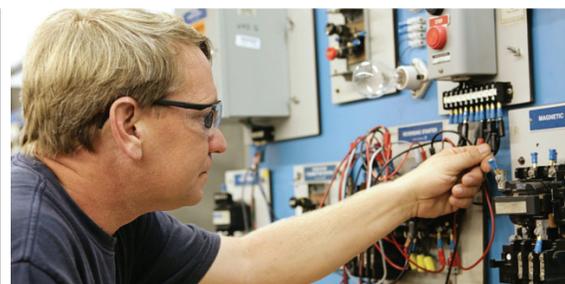
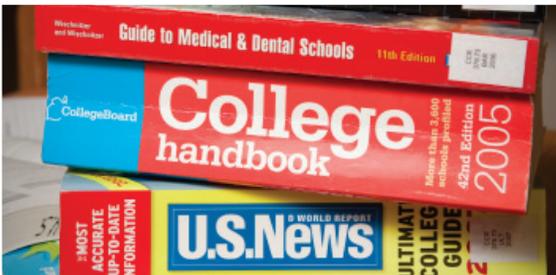


Shaker Heights High School

What's Next? Post-High School Planning Guide

An International Baccalaureate World School





SHAKER HEIGHTS CITY SCHOOL DISTRICT

SHAKER HEIGHTS HIGH SCHOOL
15911 Aldersyde Road
Shaker Heights, Ohio 44120
(216) 295-4200
www.shaker.org

MICHAEL D. GRIFFITH
Principal

Dear Students:

The Mission of the Shaker Heights Schools is clear, including the goal to graduate students who have career motivation and are poised to make a difference in our global and multicultural society. Critical components of our plan include providing students with a rich curriculum, leading to the development of highly competitive academic skills, and inspiring students to take advantage of a wide range of opportunities for growth outside the classroom. At Shaker Heights High School this means ensuring every student has the skills and learning required for college and career readiness. With this preparation, students will be set for success in their adult and professional life.

The *What's Next, A Post-High School Planning Guide* is a critical tool to assist with charting a roadmap to your future. The document is filled with information that helps identify your strengths and interests. If you are planning to attend a traditional 4-year college or university, it can serve as your blueprint. The book also includes important information on community college programs and educational opportunities in the armed forces. These are viable ways to reach your goals and valuable routes to future success as well.

I hope that you will take the time to look closely at the guidelines and tips for success in this book. More importantly, I hope the contents of the guide will create an opportunity for you and your family to talk about your individual goals. We are committed to preparing a well-rounded Shaker Heights High School graduate for success in their chosen path and for responsible citizenship in the adult world. Working together, I know we can help you to achieve your dreams and put yourself on the best path to a promising future.

Sincerely,

A handwritten signature in cursive script that reads 'Michael D. Griffith'.

Michael Griffith

Quick Reference Guide

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ACT - American College Test	p. 9, 11, 18, 19, 22, 23	www.actstudent.org
SAT - Scholastic Aptitude Test	p. 9, 11, 18, 19, 22, 23	www.collegeboard.org
AP - Advanced Placement	p. 19, 20, 22, 23	www.collegeboard.org
IB - International Baccalaureate	p. 19, 20, 22, 23	www.ibo.org
Naviance	p. 10, 11, 16, 19, 20, 27	www.connections.naviance/shaker
Armed Services Opportunities	p. 33	
Common Application	p. 16, 20	www.commonapp.org
FAFSA – Free Application for Federal Student Aid	p. 24, 26, 28	www.fafsa.ed.gov
CCS Profile - College Board Profile	p. 27	www.collegeboard.org
College Now Greater Cleveland	p. 20, 22, 26	www.collegenowgc.org
NCAA – National College Athletic Association	p. 19, 22	www.ncaa.org
College Comparison Worksheet	p. 30	
College Selection Worksheet	p. 9, 31	

The Mission of the Schools

The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.

THE PATH TO COLLEGE

Types of Schools and Colleges

All across the United States, there are many different sizes and types of colleges that provide different types of programs and opportunities for students. Most students and their families are familiar with four-year colleges and universities. All four-year colleges and universities are not the same. In order to find the best fit, it is important that students and families consider all of the options available to them. Some of the options other than four-year institutions include:

Community Colleges: These are public, two-year colleges which typically grant Associate Degrees. They mostly serve people from nearby communities and offer academic courses, technical courses, and continuing education courses. Public institutions are supported by state and local revenues.

Junior Colleges: These are generally two-year colleges that are private institutions. Some junior colleges are residential and are attended by students who come from other parts of the country.

Technical Colleges: These are generally colleges that have a special emphasis on education and training in technical fields. However, although some technical colleges offer academic courses and programs, not all technical colleges offer two-year programs that lead to an associate of arts or science degree. Technical colleges may be private or public. Junior colleges and community colleges that offer many technical courses are often called "technical colleges."

Vocational Training Centers: These schools typically provide programs focused on specific career areas such as computer technology, cosmetology, mechanical repair, court reporting, paralegal services, office administration and medical assistant training.

Professional Colleges: These are typically focused on a specific career area such as dentistry, medicine, nursing or law. Some of these schools may require students to enter with four-year degrees. Some of these careers require graduates to acquire state certification in order to work in that particular field. If you are interested in such fields, it is helpful to share these plans with the college or university you enter after high school.

Regardless of your post-graduation plans, please take the time to read and review this booklet. It is a resource guide that can help you no matter what your chosen path. For example, there is a section related to college interviews. While the focus is college interviews, the information included is helpful to many interview settings. While much of the information focuses on applications to four-year institutions, a good deal of solid, real world guidance is included.

Community College

With the cost of four-year colleges rising, attending a two-year community college program may be the answer for some students. There are two basic types of programs at community and junior colleges, so you should have your career goals in mind when doing your college search. Some programs are strictly academic and designed to prepare students to transfer to four-year institutions with bachelor's degree programs. Others are more practical or applied and provide career training in specific areas. This second type of school does not usually prepare students for transfer to a four-year institution, although some of the credits earned may still be accepted by a four-year institution.

According to the Ohio Association of Community Colleges:

Community and technical colleges educate the majority of the nation's 'first-responders.' Nearly 60% of all new registered nurses and close to 85% of law enforcement officers, firefighters, and EMTs are credentialed by community colleges.

Many associate degree graduates take licensing exams in their fields of study certifying that they are qualified to enter their chosen professions. Students from associate degree nursing programs passed the same 2005 Ohio Registered Nurse Exam at a similar rate (90% vs. 91%) as students from baccalaureate degree programs.

Ohio community colleges offer families education at significantly more affordable prices than public four-year Ohio universities. Ohio law provides that most coursework at Ohio community and technical colleges transfer to public and independent four-year Ohio universities. Students who move from Ohio's two-year colleges to four-year universities are successful academically at campuses across the state, having similar grade point averages as their four-year university peers who began their education at a four-year campus.

Cuyahoga Community College	http://www.tri-c.edu/Pages/default.aspx
Lakeland Community College	http://lakelandcc.edu/
Lorain County Community College	http://www.lorainccc.edu/

Beginning the College Process

Identifying the environment in which you feel most comfortable is important in determining your future success in college. The college process can be emotional, and what makes a student feel comfortable on a particular campus varies. There are many factors that can influence your selection: size, location, course of study and overall environment of the campus. You must ask yourself in what environment you will be most successful. The following survey can be a good starting point in the college selection process.

SIZING YOURSELF UP SURVEY – FISKE GUIDE TO COLLEGES¹

In the space beside each statement, rate your feelings on a scale of 1 to 10, with 10 = Strongly Agree, 1 = Strongly Disagree, and 5 = Not Sure/Don't Have Strong Feelings. (For instance, a rating of 7 would mean that you agree with the statement, but that the issue is lower priority than those you rated 8, 9, or 10.) After you're done, read on to "Grading Yourself" to find out what it all means.

Size

- ___ 1. I enjoy participating in many activities.
- ___ 2. I would like to have a prominent place in my community.
- ___ 3. Individual attention from teachers is important to me.
- ___ 4. I learn best when I can speak out in class and ask questions.
- ___ 5. I am undecided about what I will study.
- ___ 6. I want to earn a Ph.D. in my chosen field of study.
- ___ 7. I learn best by listening and writing down what I hear.
- ___ 8. I would like to be in a place where I can be anonymous if I choose.
- ___ 9. I prefer devoting my time to one or two activities rather than many.
- ___ 10. I want to attend a college that most people have heard of.
- ___ 11. I am interested in a career-oriented major.
- ___ 12. I like to be on my own.

1. Edward Fiske, Fiske Guide to Colleges 2013 29th Edition, Sourcebooks 2012

Location

- ___13. I prefer a college in a warm or hot climate.
- ___14. I prefer a college in a cool or cold climate.
- ___15. I want to be near the mountains.
- ___16. I want to be near a lake or ocean.
- ___17. I prefer to attend a college in a particular state or region.
- ___18. I prefer to attend a college near my family.
- ___19. I want city life within walking distance of my campus.
- ___20. I want city life within driving distance of my campus.
- ___21. I want my campus to be surrounded by natural beauty.

Academics and Extracurriculars

- ___22. I like to be surrounded by people who are freethinkers and nonconformists.
- ___23. I like the idea of joining a fraternity or sorority.
- ___24. I like rubbing shoulders with people who are bright and talented.
- ___25. I like being one of the smartest people in my class.
- ___26. I want to go to a prestigious college.
- ___27. I want to go to a college where I can get an excellent education.
- ___28. I want to try for an academic scholarship.
- ___29. I want a diverse college.
- ___30. I want a college where the students are serious about ideas.

Grading Yourself

Picking a college is not an exact science. People who are total opposites can be equally happy at the same college. Nevertheless, particular types tend to do better at some colleges than others. Each item in the survey is designed to test your feelings on an important issue related to college selection.

Analyzing your responses may help you construct a tentative blueprint for your college search. Statements 1-12 deal with the issue of size. Would you be happier at a large university or a small college? Here's the trick: Add the sum of your responses to questions 1-6. Then make a second tally of your responses to 7-12. If the sum of 1-6 is larger, you may want to consider a small college. If 7-12 is greater, then perhaps a big school would be more to your liking. If the totals are roughly equal, you should probably consider colleges of various sizes.

Statements 13-21 deal with location. The key in this section is the intensity of your feeling. If you replied to number 13 with a 10, does that mean you are going to look only at schools in warm climates? Think hard. If you consider only schools within a certain region or state, you'll be eliminating hundreds of possibilities. By examining your most intense responses - the 1s, 2s, 9s, and 10s - you'll be able to create a geographic profile of likely options.

Statements 22-30 deal with big-picture issues related to the character and personality of the college that may be in your future. As before, pay attention to your most intense responses.

Sizing up the Survey

1. **I enjoy participating in many activities.** Students at small colleges tend to have more opportunities to be involved in many activities. Fewer students mean less competition for spots.
2. **I would like to have a prominent place in my community.** Student-council presidents and other would-be leaders take note: it is easier to be a big fish if you're swimming in a small pond.
3. **Individual attention from teachers is important to me.** Small colleges generally offer more one-on-one with faculty both in the classroom and the laboratory.
4. **I learn best when I can speak out in class and ask questions.** Students who learn from interaction and participation would be well-advised to consider a small college.
5. **I am undecided about what I will study.** Small colleges generally offer more guidance and support to students who are undecided. The exception: students who are considering a pre-professional or highly specialized major.

6. **I want to earn a Ph.D. in my chosen field of study.** More students at selective small colleges earn a Ph.D. than those who attend large institutions.
7. **I learn best by listening and writing down what I hear.** Students who prefer lecture courses will find more of them at large institutions.
8. **I would like to be in a place where I can be anonymous if I choose.** At a large university, the supply of new faces is never-ending. Students who have the initiative can always reinvent themselves.
9. **I prefer devoting my time to one or two activities rather than many.** Students who are passionate about one activity—say, writing for the college newspaper—will often find higher quality at a bigger school.
10. **I want to attend a college that most people have heard of.** Big schools have more name recognition because they're bigger and have Division I athletic programs. Even some of the finest small colleges are relatively unfamiliar to the general public.
11. **I am interested in a career-oriented major.** More large institutions offer business, engineering, nursing, etc., though some excellent small institutions do so as well (depending on the field).
12. **I like to be on my own.** A higher percentage of students live off campus at large schools, which are more likely to be in urban areas than their smaller counterparts.
13. **I prefer a college in a warm or hot climate.** Keep in mind that the Southeast and the Southwest have far different personalities (not to mention humidity levels).
14. **I prefer a college in a cool or cold climate.** Consider the Midwest, where there are many fine schools that are less competitive than those in the Northeast.
15. **I want to be near the mountains.** You're probably thinking Colorado or Vermont, but don't zero in too quickly. States from Maine to Georgia and Arkansas to Arizona have easy access to mountains.
16. **I want to be near a lake or ocean.** Oceans are only on the coasts, but keep in mind the Great Lakes, the Finger Lakes, etc. Think about whether you want to be on the water or, say, within a two-hour drive.
17. **I prefer to attend a college in a particular state or region.** Geographical blinders limit options. Even if you think you want a certain area of the country, consider at least one college located elsewhere just to be sure.
18. **I prefer to attend a college near my family.** Unless you're planning to live with family members, it may not matter whether your college is a two-hour drive or a two-hour plane ride. Travel costs should be taken into consideration.

19. **I want city life within walking distance of my campus.** Check out the neighborhood(s) surrounding your campus. Urban campuses—even in the same city—can be wildly different.
20. **I want city life within driving distance of my campus.** Unless you're a hardcore urban-dweller, a suburban perch near a city may beat living in the thick of one. Does public transportation or a campus shuttle help students get around?
21. **I want my campus to be surrounded by natural beauty.** A college view book will take you only so far. To really know if you'll fall in love with the campus, visiting is a must.
22. **I like to be surrounded by people who are freethinkers and nonconformists.** Plenty of schools cater specifically to students who buck the mainstream. Talk to your counselor or browse the *Fiske Guide to Colleges* to find some.
23. **I like the idea of joining a fraternity or sorority.** Greek life is strongest at mainstream and conservative-leaning schools. Find out if there is a split between Greeks and non-Greeks.
24. **I like rubbing shoulders with people who are bright and talented.** This is perhaps the best reason to aim for a highly selective institution, especially if you're the type who rises to the level of the competition.
25. **I like being one of the smartest people in my class.** If so, maybe you should skip the highly selective rat race. Star students get the best a college has to offer.
26. **I want to go to a prestigious college.** There is nothing wrong with wanting prestige. Think honestly about how badly you want a big-name school and act accordingly.
27. **I want to go to a college where I can get an excellent education.** Throw out the *U.S. News* rankings and think about which colleges will best meet your needs as a student.
28. **I want to try for an academic scholarship.** Students in this category should consider less-selective alternatives. Scholarships are more likely if you rank high in the applicant pool.
29. **I want a diverse college.** All colleges pay lip service to diversity. To get the truth, see the campus for yourself and take a hard look at the student-body statistics in the *Fiske Guide's* write-ups.
30. **I want a college where students are serious about ideas.** Don't assume that a college necessarily attracts true intellectuals merely because it is highly selective. Some top schools are known for their intellectual climate - and others for their lack of it.

Staying Organized and Getting Ready for the Application Process

Keep a complete and separate folder for each college with which you are corresponding as you begin the search process. If you have a password to access a specific school, make sure you keep it written down in a safe place because you will need it to access any future correspondence. You may need to maintain both a paper file and an electronic file for each school.

On the front of each of your college folders make a checklist of due dates of applications, date teacher recommendation forms were given to teachers, the date that you sent your ACT or SAT scores and the due date for financial aid applications. The College Selection Worksheet (at the end of this booklet) can be stapled to the front of each folder as a checklist. Remember to allow at least 3 weeks before the due date of your application for both teachers and counselors to write your letters of recommendation.

Retain all materials sent to you by the college. You may receive forms that refer to previous information that you should have in your possession. If you plan to correspond with a college during your junior year, let them know you are a junior and not making application at this time.

By senior year you should have done your research thoroughly and only **correspond with those colleges in which you have a serious interest.** Keep your correspondence brief as you ask any questions that may come up.

Finalize your college list. Make sure that you and your family have selected both an academic and financial safety school that you would be happy to attend in the fall.

Clean Up Your Digital Profile

Many colleges and employers do online research about candidates. Make sure they would not find anything that would damage your reputation. Your online behavior should reflect the same standards of honesty, respect and integrity that you use in face-to-face interactions. If you wouldn't want your parents or teachers to see it, don't send it and don't post it.

- **Search yourself:** Combine various terms including your name, school, and other affiliations. Type your name in quotes – e.g., “John Jones” -- for best results. You should also repeat this using Google, Yahoo, Bing and other search engines. You may not be able to correct misleading or embarrassing information, but it's better to know what others may read about you online and be prepared if you are asked.
- **Update your friends in Facebook/Twitter and LinkedIn:** Periodically review who you have as “Friends” in your social media accounts and delete names of people with whom you would prefer not to share your information.

- **Adjust Privacy Settings:** Always read and understand the site’s privacy settings and try using “customize settings” to allow you the most control of your profile. Make sure that it accurately displays how you wish your content to be published as public or private. But remember that even the strictest privacy settings are not foolproof. One of your “friends” can share anything you put online.
- **Consider changing your name on your Facebook page** so that it is not readily found in a search. Many people use their first and middle names, or a nickname known only to friends and family. Some people have two pages – one that is public and another just for family and close friends.
- **Keep in mind that nothing sent via e-mail or posted online is really “private.”** You are personally responsible for all comments and information you send via e-mail or publish online. Anything posted by or about you may be shared by others into a more public domain and will be online for a long time.
- **Protect your reputation and privacy:** Search online for photos or other postings in which you have been tagged and either remove the tags or ask the person who posted the material to remove it.
- **Use discretion online.** Watch your language. Do not post personal or derogatory information about your fellow students or teachers – or anyone else, for that matter. A college admissions officer will not be amused by your snide comments about your teachers.

College Selection

Shaker Heights High School Library – Melvin E. Mille College Career Resource Center

- Use the College Handbook, the Fiske Guide to Colleges, and other handbooks for descriptions (history, calendar, admission, fees, student life, etc.) of the college in which you are interested. They are on the college reference shelves in the Library College Career Room.
- In the guidance area, look at individual college catalogs arranged alphabetically. Four-year colleges follow Ohio colleges on the shelves. Ask a guidance counselor if you do not find the catalog you want. Until you are seriously interested in a college, do not request a catalog to be sent to your home.
- Check the Internet for additional information on colleges as well as pertinent information on college admission, college boards, financial aid, orientation, study abroad, campus visits and more.
- Check Naviance/College Visits or the bulletin board in the guidance area for the schedule of colleges coming to visit. Sign up to meet with the representatives of colleges that interest you, either in Naviance or in the counseling area.
- Make yourself at home! Come back to double-check information and for your college conferences.

Naviance

Naviance is a web-based program that will help you research colleges, sign up for college conferences, find scholarship information and link to programs on Shaker.org, along with many other features you will find useful. www.connections.naviance/shaker

Parents will also be able to research colleges, complete the parent brag sheet and have available other helpful data to aid in the college search.

You will need a registration code to sign on. If you do not have a code or have forgotten your code, please contact your guidance counselor.

Making Realistic College Choices

To begin the process of selection and to maximize your chances of admission, you must start with a realistic assessment of the credentials you will be presenting to the admissions committee. Think first about how schools are likely to react to your candidacy based solely on your grades and test scores.

The Reach School

These are colleges that admit students with grades and board scores substantially above your own. “Substantially” may be interpreted to mean 100-150 points on each of the SAT sections or comparable on the ACT and a full grade point average above your own. Certain colleges, usually those who accept 20% or less of students that apply, will be reaches even IF you meet their median statistics.

The Possible/Probable School

These are colleges that admit students whose grades and test scores are near or slightly above your own. If you are in need of financial aid, a college should be on the possible/probable list. You may be accepted but the college may not meet your financial needs.

The Sure Admit

Colleges included in this group would be those that accept students with grades and test scores like your own. Sure admits include the following criteria: a college you like that may not be your first choice but you are willing to attend, your parents are supportive of the choice, is financially affordable for your family and your guidance counselor considers it a guaranteed admit.

College Terms to Know

ED: Early Decision – Early Decision is a binding contract. The student, parent and guidance counselor sign that this is the student’s first choice school and, if accepted, the student is expected to attend. If you want to be able to compare awards based on scholarship, you do not apply ED. ED awards are based on financial need. There is a difference between need-based aid and merit award based on academic achievement. You can only apply to one school ED.

EA: Early Action – The student applies early, typically in November, and receives notification of acceptance by December 15. Early action is not binding. The student will not need to notify the college of their final decision until May 1.

EA: Single Choice – The difference between EA and EA single choice is that while you do not have to notify the college by May 1, you cannot apply EA or ED to another school. You can apply Rolling Admission or RD.

Rolling Admission – As the schools receive completed applications, including transcripts, letters of recommendation (if required) and test scores (sent from the testing agency at the request of the student), they notify the student of the decision. The student will not need to notify the college of their final decision until May 1.

RD: Regular Decision – Whether you do EA, EA single choice or Rolling Admission you can always apply RD. This means the college processes each of the applications at a common time and notifies the students no later than April 1.

The College Visit and Interview

A visit and/or interview are strongly recommended for any college you are seriously considering.

- Plan ahead. Call or go online and find out dates and times of campus tours.
- If they conduct interviews, make an appointment to have one. If not, ask to sign up for an information session after your tour. It is important for the college to know you are visiting. Do not be an invisible candidate.
- Plan a minimum of one-half day for a visit and interview.
- If you will be missing school for a college visit, remember to obtain a Parental Permission Form for your college visit from your guidance counselor.
- Make certain you dress appropriately and do not use cell phones during the interview.

Colleges and universities have different policies regarding interviews. Some schools require an interview while others are optional; some just have informational sessions on campus. Some colleges offer alumni interviews as well as the campus interview opportunity. Anytime you meet with a representative on the campus in any format, you should think of it as an interview and BE PREPARED! It is important to be knowledgeable about the institution when you visit.

Tips for Touring

A major part of any campus visit is being aware of the student body on campus. Ask yourself these questions: “Do they look like people I would enjoy and benefit from being around? Do I feel comfortable walking around here? Can I see myself going here?” Do not be afraid to ask questions of any college student on campus! Here are some possibilities:

- What attracted you to College X?
- Is there anything special I should see before I leave?
- What did you do last weekend?
- How easy is it to become involved in campus activities such as intramural sports, music or theater programs, etc.?
- How active is your Greek life (if the college has fraternities and/or sororities)?

Checklist for Main Components on Campus

Area to Research	What to Look For	How/Where
Students	<ul style="list-style-type: none">• Academic attitudes• Social styles• Interests• Backgrounds	<ul style="list-style-type: none">• Talk to students and listen to their conversations• Go to student center• Look at bulletin boards• Ask admissions counselors
Social Activities	<ul style="list-style-type: none">• Weekend activities, athletic and cultural events, clubs	<ul style="list-style-type: none">• Read bulletin boards, posters, calendar of events, newspapers• Talk to students• Attend events

Area to Research	What to Look For	How/Where
Campus Facilities <ul style="list-style-type: none"> Housing Dining Activity Centers Athletics & Recreation Health & Special Student Services Library Miscellaneous 	<ul style="list-style-type: none"> Varieties, location Options, quality Liveliness, range of activities Range, hours Usefulness, range of support Hours, comfort, lighting Computer labs, bookstore, etc. 	<ul style="list-style-type: none"> Visit dorms Eat in dining hall Go to center Go to gym, pool, etc. Talk to students & visit support services Visit, talk to students Look, ask questions
Community	Activities, shopping, town relations, accessibility	<ul style="list-style-type: none"> Go into town Ask students and admissions staff
Academics	Quality, pressure, competition, work load, emphasis	<ul style="list-style-type: none"> Attend classes Talk to students Review courses of study
Faculty	Availability	<ul style="list-style-type: none"> Attend classes Talk to students

How to Prepare for a College Interview

Quick Do's and Don'ts

Do

- Listen: take time to reflect
- Be energetic and enthusiastic
- Make eye contact
- Give a firm handshake
- Use the name of your interviewer
- Arrive early
- Bring a transcript with ACT and/or SAT scores
- Dress comfortably and neatly

Don't

- Lie or exaggerate
- Be negative
- Yawn, slouch or stretch
- Be monosyllabic
- Chew gum, hair or nails
- Recite a prepared speech
- Interrupt your interviewer
- Be disinterested or nonchalant
- Bring an elaborate portfolio, resume or display

Keep your notes in a single notebook or folder on your computer. Jot down your impressions of the college campus after your visit and/or interview. After several visits they may begin to blend together; this way you will be able to go back to review your notes and distinguish schools.

Gather information on the college websites before your visit and interview.

Be on time or 5-10 minutes early.

Be neat - appropriate professional dress is an easy way to impress an interviewer.

Have 3 to 5 questions to ask the admissions counselor that are specific to your interests and are not readily available online.

Be prepared to discuss your activities, interests and involvement in your school and community. Be honest and do not be afraid to share your accomplishments.

Be able to talk about your high school course of study and why you are interested in College X.

Answer questions to the best of your knowledge and ability. If they ask you a question and you do not have an answer, it is okay to take a moment and reflect before you answer. There is nothing wrong with admitting you had not thought about a specific topic before.

Know your strengths and weaknesses and be prepared to discuss them in a positive light. Always make a negative a positive. It is about what you learned from the experience!

Be yourself - do not pretend to be something or someone you are not. Above all, RELAX! Interviews are meant to be informative for both parties.

Make sure you ask the interviewer for a business card or write down their contact information so you can write a thank you note.

How to Write a Thank You Note

Your note should not be long and involved. The purpose is to thank the interviewer and remind him/her who you are and how much you liked the college. Be sure that your grammar and spelling are correct. You may neatly write or e-mail the note. A hand written note is most impressive and will be remembered. Even if you are not interested in the college, you owe them the courtesy of a thank you note.

Use information appropriate to your visit (sample below):

Dear (insert name of representative): (example – Dear Mr./Ms./Dr. Smith:)

I want to thank you for talking to me on (date of meeting). It was so helpful to have my questions answered. (Then add something personal from your visit.)

Thank you for all of your time. I look forward to working with you through the admissions process.

Sincerely,

(Your signature)

How to Apply to College

AS A MATTER OF POLICY SHAKER HEIGHTS HIGH SCHOOL REQUESTS A LIMIT OF TEN COLLEGE APPLICATIONS. AT LEAST ONE SURE ADMIT/SAFETY SCHOOL THAT IS FINANCIALLY FEASIBLE FOR THE STUDENT'S FAMILY MUST BE INCLUDED. IN ADDITION, STUDENTS ARE REQUIRED TO LOG IN THEIR COLLEGES IN THE GUIDANCE OFFICE THREE WEEKS PRIOR TO THE COLLEGE DUE DATE (SEE PAGE 18), EVEN IF THEY ARE NOT QUITE FINISHED WITH THEIR PORTION OF THE APPLICATION.

The application is your marketing device. This is how you present yourself to an admissions committee. Carefully completed, the application is your opportunity to distinguish yourself from all of the other candidates who apply for admission. **MAKE CERTAIN** that you read directions carefully, do not rely on spell check alone, use a proofreader and make a copy of the completed application before sending.

You apply to colleges by completing a college application. Colleges either have their own application or use The Common Application (Common App). The Common App is an online college application for more than 460 colleges in the United States. www.commonapp.org The Common App has two main parts: 1) the “common” information that all colleges will receive, 2) a supplement that most colleges use. The supplements are specific to the university and include additional essays. Before filling out the Common Application listen to the online tutorial. Students must also complete the Family Educational Rights and Privacy Act form (FERPA) before applying to Common Application Colleges. (This authorizes Shaker to release your records.) The guidance department will help all students sign the FERPA online. **It is important for students to waive their right to see their letters of recommendation, as colleges strongly advise, to maintain the integrity of the college process.**

Letters of Recommendation

Teachers

If an application requires one or more letters of recommendation from a teacher, ask the teacher well in advance of the application deadline – either at the end of your junior year or the beginning of your senior year. On Naviance you will find the Teacher Recommendation form. Fill this out and give a copy to the teacher so that he/she has the information needed to complete your recommendation.

Counselors

If you need a counselor recommendation, alert your counselor **AT LEAST THREE WEEKS** prior to the application deadline. The next step is to fill out the Self Recommendation form found on Naviance and make an appointment for a counselor interview. At this same time your parents may choose to fill out the Parent Brag Sheet found under the parent log-in on Naviance.

You do **NOT** want to send more letters of recommendation than the colleges request. However, if you have room for an **additional letter from an outside source**, make certain that it is sent to your guidance counselor, who will send it together with all the other high school documentation.

The College Essay

The essay is the one opportunity over which you have complete control. Write what you want the colleges to know about you that is not already found in your application (e.g., a talent, an interest, a personal accomplishment), not what you think they want to hear. Colleges want to see that you can write intelligently and in your own voice.

You may find this checklist for an effective essay from Smith College helpful.

In terms of content, the essay...

- answers the question asked
- has a thesis, a clear central point
- is analytical rather than simply descriptive (it shows rather than tells)
- is unified, focused and cohesive (includes only information relevant to the topic)
- anticipates the readers' needs
- provides details and examples to support and enliven generalizations

In terms of organization, the essay...

- has a clear sense of introduction (avoids throat clearing, addresses the question directly)
- has a clear sense of conclusion (pulls things together at the end rather than stopping abruptly)
- carries the reader along by using effective transitions

In terms of expression, the essay...

- achieves an appropriate tone (confident, enthusiastic, upbeat, reflective)
- avoids inappropriate tones (groveling, pretentious, whining, arrogant, cynical)
- is written in a voice that is authentic, that sounds like you (at your articulate moments)
- is concise and to the point rather than long winded and circuitous
- avoids clichéd observations, phrases, expressions and words
- avoids slang (except when used intentionally for a specific effect)

In terms of correctness, the essay...

- is typed unless specifically asked otherwise
- observes the conventions of grammar and usage (no errors)
- observes the conventions of punctuation (no errors)
- has no spelling errors
- has been PROOFREAD carefully for errors
- has been proofread by someone else
- has been proofread yet again

*****Complete optional essay or paragraph, if offered.**

When It's Time to Send in Your Application

In order to keep accurate records of all college applications sent by Shaker, you must follow these procedures:

- Once you send your online application or are ready to send your paper application (if you will be using the US mail), make an appointment with your counselor.
- Your counselor will show you how and where to log in your colleges using the “green sheet.”
- Be prepared by bringing \$2.00 (cash or check) for each college to which you are applying.
- Bring the following papers with you:
 - If you are NOT applying online, bring in your paper application.
 - If you are NOT applying online, bring in the addresses to which your applications should be mailed.
 - If you are applying Early Action or Early Decision, bring in the appropriate signature page from your online application.

Your application is NOT complete until you send your part of the application, you notify your counselor to send the school's part of your application (letters of recommendation, transcript and school Profile) and YOU arrange to have your ACT or SAT scores sent directly to your colleges.

Once all your applications have been sent, Shaker will automatically send an updated transcript with your semester one grades to all colleges to which you have applied.

As you receive each college decision, please notify your counselor immediately.

Your **final high school transcript** will be sent to the one school you will attend.

Community Service Hours will only be on your transcript if you have turned them in over the course of the last four years.

Timeline

10th Grade Year	
October	<ul style="list-style-type: none"> • All students must take the PLAN test. This is the precursor to the ACT with a career component. • Some students at this time might also opt to take the PSAT.
March – April	<ul style="list-style-type: none"> • The results of the PLAN test are used in a career project with all 10th grade English classes. • Athletes should begin to look at NCAA core requirements and ACT/SAT scores to determine prospective eligibility.
May	<ul style="list-style-type: none"> • Students in AP US History or AP Biology take the AP exams. • Students in these classes should take the SAT subject test in these areas.
11th Grade Year	
September	<ul style="list-style-type: none"> • Students should be attending college conferences with the representatives who come to Shaker. • Athletes need to check eligibility requirements via www.ncaa.org.
October	<ul style="list-style-type: none"> • Students take the PSAT.
November	<ul style="list-style-type: none"> • Students meet with their counselors in groups for an introduction to the college process. • A parent meeting will occur.
November – January	<ul style="list-style-type: none"> • Students may meet with their counselors individually. • Families will meet with the counselor prior to spring break. • Students should explore schools on the web and enter possible colleges on Naviance.
January	<ul style="list-style-type: none"> • 11 Advanced Math/IB students should take the Math II subject test.
January – February	<ul style="list-style-type: none"> • Students should plan spring and summer visits to colleges. • Athletes start contacting coaches at this time. • Begin making plans for the summer.

January – February	<ul style="list-style-type: none"> • For community service, summer programs or summer opportunities listed on the Shaker website or Naviance, see your counselor.
March – May	<ul style="list-style-type: none"> • Students should attend college fairs.
April	<ul style="list-style-type: none"> • Students meet with guidance counselors 9th period. • A parent Anxiety 102 meeting will be held toward the middle of the month. • College visits should continue.
May	<ul style="list-style-type: none"> • Students will begin taking AP and IB exams.
Summer	<ul style="list-style-type: none"> • Students should continue college visits, summer jobs and programs and community service.
August	<ul style="list-style-type: none"> • On August 1st the Common Application opens and students can begin completing their application.
12th Grade Year	
September	<ul style="list-style-type: none"> • Group meeting with counselors. • Students will meet with their guidance counselor to finalize their list and strategize. • Parent night meeting for information on scholarships, college application and financial aid. • Meet with college representatives who are visiting the High School. • Students should attend college fairs.
September – November	<ul style="list-style-type: none"> • Fill out college applications. • Make appointment to meet with College Now representatives to learn about scholarship opportunities. • Do scholarship searches. • Continue to go to college meetings at the High School. • Request teacher recommendation if needed.
December	<ul style="list-style-type: none"> • If accepted Early Decision (ED), students need to withdraw other non-ED applications.

January	<ul style="list-style-type: none"> • Continue to keep grades up. Colleges accept students based upon 8 semesters of course work. • Financial aid meeting for parents.
February	<ul style="list-style-type: none"> • Updated transcripts are automatically sent to each college to which you applied.
February – June	<ul style="list-style-type: none"> • Continue search for scholarships.
May 1	<ul style="list-style-type: none"> • Deadline for accepting one college. • Inform the other colleges of your decision. • Inform your counselor of your decision.
June	<ul style="list-style-type: none"> • Transcripts automatically sent only to the college you will attend in the fall.

Testing

Almost all colleges/universities require students to take the **ACT with Writing** or the **SAT Reasoning Test** for admission. However, there are a growing number of schools that are now **test optional**. Many community colleges do not require these tests for admission but may use the tests as a placement tool.

Many of the **most competitive** schools also require/recommend that students take 2 or 3 **SAT Subject Tests**. It is the student's responsibility to determine a school's testing requirements by searching its website under admission requirements.

It is the responsibility of the student to have their test scores sent to the colleges to which they are applying.

Shaker Heights High School SAT/ACT code - 361395

Student-Athletes being recruited for Division I or II college athletics need to send all test scores to the NCAA Eligibility Center (Code # 9999). Test scores will **not** appear on Shaker's transcript.

Students with IEP or 504 Plans – Testing with Accommodations

Students on an IEP or 504 PLAN with existing testing accommodations are encouraged to contact the following individuals to begin the process of applying for testing accommodations:

- IEP – Case Manager
- 504 PLAN – Ms. Sara Joyce (Assistant Principal), 295-4330 or joyce_s@shaker.org

A student who has testing accommodations at Shaker because of an IEP or 504 PLAN is **not** guaranteed the same accommodations on national standardized tests. The College Board (PSAT, SAT, Subject Tests & AP) and ACT will determine any and all approved testing accommodations.

Fees

With the exception of the PLAN test, students must pay a fee to take the PSAT, ACT, SAT, AP and IB tests. Students and their families are responsible for paying these fees. Students who are on the free and reduced lunch program may be eligible for a fee waiver. Please see your guidance counselor or the College Now representative.

Testing Websites

ACT	www.actstudent.org
SAT	www.collegeboard.org
Test Optional Schools	www.fairtest.org
Free Practice Tests	www.number2.com

TESTING TIMELINE

* Register in the Main Office

^ Register online www.collegeboard.org

+ Register through your teacher and the Main Office

Register online www.actstudent.org

10th Grade	
October	<ul style="list-style-type: none"> • *PSAT (Pre SAT) taken on a Saturday once a year • PLAN (pre ACT) taken in school at no cost (students receive scores in English class)
May	<ul style="list-style-type: none"> • ^ College Board Subject Tests (one hour achievement tests) offered in US History and Biology (for students in AP courses) • + AP Tests (scores of 3,4,5 will appear on senior transcript)
11th Grade	
October	<ul style="list-style-type: none"> • Students take the Pre-PSAT (PSAT sample test) during school • Students signed up for the PSAT will receive 3 review sessions during the school day and receive their Pre-PSAT scores • Take *PSAT (for SAT practice and National Merit consideration) – results distributed to students in December
January	<ul style="list-style-type: none"> • ^Subject Test in Math Level II (for students in 11 Advanced Math/IB) • ^Math Level I (for students in Honors Math Functions)
March – May	<ul style="list-style-type: none"> • Take ^SAT and/or #ACT
May	<ul style="list-style-type: none"> • +AP/IB tests • ^Subject Tests in Chemistry, World History and some World Languages
June	<ul style="list-style-type: none"> • Take #ACT, ^SAT or ^Subject tests (if needed)
12th Grade	
September – December	<ul style="list-style-type: none"> • 3 opportunities to take/retake #ACT, ^SAT or ^Subject tests
May	<ul style="list-style-type: none"> • + AP/IB tests (inform College Board to send scores to the college you will be attending)

Understanding the Financial Aid Process

Important Terms

Award Letter – The official document, issued by a college’s financial aid office, which lists all the financial aid awarded to a student (see page 30 for an example). While award letters vary among institutions, the letter generally lists the cost of attendance, expected family contribution and all the terms of the aid awarded.

Cost of Attendance – The total amount it will cost a student to attend a particular school. This includes tuition and fees, room and board, books, supplies, transportation costs and personal expenses.

Dependent Student – According to the federal definition, a student who is 23 years old or younger and dependent on his or her parent for financial support.

Expected Family Contribution – The amount the federal government, via the FAFSA process, estimates that a student’s family should be able to contribute to the cost of a college education. This figure includes parental contribution as well as the student’s contributions from earnings and assets.

Financial Aid Eligibility – The difference between the total cost of attendance and the expected family contribution.

Financial Aid Form (FAF) – The form required by some colleges to estimate the amount a family can contribute to a student’s college expenses. The FAF uses a different set of questions than the FAFSA (see below).

Financial Aid Package – The total amount of financial assistance a student receives, including grants, scholarships, work study and loans, as listed in the college’s financial aid award letter.

Free Application for Federal Student Aid (FAFSA) – The form required to determine eligibility for all financial aid programs.

Gift Aid/Grants – The portion of a student’s financial aid award that is a grant or scholarship. It does not have to be repaid and does not require any employment.

Grace Period – The span of time allowed before principal repayment of a Federal Stafford Loan or Federal Perkins Loan must begin after graduating or leaving school.

Guaranty Agency – Agency that insures the guaranteed student loans made by lenders.

Guarantee Fee – A fee that is put in an insurance fund that protects the lender against any loan default and maintains the stability of the education loan program.

Independent Student – According to the federal definition, a student who is either 24 years old by December 31 of the year prior to enrolling in college, married, a graduate or professional student, someone with legal dependents other than a spouse, an orphan or ward of the court, or a veteran.

Interest – the fee charged to borrow money.

Merit-based Aid – Aid that is based on the applicant’s scholastic achievements or particular talent.

Need Analysis – The process that determines a student’s eligibility to receive financial aid.

Need-based Aid – Financial assistance based on the financial aid eligibility of the student and family.

Origination Fee – The fee charged by the government to offset interest payments. The amount of the fee is usually deducted from the dollar amount of the loan.

Parental Contribution – The amount parents should be expected to contribute toward college expenses.

Pell Grant – This is the largest federal grant aid program. Qualifying students apply directly to the government for Pell Grants, but the grants are disbursed to the students by the college the student attends.

Principal – The amount of a loan that must be repaid upon maturity and the amount upon which interest will be charged.

Private Sources of Aid – Financial aid from non-government sources such as corporations, foundations, civic associations, etc.

Promissory Note – The binding document or “promise to pay” that a borrower signs before receiving loan proceeds. The promissory note includes information about the terms and conditions of the loan.

Remaining Unmet Need – The cost of education minus family contribution and any aid such as scholarships and veterans’ benefits the student receives.

Student Aid Report (SAR) – A report issued to students, usually by the federal government, to guide financial aid officers in determining the amount that should be given in the student’s Pell Grant.

Unmet Need – The difference between the amount of money a college or university awards a student and the cost of education.

Work Study – Federally-funded financial aid, usually in the form of an on-campus job. Schools set their own policies of how many hours (usually 15-20 hours) a student can work per week.

Steps to Take in Applying for Financial Aid

Your guidance counselor and the College Now Greater Cleveland representative (formerly Cleveland Scholarship Program) are available to help you with any questions you may have about this procedure or about the forms. Starting the first Wednesday in November a representative from College Now is available one day a week to answer questions regarding the financial aid process and assist with forms. Evening hours are available beginning the second Wednesday in January. The representative also maintains a database of available scholarships. Contact your counselor to schedule an appointment.

How to Complete the FAFSA

FAFSA stands for **Free Application for Federal Student Aid** (www.fafsa.ed.gov, 1-800-433-3243.) The federal government uses this form to determine your eligibility and how much financial aid you are eligible for. This includes: grants, work-study, scholarships and loans. The government determines an Expected Family Contribution (EFC) which is the amount your family must contribute to the college costs for the upcoming school year. It is strongly recommended that every student complete the FAFSA, as there is no way of knowing for certain if you are eligible unless you apply. It is important to meet individual college deadlines and recommended that you complete the forms as soon as possible during your senior year. The forms are available after January 1.

Before submitting your materials to FAFSA, you need to obtain a PIN at www.pin.ed.gov. Your PIN can be used each year to apply online for federal student aid and to access your Federal Student Aid records online.

Materials required:

- Student driver's license (if any) and social security card
- Parent social security number, birth date and marital status
- Current mortgage information – for CSS Profile (see page 29) and college financial aid applications
- Student's and parent's W-2 forms and other records of income earned for current filing year
- Student's current filing year Federal Income Tax Return (IRS Form 1040, 1040A or 1040EZ)
- Parent's (if student is dependent) current filing year Federal Income Tax Return
- Records of untaxed income such as welfare, Social Security, TANF, veteran's benefits
- Current bank statements
- Business and farm records if you employ over 100 employees
- Records of stocks, bonds and other investments
- Alien registration card (if you are not an American citizen)
- Male students – Selective Service registration number after you turn 18 (available at www.sss.gov or local post office)

For additional information, log onto www.studentaid.ed.gov or call 1-800-4FEDAID.

Remember to list on the financial aid forms each college from which you are requesting financial aid. After the financial aid forms are processed, the results will be sent to the colleges you indicated. The colleges will determine your need based on their institutional criteria and notify you of aid for which you are eligible.

In addition to the FAFSA, many schools request the completion of either their own financial aid form or the College Board's Profile (CSS Profile) for consideration. These schools, primarily private ones, require additional income information to assess eligibility for their own grants and scholarships. There is a processing fee for the CSS Profile. Schools that require the CSS Profile can be found on the College Board's website at www.collegeboard.com. You can check a college's website to determine if the Profile is required.

When applying for colleges, don't pass over a seemingly expensive university that is of interest for a less expensive one. Many of these schools have large endowments and can give more appealing financial aid packages. As a result, a student may pay less for one of these expensive schools than a public institution. So look into the type of college you wish to attend – size, location and courses offered – not the apparent cost of attendance.

In addition to Federal and State assistance programs and school grants, there are various scholarship opportunities available that base eligibility on criteria such as intended major, academics, leadership or community service. A wide variety of scholarships are listed on Naviance. Remember to explore other avenues for scholarships including employers, unions, religious affiliations, fraternal organizations and professional associations.

Understanding your Financial Aid Award Letter

A financial aid package is a collection of different types of financial aid offered to students. It is based on your financial need and the cost of the college. Financial aid awards often do not cover all costs associated with attending college. This gap constitutes the unmet need.

- **Cost of Attendance (COA):** consists of the total projected expenses (tuition, fees, etc.) of one year's education. The school may also include indirect costs including books, transportation, personal expenses, etc.
- **Expected Family Contribution (EFC):** The amount your family is expected to give per year, as determined by FAFSA.
- **Student Aid:** consists of scholarships, grants and loans.

SAMPLE



MIAMI
UNIVERSITY

Financial Aid Award Notice 2012- 2013

Estimated Annual Student Charges	
Tuition and General Fees	\$13,067
Room & Board/Living Allowance	\$10,604
Additional Fees	\$ 528
Total	\$24,199

Tentative Financial Aid Awards	Fall 2012	Spring 2013	Total Award	
Redhawk Excellence Scholarship	\$2,250	\$2,250	\$4,500	← Scholarships and Grants
Federal Pell Grant	\$1,000	\$1,000	\$2,000	
Federal Direct Subsidized Loan	\$1,750	\$1,750	\$3,500	← Federal subsidized and unsubsidized loans
Federal Direction Unsubsidized Loan	\$1,000	\$1,000	\$2,000	
You may have additional loan eligibility up to \$18,929. If you pursue additional loans, Miami recommends that you borrow through the parent Federal PLUS loan program. Please see the enclosed Financial Aid 101 brochure for more information.				
Total	\$ 6,000	\$6,000	\$12,000	← Total Financial Aid

Cost of Attendance	Scholarships and Grants	Loans	Expected Family Contribution Determined by FAFSA	Unmet Need
\$24,199	\$6,500	\$5,500	\$3,500	\$8,699

Loans

- **Stafford Loans** are low-interest loans which are made to students as part of the two federal loan programs.
 - **Subsidized loan:** the interest doesn't start adding up until after you leave school – the federal government pays the interest while you're in school.
 - **Unsubsidized loan:** you are responsible for the interest that accrues during your time in college. Unsubsidized loans are open to anyone, regardless of need, but subsidized loans are only offered to students who demonstrate financial need.

Additional loan options sometimes included in award letters

- **PLUS Loans:** PLUS Loans are low-interest loans that are made available to parents to cover the cost of their children's education.
- **Perkins Loans:** Perkins Loans are a special class of federal loan intended to provide extra assistance for students with extreme financial need. They are subsidized, long-term, low-interest loans. The loan is made with combined funds from the government and your school.
- **Private/Alternative Loans:** In addition to the federally sponsored loans, students can borrow money for college from private banks and lenders. These loans can help cover education costs beyond government loan limits.

Scholarship Scams

Beware of offers that sound too good to be true. Never pay for a service that promises scholarship monies or makes guarantees. Be wary of websites that end in dot.com or require payment or financial information.

Tools to Compare Award Letters

Cost Comparison Worksheet

Evaluate the costs and risks involved in paying for school. Use these tools to compare school data and relevant financial factors to make a more informed decision for your future.

<http://www.consumerfinance.gov/payingforcollege/costcomparison/>
<http://www.actstudent.org/college/pdf/comparison.pdf>

Resources

Each January, the guidance department hosts a financial aid informational night. General information regarding the financial aid process is presented by a local college/university. It is a great opportunity to learn more about the process and have your questions answered. Additionally, at our College Night in April, presentations regarding financial aid are made.

www.fastweb.com

www.studentaid.ed.gov or call 1-800-4-FED-AID

<http://www.consumerfinance.gov/payingforcollege/costcomparison/worksheet/>

<http://projectonstudentdebt.org/>

COLLEGE COMPARISON WORKSHEET

COLLEGE NAME			
LOCATION Distance from home			
Size Type of school (2yr/4yr) School setting (urban/rural) Location & size of nearest city Co-ed, male, female Religious affiliation			
ADMISSION RERQUIREMENTS Deadline Tests required Average test scores, GPA rank Special requirements Notifications			
ACADEMICS Your major offered Special requirements Accreditation Student-faculty ratio Typical class size			
COLLEGE EXPENSES Tuition, room & board Estimated total budget Application fee, deposits			
FINANCIAL AID Deadline Required forms % receiving aid Scholarships			
HOUSING Residence hall requirements Availability Types & sizes Food plan			
FACILITIES Academic Recreational Other			
ACTIVITIES Clubs, organizations Greek life Athletics, intramurals Others			
CAMPUS VISITS When Special opportunities			

COLLEGE SELECTION WORKSHEET

NAME OF COLLEGE	APPLICATION REQUESTED	APPLICATION RECEIVED	APPLICATION RETURNED	FINANCIAL AID APPLICATION RETURNED	TEACHER REFERENCES	ACT SENT	SAT SENT

ARMED SERVICES OPPORTUNITIES

Armed Services Opportunities

Free Test Preparation

(provided by U.S. Army)

How well you score on standardized tests can have a great impact on your future.

In today's world tests are increasingly the end rather than the means. The world relies on tests to determine who will graduate, get a job, receive a scholarship, or even enter a government career as a firefighter, police officer, civil servant or military service member. How well young men and women score on standardized tests can have a great impact on their future. Many students underperform on standardized tests, not because of a lack of knowledge, but because of a lack of good testing skills and familiarity with the particularities of the test they are taking.

The value of test preparation has been demonstrated through studies and validated by the willingness of many to pay for test preparation courses from firms. Unfortunately, the cost of test preparation courses can serve as a barrier for many deserving students. Additionally, the focus of many test preparation courses on college admission tests may not resonate with those students whose goals do not currently include college entrance.

March 2 Success is a free, Web-based program that makes high quality, test preparation instruction available to any current or former student. The curriculum is designed by Peterson's, Educational Options and College Options Foundation.

No Obligation

March 2 Success is a public service provided by the U.S. Army. It is their way of participating in the "No Child Left Behind" initiative.

Schools and teachers incur no obligation by recommending use of March 2 Success.

More importantly, the Army does not collect information from participants about their school and does not track participation by school affiliation.

While registrants can request recruiter contact, there is no obligation for registrants to do so. Only those registrants who indicate such a desire will be contacted.

Personal contact information (address and phone number) is not collected except from those who wish to be contacted. The privacy of March 2 Success participants is respected.

For more information, visit www.march2success.com.

The Course

Individuals will have the capability of selecting part or all sections of the course offered within March 2 Success. These sections include:

- Comprehensive English (language usage, reading, writing)
- Integrated math (basic math, algebra, geometry, statistics)
- Integrated science (earth science, biology, chemistry, physics)
- SAT program (seven timed practice tests)
- High school preparation (study skills, language arts, math, science)
- ACT program (seven timed practice tests)
- SAT/ACT flashcards deck (20 vocabulary and grammar/five math)
- Zero Hour Threat (video game to raise SAT/ACT scores)
- College planning tips - admissions, financial aid, college success info

Military Options

What are the U.S. Armed Forces?

The Armed Forces of the United States include the U.S. Air Force, Army, Coast Guard, Marines and Navy. They all provide an opportunity to develop skills that are useful both in civilian life and in the military services. They each provide funding for a college education either before entering the particular service, while in the service, or after completing a service commitment.

Who might be interested in the U.S. Armed Forces after high school?

Both men and women may be interested in a commitment to the U.S. Armed Forces or hope to qualify for a Service Academy. Others may not be certain that they want a service career, but may see it as a vehicle for skill and leadership development and for financing a college education: some may need time out from academia.

Why would a student want to join the U.S. Armed Forces?

The various branches of the U.S. Armed Forces offer a wide range of career opportunities. They also offer many educational programs and opportunities. In order to make the best decision, it is important that a student and his/her family thoroughly research the programs and resources.

What is a Service Academy?

Some high school graduates know that they are interested in a career in one of the U.S. Armed Forces. There are four-year service academies that prepare men and women for service in the Army, Navy, Air Force and Coast Guard; graduates of the Naval Academy may opt to serve in the Marine Corps.

U.S. Air Force

www.airforce.com

The mission of the United States Air Force is to fly, fight and win ... in air, space and cyberspace. To achieve that mission, the Air Force has a vision of *Global Vigilance, Reach and Power*. That vision revolves around three core competencies: developing Airmen, technology of war fighting and integrating operations. These core competencies make six distinctive capabilities possible: Air and Space Superiority, Global Attack, Rapid Global Mobility, Precision Engagement, Information Superiority, Agile Combat Support and Core Values. The Air Force bases these core competencies and distinctive capabilities on a shared commitment to three values: Integrity first, Service before self, and Excellence in all we do.

Army

www.goarmy.com

The U.S. Army, a key component of the U.S. Armed Forces, is made up of soldiers who protect America's freedoms at home and abroad, secure our homeland and defend democracy worldwide. The Army is engaged in operations worldwide, ranging from humanitarian support and peacekeeping to direct combat. Soldiers enlisting for Active Duty will serve at one of the many Army Posts located throughout the U.S. and abroad. Those in the Army Reserve will serve at a Post or Reserve Center closer to home. The Army consists of more than 675,000 Soldiers: 488,000 on Active Duty, ready to respond immediately to any mission; 189,000 in the Army Reserve, who can be rapidly mobilized when their skills are needed in times of national emergency or global conflict.

ROTC

The Reserve Officers' Training Corps is an option for students interested in becoming officers or gaining valuable leadership skills for life. Army ROTC is a college elective students can enroll in for up to two years with no obligation. Studies include leadership development, military skills and adventure training. For more information, visit www.armyrotc.com.

OCS

The Army Officer Candidate School enlistment option program offers college graduates the opportunity to become an Army officer in one of 15 officer branches. For more information, visit www.goarmy.com/ocs.

West Point

President Thomas Jefferson established the U.S. Military Academy of West Point, N. Y. in 1802. Many of the United States' great leaders graduated from this institution, including Ulysses S. Grant, Robert E. Lee, Douglas MacArthur, George S. Patton and Dwight D. Eisenhower. Today, the military academy retains its status as one of the nation's most revered educational institutions. It offers a renowned academic program, proven leadership development and a focus on professional growth as an Army officer. Candidates must be qualified academically, medically, and physically, and must receive a nomination from an approved source such as a member of Congress. For more information, visit www.usma.edu.

Coast Guard

www.uscg.mil/default.asp

The U.S. Coast Guard, one of five branches of the US Armed Forces, falls under the jurisdiction of the U.S. Department of Homeland Security. The Coast Guard is the nation's oldest continuous seagoing service with responsibilities including Search and Rescue (SAR), Maritime Law Enforcement (MLE), Aids to Navigation (ATON), Ice Breaking, Environmental Protection, Port Security and Military Readiness. In order to accomplish these missions the Coast Guard has 38,000 Active Duty men and women, 8,000 Reservists, and 35,000 Auxiliary personnel who serve in a variety of job fields ranging from operation specialists, small-boat operators and maintenance specialists to electronic technicians and aviation mechanics.

Marines

www.marines.mil/Pages/Default.aspx

We make Marines. We win our nation's battles. We develop quality citizens. These are the promises the Marine Corps makes to our nation and to our Marines. They are the reason for our demanding recruit training process. They form our reputation as America's force in readiness and are honored through the reciprocal commitment, between the Marine and Marine Corps, expressed in our motto: *SEMPER FIDELIS*, Latin for "always faithful." *Semper Fidelis* became the Marine Corps motto in 1883. It guides Marines to remain faithful to the mission at hand, to each other, to the Corps and to country, no matter what. Becoming a Marine is a transformation that cannot be undone, and *Semper Fidelis* is a permanent reminder of that. Once made, a Marine will forever live by the ethics and values of the Corps.

Conditions can change quickly on the modern battlefield, and Marines must adapt to meet those conditions with decisive but appropriate action. No two operations are identical and no Marine prepares for only one type of mission. A situation can deteriorate, a crowd can grow restless and a humanitarian operation can turn into a combat engagement—in an instant. Marines may be called on to provide relief in a combat zone, a show of force in a disaster area or reconnaissance during a rescue operation. Regardless of the mission, Marines are prepared to face down the threats of our time.

Marines are prepared for anything because they train for a broad spectrum of situations. We develop Marines into leaders by constantly exposing them to training situations that require sound decisions with limited time, resources or information. Marines train to use their judgment, decisiveness and knowledge to respond quickly and appropriately because the worst decision a Marine can make in the midst of an operation is no decision at all.

Navy

www.navy.com

The mission of the Navy is to maintain, train and equip combat-ready naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas. Today, the U.S. Navy has the distinction of being the world's premier naval power. Complete with the big ships that one would most commonly associate with it. But to really understand why there's a need for a sea-based military organization in this day and age, just consider that:

- 70% of the earth is covered by water
- 80% of the planet's population lives within close proximity to coastal areas
- 90% of global commerce is conducted by sea

Any way you look at it, supremacy on the waterways of the world will always be critical. And whether it's by way of oceans, canals, rivers or littoral areas, there remains a great need for the Navy to be out there:

- Serving as a guardian for America's freedom and defending the life we know
- Supporting the cause of liberty abroad and promoting peace for all humanity
- Enabling the safe travel of people and goods to meet the expanding demands of globalization

America's Navy is unique in that it conducts missions on all fronts: in the air, on land and at sea. The Navy fulfills a broad role that encompasses everything from combat to peacekeeping to humanitarian assistance – in theater, on bases and everywhere from the cockpits of F-18's to the control-rooms of nuclear submarines.

Wherever a military presence is needed, the Navy is there. Whenever a situation requires U.S. involvement, the Navy is often the first to deploy, the first to engage and the first to help. Always On call and standing by to:

- Utilize its force of highly skilled sailors in whatever capacity is called for
- Serve as an operational platform for anything from military missions to disaster relief
- Transport uniformed military personnel and equipment

"Our mission is to provide a lawful maritime order and deny the use of the sea to terrorists and violent extremists. We do this through our presence..."

NOTES

The Mission of the Schools

The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.



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