



**Dear God, I know I am more than a student; I am a life-long learner and Your ambassador on mission wherever I go.**

**Refine my abilities; hone my character; and help me choose wisely the areas of study that will make my life work successful.**

**Keep me organized and free of distractions so I can focus on what I need to do to create an effective college application.**

**Show me how to listen more and then share freely when it will encourage others, or make a difference to those who hear.**

**Help me to honor You in my friendships at school and to be ready to lend a hand when others are struggling in their studies or in their lives.**

**Help me sow seeds of kindness, excellence, and honesty. If my faith is challenged, give me courage to stand for You, no matter what the consequences. Amen.**

**Servant of God, Mother Mary Joseph Prout, pray for us.**





## **Navigating the College Process**

**Figuring out how to create a listing of potential colleges to eventually apply to**

**Setting up College Meetings and student's responsibilities in preparing for the meetings**

**What are colleges looking for in an incoming freshman**

**How do students specifically begin preparing themselves for what colleges want**

**How does researching the colleges' Mission Statements help in creating the college listing**

**Transcripts, GPAs, Ranking**

**SATs/ACTs/SAT Subject Tests**

**Beginning the Activity/Awards/Employment Sheet**

**Organizing one's "story"**

**Reflecting on Recommendations**

**Sequential Time Lines for Application Process**

**Making Emotionally Mature Emails, Voice Messages, Social Media Platforms**

# **Beginning the College Application Process: 2020-2021**



**Students have worked for many years in preparation for this moment as juniors beginning the College Application Process. With the competitive nature of acceptances into colleges, the current economic/financial situation the country is facing, and the tough decisions on which schools will best benefit the student, the process can be a stressful and overwhelming one. The job of a College and Career Counselor is to help students and their families navigate this process in the most effective, calming, and efficient manner. To best begin this navigation, students and parents/guardians should keep in mind the following:**

## **1) This /s a Process**

**The most effective way to approach everything related to the college applications is to recognize that it is a process. As such, there are sequential steps students should follow for the best results. Just as in a mathematical equation, a scientific experiment, creating a pottery piece, learning a sport, auditioning for a theatre production, doing things in the**

appropriate order *always* enhances the final outcome. Although it is natural for students and parents/guardians to pick certain things to do, desire to skip ahead on things, etc., **it is really to the student's benefit to follow the process exactly as it has been laid out.** The steps also help students and parents/guardians deal more easily with the inherent stress the college application process has. **For Example: Sometimes students want to go ahead and start a college essay. This is totally illogical because: 1) each colleges has its own essay, so until the listing is complete, the student won't know the essay; 2) the common application does not publish the essay prompts until late spring**

We need to be as effective, as professional, and as efficient as possible throughout the whole process

**LISTEN**



**LEARNING TO LISTEN,  
LISTENING TO LEARN.**

Developing the skills of active listening  
[bonvictor.blogspot.com](http://bonvictor.blogspot.com)

**LEARN**

## **The *Student* Must Commit to the Process**

It is ultimately up to the student to become engaged in the process. It is the student who is attending the college, not the

parent/guardian, not the college counselor. There is a very strong support system for students with parents/guardians and the college counselor; but no one can **force** the student to do his/her part in the process. It is not to say everyone must attend college. There are several other alternatives, which we will go over if students are interested; however, if the student wishes to attend college, he/she needs to follow the steps, ask for help when confused, and seriously commit to the process. **Without the student's full participation in the full process, things do not go well.**

## **2) There *IS* a Good College For Every Single Student**

No matter that the student's GPA, personal situation, ability, talents, etc., there is a good college for every student who wishes to attend. What needs to be accomplished in the initial meetings about the college application is to work on finding the "right" college match for each student. This is achieved by students working carefully on the reflection pieces put into place throughout the process. Many students, for example, could get into many different schools; however, do they want to attend those colleges? A great deal of successful completion of the freshmen year of college resulted from students taking time to really ***think about what it is they want in a school and why they want that.***





#### **4) The *Student* Make Every Effort to Come to Family Meetings Prepared**

- Each individual/family college meeting is specifically focused on a particular aspect of the entire college application process
- In order for the meetings to be productive, students really need to have accomplished what specific task has been requested of them at the end of the previous meeting
- Since the college application is a process, each meeting deals with an individual step in helping the student move forward successfully within that process
- **For the first family meeting, juniors need to complete the Reflection Sheet and have it with them during the meeting ---- then, after the first meeting, they should email the Self-Reflection Sheet to Miss Hoyt** (This sheet is included at the end of the packet)

**Email Miss Hoyt at: [mhoyt@theproutschool.org](mailto:mhoyt@theproutschool.org) ---  
indicate two or three specific dates/times of  
availability for initial college meeting**

**At the end of each meeting, we schedule the  
next college meeting**

**Please Note: for the last two weeks of March,  
Miss Hoyt will not be available for college  
meetings because of conducting IB English oral  
exams**

## **12 Ways Not to Choose a College**



**(from Peterson's College Guide – Education Planner –  
[http://www.educationplanner.org/education\\_planner/decidiing\\_article](http://www.educationplanner.org/education_planner/decidiing_article))**

- **Your boyfriend or girlfriend is going there**
- **Your friends are going there**
- **The tuition is low**
- **Because of its party reputation**

- **The college brochure or university guidebook showed all these fun students sitting under trees**
- **A computer college meeting program said this was your best choice**
- **You visited just that campus and didn't want to look elsewhere**
- **It's located in your city or state and you didn't consider other locations, even though you could have**
- **It's the one college you and your parents have heard of**
- **You know you'll be accepted there**
- **Because of its prestige**
- **It has the academic program you're looking for, so the campus atmosphere doesn't matter**

## **What Does Constitute a Good College Listing?**



- **A list that when you look at it, you can say, "If I get into any or all of these schools, and got the money to go, I'd be very happy to go any of these schools"**
- **A list that has three levels of schools: reach, moderate, safety – remember though, that these levels are specifically individually based – one student's safety school could be another student's reach school, etc.**



- A list that has been finalized (usually in the summer) after very careful reflective, investigation, and visiting the schools on that list
- A list that has schools which combine your major interests, atmosphere compatibility, and extra programs of your interest (such as student abroad, internships, sports, etc.)

Students can usually only go to the college they get the most money from. Finances, however, (in Miss Hoyt's opinion) should not be in the mix while students are beginning to formulate a listing.... In the final analysis, however, it is certainly a primary reality.

### **Our Ultimate Goal**



**To create a listing by the beginning of the summer of colleges that align with each individual student's personality and talents major, environmental level of comfort, activities, and affordability prospect**

In Miss Hoyt's opinion, students should try to stay away from strictly numbers/statistics when creating a college listing—**the process is a holistic one—during family meetings**, Miss Hoyt will let students know if she feels the college listing is too high tier --- when students start looking up all types of statistical information, it causes panic and unnecessary stress for them and their family



**What is most important for college acceptance/financial aid success is that students allow Miss Hoyt to help them create a professional, creative, thorough representation of their individual STORY.** There are about ten things that go into the entirety of the college application: the application, recommendations, essays, Miss Hoyt's recommendation, transcripts, Miss Hoyt's Secondary School Report, supplementary material, etc. All colleges have what is called a Basis of Selection. This is a listing of the top three items that particular school deems MOST IMPORTANT in selecting students for acceptance. It is tied in specifically with the individual school's Mission Statement, philosophy on campus life, academics, etc. Miss Hoyt has a listing of these top things for each school and she will go over these in detail during individual student/family meetings.



**The admissions department at colleges is constantly swamped by applications and potential students expressing interest. Standing out among a large number of applications may seem like a daunting task, but if you do your best on the essay and letters of recommendation, then you can make a name for yourself.**

**Some common traits colleges look for in students are leadership qualities, curiosity, a commitment to service and likeability.**

## **LEADERSHIP QUALITIES**

**Leadership is one of the most important qualities colleges consider because, ultimately, colleges want students to contribute to the overall success. Strong leaders will thrive in the college environment and help others aspire to achieve the same success.**

## **CURIOSITY**

**Curiosity is also an important trait colleges look for in applicants. This includes people who take risks – not drastic risks, but calculated risks. You can expand upon your curiosity in your college essay to give admissions reps an idea of what you are curious about and how it has helped you become a better person. Curious students can also help spark ideas in other students.**

## **COMMITMENT TO SERVICE**

**You don't have to be a superstar athlete to stand out in your college application. A commitment to service is a highly desirable trait colleges look for in potential students. The students who are passionate about serving those in need will stand out to admissions reps.**

# IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

## Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

## Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

## Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

## Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



## Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

## Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

## Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

## Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

## Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

## **Becoming Familiar With, and Utilizing, a School's Mission Statement**



- **Every school has developed its own Mission Statement which summarizes the school's philosophical goals**
- **The Mission Statement is important because it is tied into the school's accreditation**
- **In order to remain accredited, each school is periodically evaluated by local, state, and national agencies to ensure the school is implementing the Mission Statement**
- **By carefully reviewing each school's Mission Statement, students are able to see where the school is coming from educationally, emotionally, socially, culturally, artistically, etc.**
- **Students then are able to reflect on whether or not the school's Mission Statement aligns with their own values, outlooks on education, career goals, etc.**
- **Mission Statements for each school are located in the undergraduate catalog (which will be alluded to a little later on in the presentation)**
- **In addition to helping students see whether or not the individual schools are "on their wave lengths", a working understanding of**

**the Mission Statement will assist students with interviews, writing the essays, and developing the individual school application packets**

- **Each specific department within the school also will publish its own mission statement (which is departmental, but stemming from the school's primary Mission Statement)**
- **Students should print out the school's Mission Statement for each school they are applying to and keep these in their college filing system**
- **Students should carefully review each one, highlighting specific elements of the Mission Statement that directly mirror their own perceptions**
- **When schools clearly see that students have taken the time to find the Mission Statement, have a working understanding of it, and have incorporated/alluded to it throughout the application packet and process, they are impressed**
- **In the initial individual college meeting, Miss Hoyt will review what is meant by the Mission Statement and give a more detailed explanation on its importance**

**Mission and Vision** – Ithaca College <http://www.ithaca.edu/about/mission/Vision Statement>

Ithaca College strives to become the standard of excellence for residential comprehensive colleges, **fostering intellect, creativity, and character** in an active, student-centered learning community.

Mission Statement

**To provide a foundation for a lifetime of learning, Ithaca College is dedicated to fostering intellectual growth, aesthetic appreciation, and character development in our students.** The Ithaca College community thrives on the principles that knowledge is acquired

through discipline, competence is established when knowledge is tempered by experience, and character is developed when competence is exercised for the benefit of others.

A comprehensive college that since its founding has recognized the value of combining theory and performance, Ithaca provides a rigorous education blending liberal arts and professional programs of study. **Our teaching and scholarship are motivated by the need to be informed by, and to contribute to, the world's scientific and humanistic enterprises.** Learning at Ithaca extends beyond the classroom to encompass a broad range of residential, professional, and extracurricular opportunities. Our undergraduate and graduate students, faculty, staff, and alumni all contribute to the learning process.

## **Mission Statement – Boston College**

**<http://www.bc.edu/centers/jesinst/mission.html>**

### **JESUIT INSTITUTE**

The Catholic Jesuit university is founded upon the conviction **that the religious and the academic are intrinsically related.** The movement of the mind towards meaning or truth initiates a process of questioning that naturally reaches the ultimate questions that engage religion. Similarly, **the experience of Catholic faith gives rise to disciplined inquiry as it calls for knowledge of itself and of its relationship to every dimension of human life.** The mission of Boston College is rooted in this dynamic integrity of the academic and the religious, a coherence of the divine and the human that reaches its fullest expression in Jesus Christ and extends to all forms of human culture and knowledge.

## **Mission Statement- Boston University**

**<http://www.bu.edu/info/about/mission-statement/>**

Boston University is an international, comprehensive, private **research university, committed to educating students to be reflective, resourceful individuals ready to live, adapt, and lead in an**



**interconnected world.** Boston University is committed to generating new knowledge to benefit society.

**We remain dedicated to our founding principles: that higher education should be accessible to all and that research, scholarship, artistic creation, and professional practice should be conducted in the service of the wider community—local and international.** These principles endure in the University's insistence on the value of diversity, in its tradition and standards of excellence, and in its dynamic engagement with the City of Boston and the world.

Boston University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of the liberal arts and sciences. With the support and oversight of the Board of Trustees, the University, through our faculty, continually innovates in education and research to ensure that we meet the needs of students and an ever-changing world.

### **Mission Statement – Roger Williams University**

<http://www.campuscorner.com/rhode-island-colleges/roger-williams-university.htm>

Roger Williams University is an independent Liberal Arts University that combines the unique strengths of small liberal arts colleges and those of larger comprehensive universities and where liberal and professional education are enhanced by their integration and the recognition of their unity. **At the foundation of the institution is a set of core values that play a central role in guiding a respectful, diverse, and intellectually vibrant university community: -Love of learning as an intrinsic value -Preparation for careers and future study -Collaboration of students and faculty in research -Commitment to community service - Appreciation of global perspectives**

### **Evergreen College Mission Statement (Washington State)**

As an innovative public liberal arts college, Evergreen emphasizes **collaborative, interdisciplinary learning** across significant

differences. Our academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from **local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.**

**The mission of Harvard College** is to educate the citizens and citizen-leaders for our society. We do this through our commitment to the transformative power of a liberal arts and sciences education.

Beginning in the classroom with exposure to new ideas, new ways of understanding, and new ways of knowing, students embark on a journey of intellectual transformation. Through a diverse living environment, where students live with people who are studying different topics, who come from different walks of life and have evolving identities, intellectual transformation is deepened and conditions for social transformation are created. From this we hope that students will begin to fashion their lives by gaining a sense of what they want to do with their gifts and talents, assessing their values and interests, and learning how they can best serve the world.

**What are Harvard's core values?**

Harvard's core values comprise “ respect for the rights, differences, and dignity of others, honesty and integrity in all dealings, conscientious pursuit of excellence in one's work, and accountability for actions and conduct in the workplace.”

# The High School Transcript



**Usually, each student's transcript would be given out in his/her individual folder at the College Application Workshop- because of the covid situation, Miss Hoyt has mailed out a hard copy to each student with his/her transcript**

- Every student's transcript is a recording of **final grades** from freshmen year
- On the transcript, when students are applying to colleges, will be the **final grades** of freshmen, sophomore, and junior year
- Throughout the senior year, on top of the transcript (of the three completed years) will be a sheet that has the senior courses the student is enrolled in, quarter grades, GPA, and rank

- When the transcript and the quarter grades are sent to colleges, the last page is **The Prout School Profile**- colleges require this along with the transcript
- The student's transcript **DOES NOT** include: tardiness, detentions, absences, suspensions, SAT, ACT, and/or SAT Subject test scores
- Each year, all the grades for each student are added up in accordance with the grading scale (which is found in the Student Handbook/Homework Journal)
- Course which are for one full year are added twice; course that are one semester are added once
- Each year, the student will get a GPA for that year
- The three years are added together and divided by three- and this is the GPA the colleges will first see



**This is what the first page looks like that goes out to colleges: (INCLUDING GRADES FOR THE FIRST QUARTER)**

**Student Name**  
**Senior Courses**

**World Religions (one semester)**

**Prayer (one semester)**

**Honors Global Studies (all year)**

**English 12 (all year)**

**Chemistry (all year)**

**IB SL Math (all year)**

**PE/Health (one semester)**

**Honors Media Literacy (one semester)**

**Honors Spanish IV (all year)**

**Technical Theatre (one semester)**

**Honors Musical Theatre (one semester)**

**Cum. GPA (as of 6/20) ..... 3.21**

**Rank on Class (as of 6/20) .... 59/97**

**Mary Hoyt**  
**Guidance Director – [mhoyt@theproutschool.org](mailto:mhoyt@theproutschool.org)**

**This is what the second page looks like  
that goes out to colleges:**

<p><b>Student Name, Address, Phone Number</b></p>	<p style="text-align: center;"><b>The Prout School 4640 Tower Hill Road Wakefield, RI 400228</b></p>
<p style="text-align: center;"><b>2017-2018</b></p>	<p style="text-align: center;"><b>2019-2020</b></p>
<p><b>Class – Teacher- Grade – Credit</b> <b>Total Credits:</b> <b>GPA:</b></p>	<p><b>Class – Teacher- Grade – Credit</b> <b>Total Credits:</b> <b>GPA:</b></p>
<p style="text-align: center;"><b>2018-2019</b></p> <p><b>Class – Teacher- Grade – Credit</b> <b>Total Credits:</b> <b>GPA:</b></p>	<p style="text-align: center;"><b>2020-2021</b></p> <p><b>Class – Teacher- Grade – Credit</b> <b>Total Credits:</b> <b>GPA:</b></p> <p style="text-align: center;"><b>Graduation Date:</b> <b>Final Rank:</b> <b>Final GPA:</b></p>

**This is what the third page looks like that  
goes out to colleges:**

**The Prout School Profile  
website**

**School Mission Statement**

**International Baccalaureate**

**Advanced Placement**

**Student Body/Faculty**

**History**

**Athletics/Extracurricular Activities**

**Type of Education**

**School Motto**

**Accreditation**

**Honor Roll**

**Grading System/GPA (This chart is also in the Student's Prout  
Handbook/Homework Journal)**

**Juniors need to very carefully check their transcripts to see if :**

- **all identification information is correct (name, address, social security number if on the transcript, etc.),**
- **that all grades seem correct (especially important for transfer students),**
- **that any courses taken in summer school have been noted on the transcript.**

**If anything is incorrect, please circle it, write in the correct information, and give to Miss Hoyt. She will have Mrs. DeVito correct the information and the student will get a revised transcript.**

**If students have taken a college course (on a college campus), they should give Miss Hoyt a copy of their transcript from that school.**

**If a student is an international student, he/she needs to give Miss Hoyt a copy of transcripts from middle school (if it is ninth grade), as well as any high school transcript established before the student transferred to Prout.**



**Please note: Many colleges are utilizing a re-calculating system. This means they do not “count” the GPA Prout sends with the college application; instead, they have individual systems for using only the “core classes” to identify the GPA of a student. UMass-Amherst, for example, does include religion in the re-calculated GPA, but will only allow two semesters of non-core classes to be counted. In addition, the university gives .5 weight for honors courses and 1.0 weight for AP courses.**

## **Taking SAT Is, ACTs, and/or SAT Subject Tests**



**This year’s cycle of the College Application Process resulted in the vast majority of colleges making their schools test option. The primary reason for this was because of all too frequent cancellation of SATs/ ACTs because of covid issues. ROTC**

**Programs also waived these standardized testing this year. It is not yet clear what colleges will do for the Class of 2022; therefore, it is suggested that juniors plan on the following just in case some schools go back to utilizing the SAT/ACT:**

- **Research on the SAT College Board and the ACT Board as to exactly what the difference is between the two tests – look closely at what is covered in each, the format of each, the content area subjects covered, etc.**
- **If covid issues allow, it is suggested that ALL juniors take at least two standardized tests this year in the spring (Either after research two SAT Is, two ACTs, or one SAT and one ACT to see the scoring results**
- **If schools go back to requiring standardized testing, the students should then take one more in the late summer of September, or October of the senior year**
- **NO SENIORS SHOULD HAVE ANY SCORES SENT TO ANY COLLEGES, MILITARY ACADEMIES, OR ROTC PROGRAMS UNTIL Miss Hoyt directs the student to do so (which at the easiest would be very late spring)**
- **Students should go to Khan Academy and give the College Board permission to send the scores to Khan Academy- which will then setup a free individualized practice study guide for the student to prepare for areas on SATs they may need more tutorial in**

# Super Scoring of Tests

March = Reading 500 Math 450 **Writing 510**

June = **Reading 530** Math 470 Writing 500

October = Reading 520 **Math 510** Writing 490

The colleges will “count” the highest score of each section, regardless of whether or not the scores are on the same testing day...this is why we want juniors/seniors to take the SAT three times – they could take it more than three times if they elect to ACTs

Although the ACT Board (at least up to this year) do not super score – the colleges do super score the ACTs

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## SAT ANTICIPATED DATES – COVID

Test Date	Registration Date By
<b>March 13</b>	<b>February 12</b>
<b>May 8</b>	<b>April 8</b>
<b>June 5</b>	<b>May 6</b>

## ACT ANTICIPATED DATES – COVID

Test Date	Registration Date By
<b>April 17</b>	<b>March 12</b>
<b>June 12</b>	<b>May 7</b>
<b>July 17</b>	<b>June 18</b>

Those students with documented learning differences, who would like to apply for extended time on SATs, must let Miss Lepere-Conde know as soon as possible and he/she will review the procedure with students/parents-guardians – This must be done immediately as it takes about six weeks for the College Board/ACT Board to rule on the accommodations

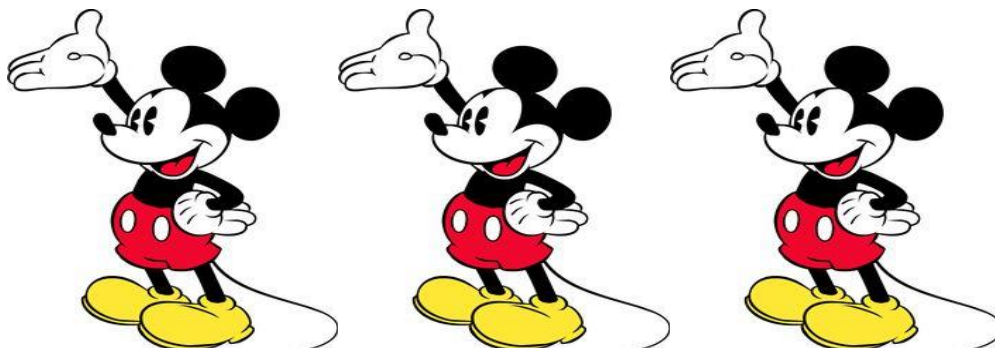
## Fair Test Option Website

We are trying to get permission to give the SAT in March at Prout. Either way (Prout or a public school), Miss Hoyt will be giving an SAT workshop in February before the March SAT testing date.



**Please note: Many colleges are utilizing a re-calculating system. This means they do not “count” the GPA Prout sends with the college application; instead, they have individual systems for using only the “core classes” to identify the GPA of a student. UMass-Amherst, for example, does include religion in the re-calculated GPA, but will only allow two semesters of non-core classes to be counted. In addition, the university gives .5 weight for honors courses and 1.0 weight for AP courses.**

- Currently, most colleges utilize what is called The Common Application (which we begin working on in the first summer college workshop)
- On the common application, Miss Hoyt needs to complete what is called the Secondary School Report
- On this report, she is asked about the student’s senior course load and has to check off: below average, average, demanding, very demanding, most rigorous
- **When planning their schedules for senior year, students really need to keep this issue in mind**



# **Instructions for creating an Activity/Awards/Employment Sheet in Microsoft Word – Students Should Begin Working in This Now**

- **Every college students apply to require an Activity, Honors, Employment Sheet**
- **Some colleges have students upload this sheet directly on the college application electronically**
- **Some colleges do not have it uploaded electronically ; therefore, we send in a hard copy to those colleges**
- **We also need these sheets for scholarship applications**
- **Students should begin working on these now, save them on the computer, and continue adding to them throughout the spring and summer**
- **The sheets are created by creating a table**
- **The like areas should be clustered one after the other ( for example: put all volunteer work together one under the other; all sports related things together; separate and name each theatre production, etc.)**
- **These sheets ongoingly are passed in to Miss Hoyt for review**
- **Students highlight things in church, school, community, and hobbies/interests from ninth grade through grade twelve – Honors could be academic, as well as sports, dance, etc. achievement**

## Activity Sheet

Name The Prout School  
 Date of Birth  
 E-Mail 400228

<b>Activity</b>	<b>Years</b>	<b>Position</b>	<b>Hours Per Week</b>
LaSallian Youth	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	Member	3
Model United Nations	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup>	Member	3
Students Against Destructive Decisions (SADD)	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup>	Member	1
Varsity Softball	11 <sup>th</sup> , 12 <sup>th</sup>	Team member/Captain	20
Varsity Basketball	11 <sup>th</sup> , 12 <sup>th</sup>	Team member/Captain	20
Class Treasurer	9 <sup>th</sup>	Class officer	5
Student Council Representative	9 <sup>th</sup>	Class officer	5
Homeroom Representative	10 <sup>th</sup>	Representative	5
National Honor Society	11 <sup>th</sup> , 12 <sup>th</sup>	Member	Varies
St. Francis Youth Ministry	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	Volunteer	Varies
Soup Kitchen	9 <sup>th</sup> , 10 <sup>th</sup>	Volunteer	2
Christmas Outreach Project at East Providence High School	10 <sup>th</sup>	Volunteer	6 per year
Yorktown Giving Tree	9 <sup>TH</sup>	Volunteer	6 per year
Hospice of Rhode Island	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	Volunteer	6 per year

### Honors/Awards Sheet

Activity	Years	Honor/Award
National Honor Society	2020	Elizabeth Prout Chapter of the National Honor Society
Honor Roll	2017-2020	The Prout School – High Honors
University of Rhode Island Book Award	2020	Honors Night – The Prout School
Basketball	2018	All Class
Basketball	2019	All Division
Basketball: All Tournament Team/Johnston Christmas Tournament	2018	All Tournament Team
Softball	2017	All Division – Second Team
Softball	2019	All Division – First Team
Wendy’s High School Heisman Award	2019	
Springfield College Allied Health Career Workshop	2019	Certificate of Achievement
Kent County Hospital Health Career Workshop	2019	Certificate of Achievement
CHI RHO Youth Group	2018	Recognition Award

### Employment

Place	Position	Years employed	Hours per week
Stop & Shop Supermarket	Cashier/ Cart person	2017 to present	15
Babysitting	Care of young children	2016 to present	varies

**Students will also complete a Self-Reflection Profile Sheet that will be given to Miss Hoyt, and each individual who will eventually write letters of recommendation**



# Presenting Your Individual Story



“Your life has purpose. Your story is important. Your dreams count. Your voice matters. You were born to make an impact. Always remember this.”

L♥VEINQUOTES.COM

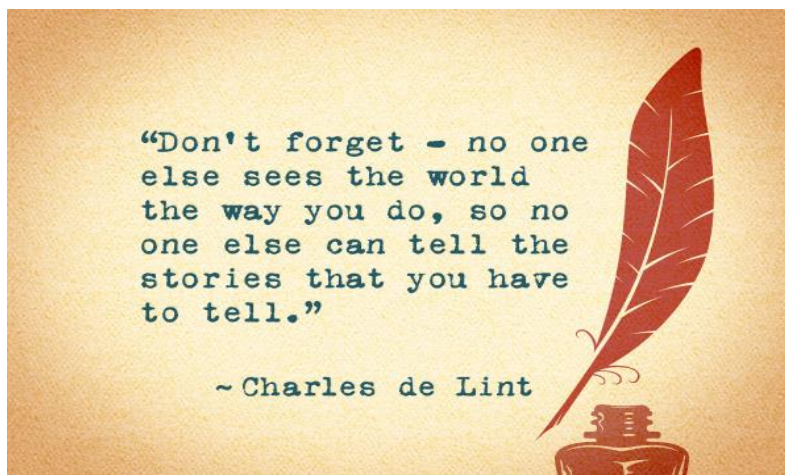
- **Students need to remember that their stories are like a puzzle: there are many, many parts to each person’s story**
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- **Colleges want to accept well-rounded, globally aware, engaged, multi-dimensional applicants**
- **Every single junior has a wonderful story to tell about self**
- **We need to work hard to present this story in the most creative, thorough, professional manner (A Story Portfolio)**
- **Students need to reflect on this question: What would I like the colleges to know about me that either was not mentioned at all on the application and/or was not highlighted in enough detail?**
- **Begin to start thinking about this and collecting materials you might want to include**

**Story Portfolio could include things such as (but not limited to):**

- **Writing Portfolio – This could be creative writing, expository writing from classes**
- **Art Portfolio – This would be for students NOT majoring in art – it might have things such as pottery pieces, sculpture, photography, painting, drawing, or any combination of these things**
- **A Theatre Prompt Book – materials related to work students have done with theatre: play bills, stage crew, lighting, sound board, etc.**
- **Music/Voice/Theatre/Dance CDs**
- **Original Films, Videos, Film Shorts**
- **Computer Programs/Web design/Blogs – Original programs and/or web sites/web designs/computer graphics students have created, etc.**
- **Power Point Presentations related to academics, community service, Eagle Scout Project, etc.**
- **Academic Work – samples of content area projects/grade papers with teacher comments, lab reports, IB Math Project, etc.**
- **Pictures of students participating in sports**
- **Articles students have written for, *The Heart Magazine***
- **Pictures of things students have built/designed – engines, cars, robots, things from Honors Engineering, Legos, etc.**
- **Pictures of hobbies/interests – skateboarding, surfing, skiing, baking, sewing, knitting, etc.**
- **Pictures of family, friends, pets, spirit week, etc.**

- Pictures of students in community service - altar serving, Special Olympics, food banks, etc.
- Pictures of student travel – with school, family, etc.

**Things that show a student as a genuine, unique, sincere, engaged, participating individual...things that show what the student values academically, spiritually, athletically, creatively, globally, etc.**



- There are three primary ways students will submit their “story portfolio”: hard copy (which we mail to colleges), zeeme.com (which is an online site where students upload the hard copy portfolio – Miss Hoyt will instruct students how to do this later), linkedin (another uploading site which Miss Hoyt will help students with later)

## RECOMMENDATION PROCEDURE



Letters of recommendation are an *EXTREMELY* important part of the college application process. Every student will send out **three letters of recommendations from teachers, coaches, activities directors, community service supervisors, etc. for each college. One letter of recommendation also is sent from the guidance office.** Individuals are very happy to do letters for you; however, it is not their responsibility but a favor they are doing for you. The teachers know the process that we follow and you *MUST* follow it carefully and appropriately. This system has been designed to more effectively facilitate the process for the student and the teachers.

*Carefully* think about the three people who would be able to write you the best letters of recommendations. These do not necessarily have to be teachers in classes you got the best grades in. The person should know you well in terms of: effort, performance, attitude, work ethic, spirit for learning. **There will be two teachers – individuals you have had as teachers – and two non-teachers...someone who knows you in another light besides academic – someone who can add another dimension to your profile...such as a boss, coach, Christian service**

**moderator, someone from church, someone you babysat for, a Scout leader, etc.**

**If you/your family have an affiliation with any of the schools you will applying to (graduated from, worked for, etc.), that person can write a fourth letter just for that particular school – this is called an endorsement letter.**

**Please: DO NOT ask anyone now for a recommendation. It is much too early and doing this causes problems. We do not have the forms needed—for current juniors, the forms will come out in the early summer**

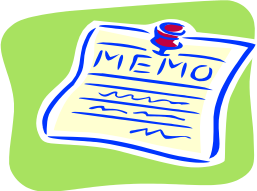





*Thank You !!!*


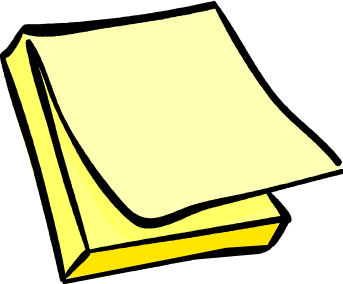
**(Specifics of what to do about recommendations/ creating the recommendation packets will be gone over in the Summer Recommendation Workshop)**

# The Overall Time Sequence of the College Application Process

Please try to recognize the sequential aspect of the college application process, and what should be dealt with at various times along the way – if students jump ahead and do things out of order, it makes their process very ineffective

<b>Time Period</b>	<b>General Issues</b>	<b>Student Monitoring Check off</b>
<p style="text-align: center;"><b>January 2020-end of school year</b></p> 	<p>Introduction to GPAs, SAT/ACT, Reflection Sheet, Setting up initial guidance meeting, Thinking about recommendations, visiting colleges – Register for SAT and/or ACT or both – twice during the spring</p>	
<p style="text-align: center;"><b>Summer 2021</b></p> 	<p><b>Workshops on:</b>  <b>Applications</b> (types, online versus hard copy), Early Decision/Action, Rolling, Regular Admissions, how to get the applications, How to fill out the applications, etc.  <b>Recommendations</b> (deciding on the three individuals, finding the appropriate recommendation forms within the college applications, filling out the</p>	

	<p>recommendation sheets, creating the recommendation packets for the three individuals)</p> <p><b>Essays</b> (figuring out which essays each college requires, types of essays required, how to write the various essays, completing the pre-writing essay sheets)</p> <p><b>Supplementary Materials</b> (deciding on what types of additional materials to add, figuring out the most effective formatting for the materials, creating the materials)</p> <p><b>Athletic Packets</b> (figuring out the particular division for each college, completing the NCAA Eligibility Form, doing the individual college recruitment questionnaires, setting up the athletic packet notebook, creating and sending the Athletic Packet to each school)</p>	
<p><b>July -August 2021</b></p> 	<p>Visiting colleges, doing the application packet, monitoring sheets, and verification sheets, SAT I, SAT II, and ACT registration, begin scholarship procedures – <b>Attend the College Application Summer Workshops—</b> Getting the college application listing finalized –<b>Attend the August night meeting</b></p>	
<p><b>Fall 2021</b></p>	<p>Work on finishing applications and packaging them for submission in <b>October/November</b></p>	
<p><b>October 2021</b></p>	<p><b>Attend Parent/Guardian Financial Aid Night</b> ( the</p>	

	<p>different financial aid forms – CSS Profile, FAFSA, individual school financial aid forms, filling out the financial aid forms, review of the SAR report, writing appeal letters for financial aid, loan information, scholarship information) –<b>Students work on scholarship applications</b></p>	
<p><b>November- March 2022</b></p>	<p><b>Work on scholarships Continue on Financial Aid Matters Do updates for colleges Keep up grades !!</b></p>	
<p><b>March 2022</b></p> 	<p><b>Attend the senior/parent/Guardian night meeting - Deciding on a College (narrowing down to two colleges, housing and meal plans, freshmen orientation, introduction to colleges' Program of Study issue, general education versus major/minor course requirements, finding the "real cost" of colleges)</b></p>	
<p><b>May 2022</b></p>	<p><b>Decide on school and set up freshmen schedule with Miss Hoyt</b></p>	
<p><b>June 2022</b></p>	<p><b>Work with Miss Hoyt on applying for Student Loans and Setting</b></p>	



# THE SERIOUS ISSUE OF SOCIAL NETWORKING AND COLLEGE ADMISSIONS COUNSELORS



- Juniors/Seniors need to seriously reflect on their (and their friends’) social networking patterns
- Although we have spoken about this issue many, many times – and juniors/seniors have heard it many, many times from numerous sources – it becomes **especially** significant when applying for college acceptance

“Harvard University revoked admission offers to at least 10 incoming students after the school discovered the individuals were posting explicit and obscene memes in a Facebook chat group that advocated sexual assault and mocked the death of children.

The potential students began sharing posts in a private chat group that splintered off from a larger one of about 100 students who contacted each other through the school's official Class of 2021 Facebook page that was meant for new

students to meet each other, the [Harvard Crimson](#) first reported on Sunday”.

“[Marquette University](#) rescinded the admission offer of an incoming lacrosse athlete after screenshots of her “offensive” post on Snapchat, a private messaging app, were circulated on Twitter.

“We have made the decision to rescind the incoming student’s offer of admission and athletics scholarship, effective immediately,” Marquette [said in a tweet](#), responding to a screenshot of the incoming student’s post. “We are called to build a nurturing, inclusive community where all people feel safe, supported, welcomed and celebrated.”

It is advised that students should not post, like, or retweet anything inappropriate such as sexual content, anything resembling bullying or harassment or even pictures that may represent inappropriate activities (for example red cups which can give the impression of underage drinking). Instead it is better for students to use social media to promote themselves by posting content that has to do with their accomplishments as opposed to doing these negative things.

**“Social networking has changed the college admissions process, and it’s important to be aware of, and keep up with, what’s going on.... Employers are keeping an eye on social networking sites as well!”** Doctor Katherine Cohen, CEO and founder of IvyWise

**If any juniors have an immature/inappropriate e-mail, they need to change that immediately and create one that will be used throughout the college application process... families also need to try and create ONE username and password that will continue to be used throughout every phase of the process --- this will make things a great deal more efficient and less stressful**

## **WHAT ALL JUNIORS SHOULD BE WORKING ON NOW**

work hard now.      it'll pay off later.



chibird

**\_\_\_\_\_ Email Miss Hoyt to set up the initial college process meeting**

**\_\_\_\_\_ Complete the Self-Reflection Sheet (See at the end of the packet) and have it ready for the first college meeting**

\_\_\_\_\_ **Set up the Activity/Awards/Employment Sheet on the computer and begin filling it out – continually adding to it as time goes on**

\_\_\_\_\_ **If thinking about playing a Division Sport, let Miss Hoyt know right away to start process with coaches and NCAA**

\_\_\_\_\_ **If thinking about ROTC and/or Military Academies, let Miss Hoyt know right away to start the initial parts of the process and to investigate, and apply for, AIM and other military summer programs**

\_\_\_\_\_ **Carefully review the SAT and ACT and speak with parents/guardians on which to take and when**

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## SELF REFLECTION SHEET



Applying to college is a VERY difficult process. **It takes a lot of careful thinking on the part of students and their parents.** **Though we go through each step every week, students need to begin thinking about the types of schools they would like to attend. Take some time to really focus on your needs and your ideas about the future.** Fill out this sheet with as much detail as you are able to. This will help when we begin meeting and sorting out the potential colleges you might begin looking at. From this point on, MANY people will be telling you what to do, what colleges to apply to, etc. You may need to take the time to really look into your heart and concentrate on what YOU feel is best for your needs. **This completed sheet should be brought with you for the first college guidance meeting.**

**Name:**

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1. What specific things do I value in a school? Why?

- 2. What physical environment do I want to be in for college? (urban, rural, suburban) Why?**
  
- 3. What size school would I feel most comfortable in? (small - from 500-2000 students; medium – from 2,000 to 6,000; large – over 6,000--- URI, for example, is considered a large school as it has about 13,000 undergraduates and about 7, 000 graduate students)**
  
- 4. What area am I now thinking about majoring in? (If this is too hard for you to focus on now, try to think about the areas in school subjects you have interest in and also think about those areas you definitely would NOT to major in) Why?**
  
- 5. What type of college would I be most comfortable in? (Public, private, religious) Why?**
  
- 6. What specific activities would I like the college to offer students? (cheerleading, sports, theatre, programs abroad, internships, etc.)**

- 7. What special programs would I like the school to offer? ( Programs for learning disabled students, honors programs, study abroad programs, etc.**
  
- 8. Would I like to go to a four-year and/ or a two-year college? Why?**
  
- 9. Will I consider any military academies? ROTC Programs? If so, which branch (es) ?**
  
  
- 10. Will I consider playing a division sport in college ? If so, which one(s)?**
  
  
- 11. Any concerns/questions I have about the whole college application process ?**