways

Continued Education

College, Community College, Trade Programs

Military

Employment

GAP Year

# Admissions Reps are Looking At...

Transcript

Essay

Involvement in Activities

Test Scores (SAT/ACT/Subject)

Letter(s) of Recommendation

Special Talents/Interests

Demonstrated Enthusiasm of Learning

Indeed, the distinctively “nightmarish imagery” within the poem combined with the fact that *The Love Song of J. Alfred Prufrock* was first published in a work entitled “Prufrock and Other Observations,” suggests that Prufrock’s descriptions tells us more about the narrator/observer than the city that he describes (Dempsey, 1997): “The yellow fog that rubs its back upon the windowpanes... Lingered upon the pools that stand in drains, Let fall upon its back the soot that falls from chimneys, Slipped by the terrace, made a sudden leap, And seeing that it was a soft October night, Curled once about the house and fell asleep.” (Eliot, 1917, 13-22). The yellow smoke lingers around standing pools before encircling the house, provoking feelings of stagnation and paralysis. (Dempsey, 1997). While the evening – described in the first few lines of the poem as resembling a “patient etherized upon a table” is likely smoky and colored yellow from the lamplight, it should be noted that the feelings that are evoked through the choice of imagery come from Prufrock himself. (Eliot 3). Throughout the poem the manner in which Prufrock observes the world around him grants the reader access to the innermost workings of his mind.

Such a consideration of the relationship between the imagery contained within the poem and Prufrock’s mental processes necessarily leads to a questioning of whether the “you” in line 1 of the poem is, as is popularly believed an address to the reader. (Eliot 1). While the first line of the poem certainly does appear to address the reader, a close examination of lines 8-10 suggest another possibility; “Streets that follow like a tedious argument Of insidious intent To lead you to an overwhelming question... Oh, do not ask, “What is it?” Let us go and make our visit.” (Eliot, 8-12). It is important to note that we are again presented with imagery that is indicative of Prufrock’s feelings, this time relating to his weariness with regard to interaction



Pacific High School 509 Lincoln Street Saka, AK 99575		Lepid, Arthur 3160 Harbor Mt Road Saka, AK 99575		Sex: Male DOB: 4/189 SOB: Entry Date: Exit Date: Discussion:
Phone: (907) 855xxxx		Parent's Guardian		
ACADEMIC HISTORY				
DATE	CL	TITLE	MARK	CREDIT
<b>ELECTIVE</b>				
03/20/04	09	Effective Interview	A	0.250
03/20/05	10	Effective Interview	NC	0.000
05/20/05	10	Intro to Programming	B+	0.900
<b>LANGUAGE ARTS</b>				
10/20/05	09	CE Math	A	0.250
10/20/05	09	Readers Workshop	B+	0.500
12/20/05	09	Content English - SSJ	B+	0.500
03/20/04	09	Content English - Math	B	0.250
03/20/04	09	Writers Workshop	A-	0.250
05/20/04	09	Harcaout Literature	A	0.500
05/20/04	09	Readers	B	0.250
10/20/04	10	Writers Workshop	B+	0.500
12/20/04	10	Content English - SSJ	A-	0.500
03/20/05	10	Survival Studies	B+	0.250
12/20/05	11	Content English - SS	B	0.250
<b>MATH</b>				
10/20/05	09	Algebra Prep	B+	0.500
03/20/04	09	Algebra 1	B	0.500
05/20/04	09	Algebra 1	A-	0.250
10/20/04	10	Algebra 1	A	0.250
<b>PHYSICAL EDUCATION</b>				
05/20/04	09	Independent PE	P	0.750
05/20/05	10	Health	B+	0.500
<b>SCHOOL &amp; COMMUNITY RELATIONS</b>				
10/20/05	09	Orationist	A	0.250
12/20/05	09	Crew	B	0.500
05/20/04	09	Crew	B+	0.250
10/20/04	10	Orationist	NC	0.000
12/20/04	10	Crew	B+	0.250
05/20/05	10	Crew	B	0.250
10/20/05	11	Orationist	NC	0.000
12/20/05	11	Crew	A-	0.500
<b>SCIENCE</b>				
12/20/03	09	Physical Sci 1	B-	0.500
12/20/04	10	Astronomy	A-	0.500
10/20/05	11	Life Sci 1	B+	0.250
12/20/05	11	Human Physiology	B	0.250
<b>ACADEMIC STANDING</b>				
As of:	Total Credits:	GPA:		
12/20/05	13.25	13.25		

# Transcript

## ★ Courses

- *AP: College level course material with potential for college credit*
- *BRIDGE: College credits through NCCC at a discounted price*
- *CTE: College credit, certifications, licenses, workplace skills*
- *New Vision Programs: College credit, rigorous course load*

## ★ Consistency

## ★ GPA

- End of Junior Year

## ★ Test Scores

- SAT (May 4, June 1)
- ACT (June 8)
- Subject Tests (May 4, June 1)

# Standardized Tests

## → SAT

- ◆ [www.collegeboard.org](http://www.collegeboard.org)
- ◆ Tests Common Core curriculum with emphasis on reading, writing, math

## → ACT

- ◆ [www.act.org](http://www.act.org)
- ◆ Tests knowledge in Math, Science, English, History

## → Subject Tests

- ◆ [www.collegeboard.org](http://www.collegeboard.org)
- ◆ Tests one subject
- ◆ Should be well versed in chosen subject(s)

# Essay

- ❖ Allows admissions reps to see who you are as a person, not just a student
- ❖ Be sincere and real

## *Examples of Prompts:*

- Background, Identity, Interest, Talent you feel you would be incomplete without (21.4%)
- Lessons learned from obstacles
- Reflect on a time you questioned or challenged a belief or idea
- Describe a problem you have solved, or would like to
- Discuss an accomplishment, event or realization that sparked personal growth (most popular: 23.6%)
- Describe a topic, idea or concept you find so engaging it makes you lose track of time
- Topic of your choice (22.5%)

# Extracurricular Activities

- ❖ Involvement in Activities
  - Sports, Theater/Drama, Clubs, Community Involvement, Church/Spiritual Involvement
- ❖ Special Interests/Talents
  - Athletics, Artistic Ability, Musicians, Dancers
- ❖ Involvement Demonstrates:
  - Dedication, Skills, Characteristics, Reliability, Time-Management, Leadership
  - Hobbies/Passions
  - How time is spent outside of school, productive member of community?
  - Allows a “leg-up” in the process

# Community Service

## Benefits of Service

- Ability to give back to the community in which you are living
- Personal growth/Adaptation to different situations
- Ability to interact with many personalities/groups/organizations
- Scholarship Opportunity

**DON'T** volunteer to have a list of activities, *demonstrate investment/commitment*



# Letters of Recommendation

Teachers with whom your student has  
a good relationship with

Specific subject areas

Coaches, Employers, Family Friends

Peers

*\*Show other side of student outside of  
academic classroom*



# Deadline Terminology

- **Early Action**
  - NON-BINDING option to submit applications before regular deadlines (Nov. 1 or Nov. 15)
  - Can apply to more than one school
- **Early Decision**
  - BINDING option for students 100% sure in the college choice. Typically early deadlines
  - Cannot have applications submitted to other schools
- **Regular Decision**
  - Deadlines ranging from January to March as published by the institution
- **Rolling Admission**
  - Applications reviewed upon receiving them; provides larger window of time for submission
- **Open Admission**
  - Acceptance of any high school graduate until all spots filled

# Financial Aid

- ❑ Cost of Attendance
  - ❑ Net Price Calculator (Tuition & Fees, Room & Board, Books/Supplies, Personal Expenses)
- ❑ Awarded/Distributed
  - ❑ Grants, Scholarships, Work-Study
- ❑ Loans
  - ❑ Unsubsidized: Charge interest but allow you to add to the loan amount (end up paying more)
  - ❑ Subsidized: Interest-free while in college and borrowing limit that increases each year
  - ❑ PLUS Loans: Allow parents to borrow total cost of college minus financial aid received
  - ❑ Perkins: May be awarded to students with highest need
  - ❑ Private
- ❑ Financial Aid Workshop (Look for in November/December)

# Scholarships

**\$ FREE MONEY \$**

Find information....

- ❑ Counseling Office & Website
- ❑ College Websites
- ❑ Scholarship Websites

Some are renewable from year to year

Generous Community rewarding all future education



[www.lphscounseling.weebly.com](http://www.lphscounseling.weebly.com)

---

# Resources & Testing

Naviance

[www.naviance.com](http://www.naviance.com)

PSAT

SAT School Day

March 27, 2019

ASVAB

November 6, 2019

# Tips to Remember....

## ★ Don't waste time trying to “crack the code”

- Be Yourself
- Sincere, Honest, Genuine

## ★ Show Enthusiasm

- Sign up for mailing lists, visit campuses, meet with reps, take advantage of interviews and school visits
- Don't be afraid to correspond with reps, they want to hear from you and see your enthusiasm to be a part of their community



# Truth About Colleges and Admissions Reps

Looking for reasons to admit you, rejection doesn't mean they don't like you

Have to read thousands of applications in a short time of all qualified students

Job is to find students who “fit” their college

Love context and learning who you are in all realms of your life

Want to hear from YOU, not a parent or counselor

Great to have good grades, but most important: Do you LIKE to learn?

# Resources

## The New Rules of College Admissions

*Stephen Kramer & Michael London*

The former Admissions Officers reveal what it takes to get into college today.

## Colleges That Change Lives

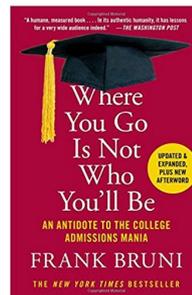
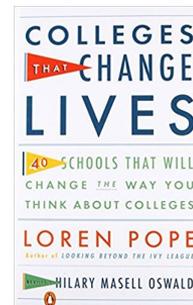
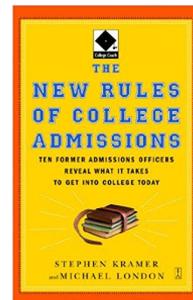
*Lauren Pope*

40 schools that will change the way you think about colleges.

## Where You Go Is Not Who You'll Be

*Frank Bruni*

An antidote to the college admissions mania.





## Contact Information

[chammaker@lpcsd.org](mailto:chammaker@lpcsd.org)

523-2474 ext. 4018

Call or email with any  
questions or to set up an  
appointment