

# NEW TRIER

TOWNSHIP HIGH SCHOOL  
DISTRICT 203



# Post-High School Planning Guide

<http://www.newtrier.k12.il.us/phsc>

# Directory

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*[www.newtrier.k12.il.us/phsc/](http://www.newtrier.k12.il.us/phsc/)*

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# SERVICES

## Services Provided by New Trier's Post-High School Counseling Office

New Trier has the most comprehensive post-high school program in the nation. Nine full-time, certified professionals with over 130 years of collective experience in college or high school settings guide juniors and seniors through the maze of the college admission or other post-secondary process. Individualized meetings begin second semester of the junior year. Services include but are not limited to the following:

- Offering individualized appointments throughout the junior and senior years to guide students on their unique post-high school planning path;
- Generating a list of post-secondary options to investigate;
- Hosting the largest Gap Year Fair in the nation every January;
- Demonstrating how to begin investigating colleges;
- Developing a finalized list of options that match the student's wishes;
- Determining and assisting with the organization of all tasks associated with the final list of colleges;
- Assisting with the acquisition of required or helpful letters of recommendation;
- Guiding students through the application essay writing process;
- Brainstorming potential essay options;
- Providing one-on-one essay review and support;
- Offering free Common Application workshops to help students register and complete the application;
- Reviewing electronic applications before the student submits them;
- Assisting with athletic recruitment, paperwork, and issues;
- Helping manage the portfolio or audition, if required for visual and performing arts students;
- Working with students with disabilities to find and investigate schools with programs and/or services;
- Co-hosting the annual CHOICES College Fair for students with disabilities;
- Assisting with special education transitions to college;
- Hosting "Next Steps for Seniors" program for students and parents at the beginning of senior year;
- Hosting a financial aid night to impart the basics of need-based financial aid;
- Assisting with scholarship and financial aid searches, including FAFSA completion;
- Participating in the annual International Student Night designed for students and families new to the college system in the United States;
- Sending e-newsletters to parents and students about the post-high school process;
- Writing a school letter of recommendation for each student;
- Assisting with making the final decision for the individual student's post-secondary plans.

# OVERVIEW

## Post-High School Planning at New Trier: Look at the Big Picture

This guide is intended as an introduction to the post-high school process at New Trier. Since a majority of New Trier graduates go directly to college, this handbook concentrates on the details of that search, application and decision-making process. We fully acknowledge and embrace that pursuing a traditional, 4-year college option may not be the best route for all, and are able to help students explore a wide range of opportunities to best suit their needs and goals.

Students have been assigned a post-high school counselor with whom they will work closely to make sure the process results in a choice that is a good fit for each student's special talents, interests and goals. Your counselor hopes to be deeply involved in the process with you. After the initial planning meeting, you should see your counselor every few weeks throughout the remainder of your junior and senior years. Your counselor will help you form a list of prospective options, acquire and complete the applications, and assist you with required essays, recommendations and making the final decision. He or she can also help you through the maze of financial aid and scholarships and will generally help you structure the process so that it is not overwhelming.

The New Trier counseling staff will present guidelines and information and offer professional insights to college and career issues. The department Canvas page as well as the homepage on the New Trier website supplements the information:

*[www.newtrier.k12.il.us/phsc](http://www.newtrier.k12.il.us/phsc)*

Taking advantage of the resources New Trier has to offer will help you prepare for your life beyond high school and will turn the steps to your future into steps toward your happiness and success.

## The Importance of the High School Curriculum

*Your high school curriculum is crucial  
as you focus on finding the best match in a college.  
It is also key to college admission departments  
when they evaluate candidates.*

At most of the four-year accredited colleges in the country, the difficulty of being admitted is governed by a simple principle of supply and demand. If a college has a large number of applicants, but only has to accept a small number to fill its freshman class, the college can be highly selective. Conversely, if the college must take most of its applicants to fill the spaces available, the institution is not highly selective. Some colleges have a central mission to provide opportunities to many or all students with high school diplomas. Those schools should not be misjudged as lesser institutions because they might have easier admission requirements.

College selectivity is not directly correlated to the college's academic integrity. A college's selectivity may not be important to you when you make your choice. The best college for you matches your desires, goals, objectives, abilities and development.

Your high school curriculum is crucial as you focus on finding the best match in a college. It is also key to college admission departments when they evaluate candidates. Criteria for college admission vary greatly; however, all colleges focus on the rigor and quality of your high school curriculum.

Admission personnel judge "rigor" and "quality" by evaluating the importance of the academic subject matter in your courses, the grades you earn in those courses, the level of difficulty of your courses and the results from the grades you have achieved and the program you have taken.

Generally, colleges prefer a traditional and classical college preparatory curriculum that includes the following areas:

- English (literature and composition courses)
- Mathematics (through college algebra)
- Science (laboratory courses)
- Social Studies
- Foreign Language

# OVERVIEW

*Take as rigorous and personally challenging a program as you can. Fit your course selection to your interests and goals. Draw upon the information gained from your self-assessment, your earlier performances, and from standardized testing to determine the best program for you.*

All colleges also look favorably on enrichment courses when they supplement a strong academic program. Courses in art, business education, music, applied arts, and speech and theatre offer elective opportunities for New Trier students who wish to enhance the traditional course of study.

Different types of institutions of higher education have general requirements unique to their classification. Useful classifications include *public universities, private four-year colleges, highly selective colleges, two-year colleges, and community colleges*. The more selective a college, the more that college can demand in academic achievement.

Minimum course requirements for entrance into four different types of colleges are shown in the following list. Use the **academic prerequisites only as general minimum guidelines**. Many colleges look for candidates who take the more rigorous program and achieve successfully. Because college expectations may change from year to year, obtain specific information directly from the college or from your post-high school counselor.

## Students with Disabilities

If you take advantage of New Trier's special education department or are otherwise eligible for support services, you will find help in your college search from your post-high school counselor.

The post-high school counseling department provides individualized expertise. Each counselor is well-versed in the particular issues and needs of the college transition for students with disabilities and can work with your New Trier program teacher as appropriate. As counselors make campus visits, they gather information about disability services at colleges and universities across the country and share that information with each other to keep each counselor up-to-date. Your counselor is ready to help you interpret your educational strengths and to recognize your particular needs.

Ultimately, your counselor's goal is to guide you in developing self-advocacy skills so you determine your best opportunities for success once you enroll in a program of studies.

The post-high school counseling department is also a coordinator of "CHOICES," a college night that moves between area high schools. Students and their parents are encouraged to attend the sessions and meet briefly with representatives from various college and university disability services offices. Please check the CHOICES website at [www.postsecondarychoices.org](http://www.postsecondarychoices.org) for further information.

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## Course Requirements for Admission Types of Colleges

### Public Universities:

English .....4 years  
Mathematics ..... 3-4 years\*  
Science.....3 years  
Social Studies.....3 years  
Academic Electives.....2 years  
(Art, Foreign Language,\* Music)

### Private 4-Year Colleges:

English .....4 years  
Mathematics ..... 3-4 years  
Foreign Language ..... 3 years  
Science.....3 years  
Social Studies.....2-3 years  
Academic Electives.....2 years

### Highly Selective Colleges:

English .....4 years  
Mathematics .....4 years  
Foreign Language.....4 years  
Lab Science .....3-4 years  
Social Studies.....3-4 years  
Academic Electives.....2 years

### Community Colleges:

Requirements vary greatly from an open-door admission policy to selective admission for particular programs as specified by the different departments.

*\*High school courses taken in grades seven and eight are included; for example, Algebra I, plane geometry, and the first year of any foreign language are counted in this total. Colleges that require foreign language for admission will require two years of the same foreign language.*

# OVERVIEW

## College Planning Calendar Junior Year

- ❑ Get off on the right foot this year; not only are your grades important, but your good behavior and attitudes in class mean that one to two of your junior-year teachers could willingly advocate for your admission by writing any required letters of recommendation for you.
- ❑ Consider taking the PSAT/NMSQT offered in October. The PSAT is a practice SAT and may qualify highly-achieving students for National Merit program recognition or scholarships.
- ❑ Once you become registered with a MaiaLearning account, use the college search engine to find possible colleges, begin to compile a résumé on the site.
- ❑ Add potential college names to your “Considering” list found in the Universities section in MaiaLearning.
- ❑ Listen to your assigned post-high school counselor during his or her regular visits to your adviser room to acquaint you with the post-high school process.
- ❑ Carefully and thoroughly complete the Junior Questionnaire under the Surveys section found on your Dashboard in MaiaLearning. Without it, your initial post-high school individual appointment will be canceled.
- ❑ Register thoughtfully for senior year classes. It is not only important to enroll in the most appropriately demanding schedule, but to be a serious candidate for most colleges you should have four to five academic courses in your senior year.
- ❑ Take the School Day SAT in April. This test is required for graduation and as such, there is no cost or separate registration by the student required. This is an official SAT exam and may be submitted to colleges for admission purposes if the student chooses to do so.
- ❑ Visit the websites for ACT or SAT to review available test dates and determine the best testing timeline options based off your personal availability and academic needs. All colleges accept results from either the ACT or SAT without preference. See testing section for further guidance.
- ❑ Check your New Trier email regularly for monthly newsletters and direct communication from your post-high school counselor. If email does not get through, check your spam filter; you may need to lower your security to receive New Trier’s “bulk” emails. Consider creating an appropriate personal email account for your college search and application process
- ❑ If you plan to enroll in a program in the visual or performing arts, ask your New Trier VPA teachers where students with talents and interests like yours go to further their studies.
- ❑ If you hope to be a college athlete, ask your New Trier coaches where students with athletic skills like yours enroll or are recruited.
- ❑ Continue to work on your MaiaLearning account. You and your post-high school counselor will create a prospective college list. Research these schools to see if they are good matches for you. *Fiske Guide to Colleges* and the *Insider’s Guide to Colleges* are respected resources you can use as well as other online resources. Then check individual websites to see if the colleges offer the courses, programs, and co-curricular activities of interest to you.
- ❑ If finances are a concern for college, ask a parent to complete a Net Price Calculator on the website of one of your favorite colleges to see how realistic the costs are. Eventually, your parents should do this for each school where you will apply so that you can see what the true cost of attending will be for you, college by college.
- ❑ When you find colleges that fit your requirements, schedule a campus visit through the school’s website or explore virtual visit options.
- ❑ Meet with your post-high school counselor regularly to work toward your future goals. It is a good rule of thumb to make a future appointment every time you leave a meeting.
- ❑ In the fourth quarter, ask one junior year academic teacher if he or she would be willing to support your applications by writing a recommendation for you if needed.

# OVERVIEW

## Follow Your Own Path

Some individuals are not interested in or immediately ready for a four-year college setting after graduation. Alternatives include junior colleges, art schools, vocational and technical schools, armed services options, direct employment in business, and taking a year off, which is also known as having a gap year experience. Your post-high school counselor will help you investigate any and all options in which you are interested.

### Community Colleges

Enrolling in a local community college provides you the opportunity either to begin your college work commuting from home or the chance to complete a one-year certificate or two-year associate degree program to enter a specific career field or to transfer to a four-year college. Many students find that the community college option is more affordable and practical than moving to a residential college immediately after graduation. Community college courses completed successfully transfer to four-year colleges, and the state of Illinois maintains a website, [www.itransfer.org](http://www.itransfer.org), where you can determine how courses taken at a community college transfer to Illinois four-year schools. Your property taxes support Oakton Community College at 1600 E. Golf Road in Des Plaines and its branch campus, the Ray Hartstein Campus of Oakton at 7701 N. Lincoln Avenue in Skokie.

### Armed Services

Opportunities in education and training are available for men and women in all branches of the Armed Forces. In peacetime, one of the major functions of the armed services is training. All branches of the services now prefer to take high school graduates for specialized training.

Training in the armed services can range from a few weeks to a year, depending upon the field of specialization. Some of the training is related completely to military service, but much of it is applicable to jobs in civilian life. Your options include the Air Force, Army, Navy, Marines, Coast Guard, National Guard and U.S. Merchant Marine.

### On-the-Job Training by Business and Industry

The amount of money spent by business and industry in training and educating employees exceeds that spent by all formal schools and colleges combined. At times the training lasts only a few days or a few weeks, while some occupations might take a year with frequent retraining as the employee advances in the company.

### Art, Vocational and Technical Schools

A number of privately-owned institutions provide specialized training in art, fashion, cosmetology, and technical fields. If you choose a specialty school, make sure that it is licensed and accredited. Additionally, investigate the program quality, facilities and equipment. You may wish to contact graduates of the school and their employers, the Better Business Bureau and/or the Illinois Department of Education.

### Gap Year—Taking Time Out

Some students and their parents want to explore organized opportunities for personal growth during an interim semester or year. Most students apply to gap year programs as well as college settings and determine which is the best option in the spring of the senior year. Exciting and valuable programs are now well-established in the United States. They range widely in type and location and may include the following:

- internships in community, social service;
- leadership training, outdoor education;
- post-graduate year (PG) at preparatory school; and
- structured travel/education.

New Trier hosts a Gap Year Fair each January. See the school calendar for details on the specific time and location.

### International College Options

Annually, a number of New Trier students choose to explore college options outside the United States. While the processes and programs of international institutions share some similarities to American colleges and universities, there can also be significant differences. Your post-high school counselor can help advise you how to explore this option, and provide guidance on important factors to consider. As a starting point, we encourage you to download the “Guide to International University Admission” provided by the National Association for College Admission Counseling at [www.nacacnet.org](http://www.nacacnet.org).

# OVERVIEW

## Career Exploration

Post-High School Counseling at New Trier is a four-year, developmental program which includes both individual work and group seminars. Services are provided throughout the high school experience, freshman through senior year, with sequential steps to guide students through self-analysis, career exploration, and goal setting. These steps support students as they explore their interests and passions as potential future careers, and offer the opportunity for real-world experiences and connections with community professionals. The range of career development activities includes:

- Working with students to explore their strengths, abilities, and interests;
- Interpreting career assessment results;
- Assisting with resume writing and developing interview skills;
- Helping students find summer or year-round employment opportunities.

# OVERVIEW

## Planning for the Future The Senior Calendar

### June – August

- ❑ Continue to investigate options and narrow your college list. Keep your MaiaLearning list of colleges current.
- ❑ If your only time to visit campuses is in the summer, do so after your list has been narrowed a bit.
- ❑ Keep checking your email for the post-high school counseling newsletters.
- ❑ Utilize the essay writing supports provided by your counselor to get a head start on any college essays required. Consider attending a Summer College Essay Writing Workshop offered through the Post-High School Counseling office. Watch your email for registration information.
- ❑ Also consider attending a Common Application Workshop if you are applying to any schools that use the Common App. At this workshop, you will register your account and complete approximately half of the main section of the application.
- ❑ If interested, register for an ACT in July, September, or October. The SAT is offered in August, October, November, or December.
- ❑ Plan to attend New Trier's Next Steps for Seniors Night with your parents to review specifics about applying to college.

### September

- ❑ Keep researching college matches, and visit campuses if and as your schedule allows.
- ❑ Continue to schedule meetings with your post-high school counselor to make sure you have a solid list of colleges.
- ❑ Once you have a short list of colleges where you will apply, prepare your teacher recommendation materials for your teacher(s).
- ❑ If college costs are an issue, parents should use this short list to check each college website's Net Price Calculator to estimate college costs for each school.
- ❑ Plan to attend New Trier's financial aid planning night.
- ❑ Consider applying this month to a school you like and where both you and your post-high school counselor believe you will be admitted quickly and easily.

- ❑ Applications are all online, so feel free to begin this work. You can save your entries and do not have to begin and finish an application in one sitting.
- ❑ Determine if participating in a senior project fits into your overall curricular plan.
- ❑ Remember that your senior year grades will be automatically sent to every college to which you apply to determine or validate your admission; keep working hard!

### October

- ❑ If your standardized testing is complete, arrange to have your scores sent to your colleges via the ACT or College Board websites.
- ❑ Talk over the benefits and obligations associated with “applying early.” Now is the time to determine if you will utilize any of the colleges’ offered early decision or early action admission programs.
- ❑ Students applying for need-based financial aid and their parents should secure a FSA ID online at [studentaid.gov](http://studentaid.gov). The FSA ID is required to complete the Free Application for Federal Student Aid (FAFSA) which becomes available in the student's senior year. Watch your school email for FAFSA notifications.
- ❑ If you are applying for financial aid, check your colleges’ websites to see if the CSS Profile form is required for need-based aid. This form, used for select private colleges, is expensive, so make sure you actually must file it. Begin the process at <https://profileonline.collegeboard.com/index/jsp>
- ❑ If you are a candidate for a visual or performing arts program, determine if a portfolio or audition is required by checking the college websites. Consider attending the Milwaukee or Chicago NACAC Visual and Performing Arts College Fairs. Work with your teachers at New Trier to develop your portfolio or audition pieces.
- ❑ Continue to work on your applications and required essays. Your New Trier counselor will help you make sure your application materials are perfect!
- ❑ Remember to submit your transcript request forms to the post-high school counseling office four weeks before your college deadlines.

# OVERVIEW

## November

- ❑ If you wish to be considered for scholarships at many public schools, submit your application for admission by November 1 (or November 15, depending upon the school).
- ❑ Check your email or your specific admission accounts for admission notification or notice of missing materials to complete your applications.

## December

- ❑ Begin to check your email and/or your admission password-protected portals for admission notification. Early decision and many early action candidates will also find out their admission status starting the middle of this month.
- ❑ If you are admitted to an early decision college, you are obligated to withdraw all other applications and commit to your ED school. Withdraw by emailing the admission offices of the other colleges where you applied.

## January

- ❑ Meet January, February and March application deadlines.
- ❑ Continue checking your admission portals for decision releases.

## February

- ❑ Continue to check your email and college admission accounts for missing items and decisions. Colleges and universities will also provide instructions for what you should do next, such as applying for housing.
- ❑ Maintain a rigorous academic schedule and involvement in your eighth semester. Your seventh semester grades are automatically sent to every college to which you applied.

## March/April

- ❑ Expect to be notified by all colleges and universities by mid-April.
- ❑ See your counselor to consider the options and make decisions.
- ❑ Make sure you check your email and all of your college admission accounts to obtain your decisions for all your options.
- ❑ Send only one deposit to your selected college or university and make necessary housing arrangements.
- ❑ As soon as possible, inform all colleges that accept you whether you plan to attend or cancel; **the final date to reply** is the National Candidate Reply Date, May 1.
- ❑ If you have been placed on a “wait list” for a school (or schools) you would like to attend, accept that opportunity if you like, but be sure to deposit at one college that accepted you.
- ❑ Notify your post-high school counselor and your teachers who wrote recommendations of your decision.

## May

- ❑ Reply on or before May 1 to report your intent to attend or to cancel.
- ❑ Check your college’s portal to make sure you have applied for housing, requested an orientation date, and completed all of the pre-enrollment tasks.
- ❑ Take Advanced Placement exams; have scores sent to the college you have selected.

# TESTING

## Standardized Testing Basics

One selection criterion that may be considered by college admission personnel is a student's performance on standardized tests. A complete list of acronyms and their actual test titles and purposes follows. New Trier does not forward any test scores to colleges. Students are responsible for going to the testing agencies' websites to order scores to be sent directly to colleges.

### Test-Optional Schools

There is a growing number of colleges where admission is now "test-optional." Test-optional schools do not require candidates to submit scores from standardized tests. Some of these college admission directors require more information such as a portfolio or graded writing samples to determine the academic skills of their applicants. For a complete list of test-optional schools, go to [www.fairtest.org/univ/optional.htm](http://www.fairtest.org/univ/optional.htm).

### PSAT/NMSQT

#### (Preliminary SAT/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT test is given in October to high school juniors nationwide. The PSAT is a useful indicator of scholastic aptitude as well as the basis of some merit scholarships. Administered by the College Board, the PSAT is the source of some college mailings that you will receive. Students receive these scores: evidence-based reading and writing, math, an optional writing section and the Selection Index (SI). The SI is used for honors recognition and potential scholarships from the National Merit Corporation.

### ACT

The ACT consists of four main sections: English, mathematics, reading and science. All American colleges will accept either an ACT or SAT. Four separate scores are reported in these main areas, and their mathematical average is the ACT composite score. Three additional subscores and a writing score from the optional essay are not included in your composite score. Check your college web pages to determine if the writing section is required.

### SAT

In 2016 the SAT was completely redesigned to be similar to the ACT; it changed from an aptitude test to an achievement test, reflecting the typical junior-year, high school curriculum. The vocabulary section and analogies were dropped, there is no penalty for guessing anymore, and the math section was updated to be more relevant to the high school program of studies. The redesigned test is three hours long, with an additional fifty minutes if students take the optional writing section.

### AP (Advanced Placement) Tests

These are high school examinations based on college level courses. AP exams are given once a year in May. The scores are used for college placement, credit or advanced standing. AP tests and scores are not designed to be used for admission purposes – yet sometimes they are.

### TOEFL

#### (Test of English as a Foreign Language)

The TOEFL, administered by the College Board, provides an alternative test for students who have been speaking English for fewer than two years. The test is used to evaluate the English proficiency of these students. Highly selective colleges may require students to submit SAT scores for the mathematics component along with the TOEFL.

# TESTING

## What Tests Should You Take?

Students that plan to apply to college will typically take either the SAT or the ACT 2-3 times, once or twice in the spring of junior year and again in the fall of senior year. You may find that you score better on one type of test than the other. A comparison chart is provided at the end of this section. You will be permitted to select which results you send to colleges. Talk with your post-high school counselor with any specific questions you may have.

## What About Test Preparation?

The best preparation for scoring well on college entrance examinations is to take a strong high school program, to do your homework diligently and to **read regularly** for information and enjoyment. However, if your scores on the PSAT, SAT, or ACT are not the best reflection of your academic abilities, or indicate gaps in your knowledge base, you and your family may want to consider some form of test preparation.

A wide range of options is available, with each offering dramatic differences in what is offered, time commitment, and cost. Select carefully. Make sure that test preparation does not negatively affect your performance in school.

New Trier does not encourage formal test preparation courses nor advocate specific test preparation opportunities.

## Testing Tips

Juniors should plan to test in the second semester of their junior year. Test dates in the first semester of the junior year are usually not recommended as these tests are designed to assess knowledge from the end of the junior year. The State of Illinois now mandates and pays for a SAT for all public-school students in April of junior year. This test can be used for college admission and is acceptable for use by prospective college athletes for NCAA clearinghouse purposes.

*Remember, standardized testing is only part of all the information that represents you and your accomplishments.*

# TESTING

## College Admission Test Registration

### Test Registration

- Test registration deadlines are typically a month before the test date unless you are applying with special accommodations due to a disability. In that case, you must contact New Trier's testing coordinator to make sure the appropriate paperwork is forwarded even earlier to be reviewed by the testing company (Please see the section at the bottom of this page for more information.). Otherwise, registration is done online at either [www.act.org](http://www.act.org) or [www.collegeboard.org](http://www.collegeboard.org).
- To register for the TOEFL, see New Trier's testing coordinator. Check with your post-high school counselor before registering.
- If you are registering for the first time, register as early as possible.

### Helpful Codes

- 144-430: The CEEB SAT/ACT High School code for New Trier High School
- 14-585: SAT test center code number
- 7448: ACT test center code number
- SAT and ACT college codes are included online.

### Reporting Your Scores

*Students must instruct the testing companies to send official scores directly to colleges and universities.* New Trier does not release test scores. Official test scores can be sent by contacting the appropriate testing agency, [www.act.org](http://www.act.org) or [www.collegeboard.org](http://www.collegeboard.org), to order scores. Students order SAT or ACT scores by test date or sitting.

A growing number of colleges are now allowing candidates to self-report their test scores to avoid the fees incurred when official test scores are sent; however, official scores must eventually be sent to the one college where the student intends to enroll. *Students should check college websites to see if they will accept self-reported scores in the admission process or if official scores are required from the testing agency.*

# TESTING

## SAT-ACT Score Comparisons

This conversion chart was created by the College Board and published in May, 2018. The writing sections of both tests stand alone and are not considered in this conversion. For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

SAT to ACT Concordance Table

| SAT  | ACT |
|------|-----|
| 1600 | 36  |
| 1590 | 36  |
| 1580 | 36  |
| 1570 | 36  |
| 1560 | 35  |
| 1550 | 35  |
| 1540 | 35  |
| 1530 | 35  |
| 1520 | 34  |
| 1510 | 34  |
| 1500 | 34  |
| 1490 | 34  |
| 1480 | 33  |
| 1470 | 33  |
| 1460 | 33  |
| 1450 | 33  |
| 1440 | 32  |
| 1430 | 32  |
| 1420 | 32  |
| 1410 | 31  |
| 1400 | 31  |
| 1390 | 31  |
| 1380 | 30  |
| 1370 | 30  |
| 1360 | 30  |
| 1350 | 29  |

| SAT  | ACT |
|------|-----|
| 1340 | 29  |
| 1330 | 29  |
| 1320 | 28  |
| 1310 | 28  |
| 1300 | 28  |
| 1290 | 27  |
| 1280 | 27  |
| 1270 | 27  |
| 1260 | 27  |
| 1250 | 26  |
| 1240 | 26  |
| 1230 | 26  |
| 1220 | 25  |
| 1210 | 25  |
| 1200 | 25  |
| 1190 | 24  |
| 1180 | 24  |
| 1170 | 24  |
| 1160 | 24  |
| 1150 | 23  |
| 1140 | 23  |
| 1130 | 23  |
| 1120 | 22  |
| 1110 | 22  |
| 1100 | 22  |
| 1090 | 21  |

| SAT  | ACT |
|------|-----|
| 1080 | 21  |
| 1070 | 21  |
| 1060 | 21  |
| 1050 | 20  |
| 1040 | 20  |
| 1030 | 20  |
| 1020 | 19  |
| 1010 | 19  |
| 1000 | 19  |
| 990  | 19  |
| 980  | 18  |
| 970  | 18  |
| 960  | 18  |
| 950  | 17  |
| 940  | 17  |
| 930  | 17  |
| 920  | 17  |
| 910  | 16  |
| 900  | 16  |
| 890  | 16  |
| 880  | 16  |
| 870  | 15  |
| 860  | 15  |
| 850  | 15  |
| 840  | 15  |
| 830  | 15  |

| SAT | ACT |
|-----|-----|
| 820 | 14  |
| 810 | 14  |
| 800 | 14  |
| 790 | 14  |
| 780 | 14  |
| 770 | 13  |
| 760 | 13  |
| 750 | 13  |
| 740 | 13  |
| 730 | 13  |
| 720 | 12  |
| 710 | 12  |
| 700 | 12  |
| 690 | 12  |
| 680 | 11  |
| 670 | 11  |
| 660 | 11  |
| 650 | 11  |
| 640 | 10  |
| 630 | 10  |
| 620 | 10  |
| 610 | 9   |
| 600 | 9   |
| 590 | 9   |

ACT to SAT Concordance Table

| ACT | SAT  |
|-----|------|
| 36  | 1590 |
| 35  | 1540 |
| 34  | 1500 |
| 33  | 1460 |
| 32  | 1430 |
| 31  | 1400 |
| 30  | 1370 |

| ACT | SAT  |
|-----|------|
| 29  | 1340 |
| 28  | 1310 |
| 27  | 1280 |
| 26  | 1240 |
| 25  | 1210 |
| 24  | 1180 |
| 23  | 1140 |

| ACT | SAT  |
|-----|------|
| 22  | 1110 |
| 21  | 1080 |
| 20  | 1040 |
| 19  | 1010 |
| 18  | 970  |
| 17  | 930  |
| 16  | 890  |

| ACT | SAT |
|-----|-----|
| 15  | 850 |
| 14  | 800 |
| 13  | 760 |
| 12  | 710 |
| 11  | 670 |
| 10  | 630 |
| 9   | 590 |

# INTERESTS

## Identify Interests & Strengths

“What do you want to do with your life? Why are you going to college?” If you have not been asked these questions lately, you probably soon will be. You may have been asking yourself and wondering how you can go about finding the answers.

To choose a college or to find a career path, you have to know yourself: your interests, goals, dreams, weaknesses and strengths.

You need to:

- identify your goals for your education,
- take stock of your priorities, and
- list your practical concerns.

This self-assessment will help you determine what to consider as you investigate colleges.

## Identify Personal Priorities

*The following list will help you and your parents identify priorities for the college search. At the back of the guide, we have provided a Student College Selection Worksheet and a parent version as well. We invite both student and parent to please complete the exercise, compare your ratings, discuss major issues, and resolve differences before you begin your plan. Bring your results to your initial post-high school counseling meeting to help serve as a nexus for conversation about your future plans.*

What is important to you?

| Essential                | Essential                | Relatively Important     | Not Important            |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 2-year college           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4-year college           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Academic supports        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activities               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas of studies         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Athletics                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Campus life              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| College selectivity      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cost (stipulate range)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distance from home       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diversity/Inclusion      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fraternity/Sorority life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Internships/Research     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LGBTQ supports           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Living arrangements      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Location type            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Private                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Religious affiliation    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reputation               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ROTC                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safety                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School Spirit            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Size of enrollment       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study abroad             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support programs         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# INTERESTS

## Assess Your Strengths: Create a Résumé

### The Academic Résumé

A résumé is a summary of your educational experience and should highlight your scholastic honors, grade point average, standardized test scores, leadership positions and personal achievements. A résumé also provides you with the means to assess your strengths and challenges. All extra-curricular activities, community service and relevant work experience should be included on your one-page résumé. In your MaiaLearning account underneath the Portfolio section, click on "Resume" to create your own.

The objective of this résumé is to give admission representatives a quick overview of your abilities, interests and values. Developing an academic résumé is an important first step in making educated college and career choices. Your résumé will help you review your accomplishments and determine your personal, athletic, spiritual or recreational goals for your remaining time in high school. It may also help you decide which activities in which you might wish to participate.

Most college applications will ask you to complete their activities section. This résumé will be a useful guide to completing that section of your applications. Unless you are a performing or visual arts applicant, most college applications do not want a résumé. Include activities in which you have participated during your high school years only, grades nine through eleven or twelve.

Organize your résumé by listing all your contact information at the top of the page. This may include your name, address, telephone number, and email address. Make sure your email address is appropriate for business use. The high school name, address and phone number should follow your personal information under an "Education" heading. Add your graduation year, GPA and test scores to this category. If you have received any academic honors, be sure to include these awards. Next, you will want to emphasize any leadership positions with your extra-curricular activities affiliated with school or other organizations. Use action verbs to describe your responsibilities as a leader. Include the number of years you have participated in these activities. List activities in chronological order.

### Potential Visual and Performing Arts Students

Arts application procedures, selection processes, and programs vary widely from school to school. Arts students should expect to do some specialized research to identify the kinds of programs that suit their interests and the application procedures for each institution. In general, students should be prepared to:

- Provide a detailed résumé, portfolio, or other archive of their work in the arts; a sample follows.
- Complete any art or audition information for the Common Application and submit through slideroom.com.
- Schedule auditions and/or portfolio reviews. Unified Auditions for theatre students are usually held in Chicago in February, and Portfolio Day for visual arts students is usually in late October or early November.
- Arrange to take a lesson or sit in on arts classes while visiting colleges and universities; this is arranged at the time the visit is scheduled.

New Trier teachers are superb resources for appropriate college programs, for helping select audition pieces and for assisting with the compilation and display of portfolio pieces.

# INTERESTS

## General Résumé

### Christopher Doe

12234 School Road  
Winnetka, IL 60093  
(847) 555-1212

chrisdoe@aol.com  
D.O.B. M/D/Y

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|                                     |   |   |
|-------------------------------------|---|---|
| <b>Education:</b>                   | New Trier High School<br>385 Winnetka Avenue<br>Winnetka, IL 60093  | Graduation Year   |
|                                     | <b>GPA:</b> 3.97 weighted, 3.44 unweighted<br>New Trier does not rank students.<br><b>ACT:</b> English 28, Math 22, Reading 27, SR 28, Composite 26<br><b>SAT:</b> EBRW 680, Math 540, Writing 7  |   |
| <b>Academic Honors:</b>             | National Council Teachers of English Writing Competition<br>Winner, Junior year   |   |
| <b>Extra-Curricular Activities:</b> | Varsity Wrestling<br><i>Co-Captain, led team to CIC conference championship</i><br>Concert Orchestra<br><i>Violin</i><br>Peer Mediation<br><i>Facilitated mediations for peers in conflict</i><br>Boy Scouts of America<br><i>Eagle Scout</i> | Grades 9, 10, 11, 12<br>Grades 10, 11, 12<br>Grades 9, 10<br>Grades 9, 10, 11, 12 |
| <b>Work Experience:</b>             | Wilmette Park District<br>Lifeguard and swimming instructor<br><i>Taught Red Cross swimming lessons to first graders</i><br>Ravinia Music Festival<br><i>Parking attendant</i>  | Grade 11<br>Grade 10  |
| <b>Community Involvement:</b>       | Winnetka Congregational Church<br><i>Member of high school youth group</i><br><i>Participation on mission trip to Mexico-Sophomore year</i>   | Grades 9, 10, 11, 12  |

# INTERESTS

## High School Music Résumé

### Christopher Doe

12234 School Road  
Winnetka, IL 60093  
(847) 555-1212  
chrisdoe@aol.com

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|                   |  |  |
|-------------------|--|--|
| <b>Education:</b> | New Trier High School<br>385 Winnetka Avenue<br>Winnetka, IL 60093 | Graduation Year<br><b>Weighted GPA: 3.97</b><br><b>ACT Composite: 28</b> |
|-------------------|--|--|

**Goal:** Proficient in clarinet, alto saxophone, flute, and piano and plan to major in music performance.

#### Freshman Year:

- Played first chair clarinet, Freshman Concert Band
- Earned spot in competitive Freshman Jazz Ensemble (alto sax/flute)
- Played alto sax with Jeff Coffin (saxophonist of *Bela Fleck and the Flecktones*) in sixteen-hour jazz marathon which raised over \$25,000 for NT Jazz Ensemble trip to New Orleans to donate instruments to schools and to build a home in Musician's Village with Habitat for Humanity
- Played alto sax in the New Trier Pep Band
- Earned perfect score performing K.P. Stamitz's Clarinet Concerto #1, movement 3 at the North Shore Concert Band Solo and Ensemble Festival

#### Sophomore Year:

- Played first chair Bb and Eb clarinet in the New Trier Symphonic Wind Ensemble
- Performed with the Symphonic Wind Ensemble at the National Concert Band Festival
- Earned spot in the New Trier Symphony Orchestra (Bb, A, Eb, and Bass Clarinet)
- Played alto sax in the New Trier Lab Jazz
- MYA Woodwind Chamber Group (*Quintethero*) w/ Naomi Bendorf-Frisch (performed Ligeti's Woodwind Quintet, Nielson's Woodwind Quintet (3rd movement), Excerpts of Hindemith's *Kliene Kammermusik*)
- Played with Symphonic Wind Ensemble at the Bands of America National Festival in Indianapolis
- Played with Symphonic Wind Ensemble at the Superstate Festival at University of Illinois in Champaign-Urbana

#### Junior Year:

- Played Bb and Eb clarinet in NT Symphonic Wind Ensemble: Daugherty *Bells for Stokowski*; Rossini *Italian and Algiers Overture*
- Played clarinet in NT Symphony Orchestra (Bb, A, Eb): *Ruslan and Ludmilla*, Liszt *Hungarian Rhapsody #2*, Tchaikovsky *March Slave*, Handel *Messiah: Hallelujah Chorus*, Dvorak *Symphony #9*, Prokofiev *Love of Three Oranges Suite*
- Played flute and alto sax in NT Lab Jazz

# INTERESTS

## Performing Arts Sample Résumé

### Christine Doe

12234 School Road  
Winnetka, IL 60093  
(847) 555-1212  
chrisdoe@aol.com

Height: 5" 7"  
Weight: 130  
Hair: Brown  
Eyes: Green

#### Education:

New Trier High School  
385 Winnetka Avenue  
Winnetka, IL 60093

Graduation Year  
Weighted GPA: 3.97  
ACT Composite: 28

#### Theater:

*Carousel*  
*Lagniappe-Potpourri*  
*Guys and Dolls*

Arminy  
Soloist  
Hot Box Girl  
& Lead Dancer

New Trier High School, Freshman Year  
New Trier, Freshman, Sophomore, Junior Years  
New Trier, Sophomore Year

*Leader of the Pack*  
*The Boyfriend*  
*Grease*

Ellie Greenwich  
Francoise  
Sandy

New Trier, Sophomore Year  
New Trier, Junior Year  
Wilmette Community Theatre,  
Summer, Freshman Year

*Something Untitled*  
*Big, the Musical*

Anna White  
Ensemble

Interlochen, June/July, Freshman Year  
Apple Tree Theatre, June/July, Freshman Year

#### Training:

Swing Choir  
Advanced Acting  
UCLA MT Conservatory  
No Questions Asked  
New York Film Academy  
Second City Boot Camp

Nathan Landes  
Nina Lynn  
Kay Cole  
Hillere Kirsch  
Seamus Dever  
Improv – Pat O'Brien

New Trier High School  
New Trier High School  
June/July, Freshman Year  
New Trier High School  
June, Junior Year  
July, Junior Year  
Sketch July, Junior Year

Northlight  
Acting Studio Teen  
Voice Training  
Eileen Boever's Travelling Troupe  
Piano

Voice, Movement  
Monologue  
Susan Noble  
Joline Atkins  
Jennier Swain

Spring, Junior Year  
August, Junior Year  
Lake Forest  
Apple Tree Theater  
Kenilworth

#### Special Skills:

Dance, including ballet, jazz, hip-hop, modern, beginner tap; piano; vocal music; soccer; swimming; dialects including British, New York, Chinese, Southern; animal noises.

# INTERESTS

## Potential College Athletes and Sample Résumé

Many collegiate athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting and financial aid. The NCAA has three membership divisions — Division I, Division II and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you plan to enroll as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Eligibility Center. In August after your junior year, register for certification at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

You will also want to create an athletic résumé to present to college coaches and other athletic recruiters. Please see the sample résumé below.

**Ashley Smith**

12345 Ridge Road  
Winnetka, IL 60093  
847/555-1221  
ashsmith@aol.com

Graduation Year

GPA: 4.66 weighted  
ACT: Comp 33  
SAT: EBRW 650/Math 710/Writing 8

**Education:** New Trier High School  
Winnetka, IL 60093  
847/446-7000

Height: 6'0"  
Position: Center  
Conference: Central Suburban

Below are my statistics. Please see attached sheet for full descriptive statistics kept by my coach. I am happy to provide a prepared videotape, physical skills test, or whatever other information you will find useful.

**Basketball Statistics**

| Grade     | Played/Started | Points/Game | Rebounds/Game | Assists/Game | Free Throw % |
|-----------|----------------|-------------|---------------|--------------|--------------|
| Freshman  | 15/3           | 7.5         | 3.5           | 4.5          | 78.2%        |
| Sophomore | 22/10          | 9.8         | 8.2           | 5.6          | 82.3%        |
| Junior    | 25/24          | 13.2        | 11.6          | 7.8          | 87.5%        |

**Honors:** Captain, senior year; All Conference, sophomore and junior years; All State, junior year

**Other Sports Played:** Volleyball

**References:** Jane Doe, Head Girls' Basketball Coach  
New Trier High School  
Winnetka, IL 60093  
847/446-7000

Jane Doe, Head Girls' Volleyball Coach  
New Trier High School  
Winnetka, IL 60093  
847/446-7000

John Doe, Athletic Director  
New Trier High School  
Winnetka, IL 60093  
847/446-7000

# PROCESS

## Navigating the Process

### Making a Match

It is the philosophy of New Trier's post-high school counseling department that students who choose a post-secondary path that reflects their beliefs are happier and ultimately more successful in their lives. Although your counselor is ready and willing to help you choose college or an alternative to college, because the college process is the most popular and time-consuming, this guide focuses on the college process.

### Researching Options

Although there is no wrong or right way to research colleges, students should consider a variety of factors initially, including college size, location, cost, programs offered and the kinds of individuals who enroll. You are encouraged to keep an open mind about size until you have visited representative small, medium and large schools to determine their benefits and drawbacks.

In assessing the personal fit for a college, you might want to use the *Fiske Guide to Colleges* or *The Insider's Guide* as resources. The intellectual fit can be researched by using the individual college web pages to learn about the depth and breadth of programs through the online catalogs and program guides. Regular meetings with your New Trier post-high school counselor will help you devise a list of colleges you would be happy to attend.

### College Fairs

In the fall and spring, many schools and organizations, including the National Association for College Admission Counseling, sponsor college fairs. If you attend these fairs, you will learn more about educational and career opportunities after high school. You also will have the opportunity to meet with admission representatives. These fairs are held in several suburban locations as well as in the city of Chicago. Regular e-newsletters from the post-high school counseling office, as well as daily announcements, will keep you informed of the local college fairs.

CHOICES, a regional college fair for students interested in learning about disability services in colleges; and the Gap Year fair for individuals considering pursuing a year off before college are all publicized in the New Trier post-high school counseling e-newsletter sent to students and parents and on the post-high

school counseling web page.

### Visiting with College Representatives at New Trier

Traditionally, during the first semester, approximately 250 college representatives visit New Trier to talk with prospective students.

The representative provides current, accurate information about the institution and the admission policies. He or she also is another contact for you with the admission office. Attending a meeting at New Trier with a college admission representative is not essential to your application and will not help you gain admission nor will it keep you from being admitted. Reps visit New Trier as a courtesy for those students unable to visit campus.

A list of colleges visiting New Trier will be posted in your advisery classroom as well as in MaiaLearning, under the Events tab. Simply click Visits to see a chronological list of visiting colleges or search for a specific college. You should plan to visit with a college rep during free periods *Seniors must get permission from their teacher to miss class time for a meeting with a college representative. Juniors may only attend visits during a scheduled free period.*

Virtual visit opportunities are also encouraged outside of the traditional school day. Previously recorded sessions can be found on the PHSC Canvas page under *Research Resources*.

### When Meeting with a Representative at New Trier

- Meet the representative in the post-high school counseling office or other room specified in the bulletin.
- Make sure you sign the attendance sheet.
- Plan to meet with the representative for about 15 minutes. If you cannot attend, you may wish to email the representative with any questions. Some representatives are in the area for at least a week at a time, and it may be possible to schedule evening meetings.
- Recognize that you are not there to impress the representative, but to gain information. Be comfortable, whether there are many students seeing the representative or you are the only one.
- Be courteous, prompt and professional. Dress appropriately.

# PROCESS

- Take notes so you may refer to them later.

## Making Your Initial College List

The following items may be helpful to consider while you are deliberating college options. Colleges that meet your requirements should be included under the "Considering" section in the Universities tab in your MaiaLearning account.

### Academic Environment

When assessing the academic environment of the college or university, ask yourself the following questions:

- What courses are required of all freshmen?
- When will I have the opportunity to study with full professors rather than graduate students?
- What are the typical class sizes both for first year students and upper class students?
- What is the availability of counseling or tutorial programs in the event that I experience academic difficulty?
- Where do graduates of this college attend graduate school?
- What kinds of professions and careers do they enter after graduation?

### Majors

Most students change their majors at least once during their college careers. Some courses of study are not available at the high school level and other fields that seem unappealing to you now may become much more exciting as you become more involved. The majority of college candidates apply as undecided or exploratory students, which does not weaken their candidacy.

However, you probably have a general idea of at least two or three areas that interest you, and you may want to consider how strong those departments are at the colleges you are considering. Also of concern are the laboratory facilities or other special equipment required by your area of interest.

### Geographic Location

For some students, attending a college close to home is a priority while others choose to be far away. Perhaps as important as the distance from home is the type of college community.

- Do you yearn for a peaceful academic environment in a small, intellectual town?

- Do you prefer the stimulation and excitement of a large urban campus?
- Do you prefer a location where you have relatives or close friends?
- If coming home for holidays and long weekends is important, are distance, transportation costs and availability prohibitive?

### Size of Campus

The following are generalizations, so if some of these areas are of concern, ask questions at the schools you are considering:

**A large campus** (15,000-50,000+ students) may offer a variety of academic opportunities including elaborate facilities and large libraries, as well as the stimulation of a large faculty, graduate students and undergraduates. However, housing may be more difficult to obtain, more courses may be taught by graduate students, lecture sessions may be very large, and opportunities for leadership in campus organizations may be competitive.

**A medium-sized school** (5,000-15,000 students) may offer fewer majors and more modest facilities than a large school, but also may offer greater opportunities to participate in the activities of your choice and to be integrated into a compatible crowd.

**Small schools** (under 5,000 students) usually offer smaller, more personal classes, earlier opportunities to take classes with well-known professors, and more chances for participation and leadership in campus activities. However, facilities may be limited and options for activities and diversity reduced. (Note: approximately two-thirds of the colleges in the United States are New Trier's size or smaller.)

### Affordability

Federal law requires that every American college and university provide a Net Price Calculator on its website so students can more accurately determine the cost of attendance. Calculate your college costs on a four-year basis. (Many students take four-and-one-half or five years to graduate; calculate the cost of the extra time.) Identify the ways to pay these costs. Examine the college's track record of providing scholarships, loans and other financial assistance. In addition, look at recent financial history (e.g., does the college raise fees annually, and if so, by how much?).

Housing, food, books and the cost of participating in

# PROCESS

## Navigating the Process, continued

extra-curricular activities are part of the college expense as well. Also calculate the cost of travel to and from home.

If the college offers scholarships, grants, loans or employment programs that can assist you in financing your education, learn the application deadlines and which programs are available to freshmen. Ask if the college assists with finding part-time work on campus or locally.

### Housing and Dining Options

Some college students prefer the independence of having an apartment and being self-sufficient. For others, a large, coed residence hall with 100 students on each floor sounds like an ideal way to make new friends. Still others may prefer a smaller, single-sex residence hall with the chance to get to know a few people well. All of these options exist, many on the same campus.

College is probably your first real opportunity to be “on your own” with more responsibility for your actions than you may have had in high school. College can provide a wonderful transition to independent adult living, so use the housing options available to make that transition in the best way for you.

### Health, Academic and Disability Services

Most colleges provide basic physical and psychological health services to students. Some may have full service hospitals on campus or have affiliated medical schools which provide such services. Others may have a simple infirmary and refer complicated illnesses and injuries to local physicians. Find out what services are provided and which will require additional payments. If you have particular health problems or physical limitations, make a more thorough inquiry of services available. Consider the counseling facilities, too. Are quality services readily available?

In addition to guidance to help students select appropriate classes, colleges also provide a variety of free centers for general academic support. Tutoring, writing and mathematics labs are typically open throughout the day. A career services office assists in internship and job placement as well.

Colleges also provide a number of services to help students with special needs compensate for their disabilities. Support services range from minimal support to comprehensive programs depend-

ing on individual assessment of students’ needs. During a campus visit, be sure to arrange to visit the disabilities services offices to investigate the support available.

### Student Life

Explore the atmosphere on the campus you are considering:

- Is it liberal, conservative, homogeneous or diverse? Are you comfortable with this atmosphere as well as with the make-up of the student body?
- Do the students appear friendly and enthusiastic about their work?
- Can you observe how students and faculty relate to each other?
- Are you satisfied with the recreational facilities and social activities offered?
- Are sports facilities adequate to meet your interests? Are they available to all or just to athletes or team members?
- How does the social life operate?
- Are there sororities and fraternities, and if so, what part do they play in social life on campus? Are there social opportunities for those who choose not to join?
- Does the campus “clear out” on weekends?
- Are there special interest groups in areas that please you?
- Are activities like the newspaper, debate or the ceramic shop available to all students or just to those majoring in related areas?
- Can you find opportunities for political expression?
- Are study abroad opportunities readily available?
- Can you attend religious services of your preference easily?
- What type of academic advice is available?

You also may want to consider a single-sex college. In all considerations, determine if the campus atmosphere will be comfortable for you.

The best advice regarding “student life” is to look for an intellectual and social climate that fits your sense of self — one in which you will feel comfortable and challenged.

### Your “Short List” of Schools

Once you have researched the schools that interest you, your next step is choosing colleges to which to apply.

- Summarize what you want from your college experience.
- List the colleges that meet your criteria including all the items

# PROCESS

## Visiting Colleges

on your summary as well as admission standards, geographic location and affordability.

- Organize your list according to the colleges you most want to attend and the ones that are most likely to accept you.
- Remember to have your parents do the Net Price Calculators on your college websites to ensure affordability.
- **Remember: apply only to colleges you would gladly attend if accepted.**
- Remember it is important to check the availability of on-site campus visits before you plan your travel. Some universities have restricted campus visits to seniors and have limited availability.
- Remember to check Canvas and the university's website to see what virtual visit options are available.

Campus visits should be made only after you have done your homework and have determined that the college you will visit is a desirable and viable option for you. You can schedule an official visit on the college's website. For questions about potential interview opportunities, call the office of admissions directly.

Plan to visit campuses whenever it suits your family's schedule. Although a summer visit will not give you the school-year feel of the campus, if that is the only time available, it is much preferable to not visiting at all. Weekend visits are discouraged; the campus atmosphere changes then. For instance, there aren't many students up on Saturday mornings who aren't tour guides!

Some colleges will track students who have visited campus. See your post-high school counselor for details.

### Information Sessions and Tours

Because of the number of campus visitors, most colleges offer daily informational sessions that outline the academic programs, strengths and admission process. Small-group tours either precede or follow the sessions. It is important to hear the university information directly from the office of admission and to make sure they know you visited.

Dress casually and wear comfortable shoes – some tours can be relatively long.

### On-Campus Interviews

Although fewer and fewer colleges conduct campus interviews these days, you may have an opportunity to interview during your visit to campus. Like a productive job interview, successful college visits result from good preparation. Be prepared to talk about yourself academically and socially. Admission officers or other interviewers will ask about course work, scholastic standing, co-curricular activities, and your personal life. Know your strengths and weaknesses and be ready to talk about what you value.

The college visit is an opportunity for you to shine — especially if you have knowledge about the school. Do not waste time asking obvious questions that have answers contained in the college catalog (campus size, for example). Instead, ask questions that indicate maturity and thoughtfulness. Explain why you are eager to attend a particular school. Enthusiasm is contagious; almost any sincere interviewer will respond to genuine enthusiasm. Be articulate in expressing your ideas and talking about what motivates you. However, a word to the wise from William Shakespeare: “To thine own self be true.” Do not pretend to be someone you are not.

Manners and appearances also are important. The degree of formality is established by each campus so ask about expected attire when you make the appointment. No matter how formal the actual interview, remember to take casual clothes — the visit will not be spent totally in an office. Follow-up the college visit with a thank you note after you have returned home (see the sample letter format in this planning guide).

### Off-Campus Interviews

Some colleges offer interviews virtually or in an agreed upon public location on weekends or outside of the school day. Others provide interviews through their local network of alumni. The alumni interviewer may have a limited knowledge of your credentials and will write a brief summary of your interview to submit to the office of undergraduate admission. Typically these

# PROCESS

## Visiting Colleges, continued

interviews are optional and do not have much of an impact on your admission status.

### Assessing the Campus

One of the most common misconceptions held by pre-college students is that there is an “ideal” college. This is not true; any of several colleges or universities may be right for you. On the college visit, the important discoveries are those characteristics and provisions that are most important to you. To best assess the atmosphere and offerings of a prospective college, visit the following places:

#### Library

Visit the campus library (or libraries). You will spend significant time there, not just looking for reference materials, but studying. Are students studying in the library? Is enough quiet space available?

#### Classes

Try to sit in on a class if possible. Listening to professors and observing students can help you assess the campus.

#### Residence Halls

Ask to view student rooms and other living spaces. Can you picture yourself in the environment you see?

#### Student Union

Visit the student union and other “hangouts.”

#### Studio Art, Dance, Theatre and Music Majors

If you plan to major in music, it is recommended that you arrange to take a lesson from one of the faculty when you visit. Having a lesson allows you to show off your talent and to determine what you can learn from the teaching faculty.

Studio art majors can arrange to present a portfolio to an art department representative so that the college teacher will be able

to gauge talent. Dance and theatre majors might be able to audition during a visit, or at least meet with departmental representatives to learn about the strengths of the programs.

#### Ask Questions

Ask questions during your visit and keep notes. Your emotional reaction to a campus, tempered by reason, may be your best tool in determining your college choice.

- Does the campus feel safe at night; are security efforts visible?
- Does the school support the athletic teams (whether they are good or not!)?
- What recreational activities are available on campus?
- How do you join a club or organization?
- What role do fraternities and sororities play on campus?
- Could you be happy here?
- What opportunities for internships exist?

#### “Special” and “Custom” Campus Tours

You may want to take advantage of special weekend programs offered by colleges to provide prospective students with an overview of classes, professors, activities and living situations. Another choice is to design your own two-day visit to allow you to visit classes and see the weekend environment, too. In any case, mention these visits on the application for selective colleges, making sure you include the names of faculty and admission personnel with whom you spoke.

Be careful during your campus visits. Whether you visit a smaller urban campus or a larger university, getting lost is a possibility. Carry local phone numbers and a campus map. In addition, be aware that along with the freedom of college comes increased responsibility. Do not experiment with your health and safety. Do not make foolish decisions — even if others around you seem to approve.

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## Communicating your Interest

Communication is key to a successful search and selection experience. To request information, send an email to the admission representative or check the school's website for opportunities to be added to their contact list. Also, call to arrange campus visits

and tours through the admission office. For the following situations, an email response is appropriate and typically preferred. The sample letters below present appropriate responses for some of the many situations you will confront. Adapt the form appropriately for postal standard mail.

### THANK YOU FOR YOUR VISIT EMAIL

---

Dear \_\_\_\_\_:

Thank you for spending time with me when I visited your campus. I especially appreciated your arranging for me to see (name of activity or interest).

The visit increased my interest in (name of college or university). I am excited about the opportunity to attend (name of college or university).

Once again, thank you.

Sincerely yours,

Signature

Name  
New Trier Class of 20\_\_  
Student Birthdate

### THANK YOU FOR THE ALUMNI INTERVIEW

---

Dear \_\_\_\_\_:

Thank you for taking time from your busy schedule to give me the opportunity to discuss (name of college or university) and my qualifications for admission. You were most helpful. Your personal experience has given me a better understanding of why I would like to attend (name of college or university).

Sincerely yours,

Signature

Name  
New Trier Class of 20\_\_  
Student Birthdate

### THANK YOU TO A TEACHER FOR WRITING A RECOMMENDATION LETTER

---

Dear \_\_\_\_\_:

Thank you for agreeing to write a recommendation for me. Here is some information that will help you with this letter.

On the enclosed form I have listed the names and deadlines of each school needing a copy of your letter. I have also enclosed additional information about my academic and co-curricular involvements.

Again, thank you for taking time to recommend me. I will be sure to let you know what my status is as soon as I hear.

Sincerely yours,

Signature

Name  
New Trier Class of 20\_\_  
Student Birthdate

# PROCESS

## SAMPLE COVER LETTER FOR ATHLETES

---

Dear Coach (Coach's Name):

The New Trier coaching staff recommends that I forward to you the attached athletic résumé outlining my scholastic and athletic achievements. This year I am a starting varsity football player at New Trier.

I am very interested in attending your school. A dedicated student, I plan to pursue a degree in business administration after graduation from New Trier this June.

For your convenience, I have attached the remainder of the football schedule. I look forward to meeting you in the near future.

Sincerely yours,

Signature

Name  
New Trier Class of 20\_\_  
Student Birthdate

## COLLEGE ACCEPTANCE EMAIL

---

Dear \_\_\_\_\_:

I am a senior at New Trier High School in Winnetka, Illinois, and was pleased to be informed by your office that I have been accepted for admission in the fall term.

I will be looking forward to attending (name of college or university). Thank you for your favorable decision.

Sincerely yours,

Signature

Name  
New Trier Class of 20\_\_  
Student Birthdate

## WITHDRAWAL OF APPLICATION EMAIL

---

Dear \_\_\_\_\_:

I was pleased to be accepted as a student at (college or university). However, after much consideration, I have decided to attend another school. This decision was difficult to make.

Please withdraw my application and accept my thanks for your help and consideration.

Sincerely yours,

Signature

Name  
New Trier Class of 20\_\_  
Student Birthdate

# PROCESS

## The Application

### Before You Apply

Since college admission decisions and notifications about when the various parts of your application arrive will be sent to you through your email, check your email address to make sure it gives adults the proper impression of you. You may wish to create an email account specifically for the college application process. During your senior year, make sure you check your email every day or so to keep up-to-date on your application status.

Additionally, now is a good time to access your personal social media accounts to delete unflattering photographs or comments accessible to the general public.

### Completing the Application

Follow the directions carefully.

The most common errors result from failing to submit all the components required for your admission file in addition to the application. Make sure you know all the parts necessary to complete your file.

Check the accuracy of your social security number if you disclose it. You need only disclose this if you are applying for need-based federal or state financial aid.

You need not complete each electronic application at one sitting; applications should be “saved” page-by-page or as the form allows, and only when you are certain that your application is complete and has been proofread should you submit it to the college. Feel free to have your New Trier post-high school counselor proofread applications for you.

Once you have submitted your application, request that your New Trier transcript be sent to the college that you are applying to through MaiaLearning.

Arrange to have your standardized test scores reported to the colleges you are applying to, if required. It might not be sufficient to self-report your scores on the application alone. It is your responsibility to know the reporting requirements of the schools to which you are applying. To send your official ACT scores, go to [www.act.org](http://www.act.org). To send SAT scores, visit [www.collegeboard.org](http://www.collegeboard.org). There is no need to send official AP scores until you know which one college you will attend; colleges will take your word for those scores on your applications.

Note deadline dates on the application form.

Complete applications early so as not to be rushed, and remember not to let your work go until the last minute. Give yourself adequate time to submit a thoughtful, well done application.

The type of admission you are seeking may determine the deadline for your application — early decision and early action candidates have a much earlier application date than others, for example.

Your New Trier post-high school counselor is happy to review your application; just bring your log-in information to one of your meetings. Another proofreader can often find mistakes or missing components.

Because you are applying online, **your application will arrive at the admission office in parts. Do not panic** if you receive notification indicating the college has not yet received your high school transcript. In addition to the four weeks New Trier may require to submit official transcripts, another two to three weeks may be necessary for the college to receive the transcript, enter it in the computer system and place it with your application materials for admission consideration. **As a result, if you telephone the college admission office to determine that they have your transcript, understand that it may be in a mail or data processing queue and not yet acknowledged.**

Keep a calendar of when you submitted the application and look for signals that it has been received: an email verifying receipt, or the “missing parts” email requesting your transcript and scores. Watch to make sure that any application fee is actually posted on your family credit card report.

### Personal Profile

Many applications include a significant section that invites you to show who you are beyond your transcript and test scores. The personal profile is an important component of a candidate’s qualifications. This profile includes special academic honors and awards, community service, athletics, jobs, religious activities, school publications, fine arts, music and performing arts, student government and many more. Unlike test scores and academic achievement, the personal profile is difficult to evaluate.

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## The Application, continued

Generally, you will serve yourself best by:

- specifying clearly and accurately on the application the nature and level of your activities;
- seizing an opportunity in an application essay to give insight into the quality of your contribution in a particular area; and
- judiciously selecting adults who will write letters of recommendation for you.

### Application Essay

For many students, the most intimidating part of the college admission application is the application essay. Most selective colleges and universities require that you answer one or more questions during the application process. Understanding the purpose of the college application essay should help to reduce anxiety associated with it.

Application essays provide you the chance to distinguish yourself from the candidate pool. It allows you to relate a story of your life, to “flesh yourself out” for the college admission officer.

Application essay questions have no “right or wrong” answers. Two students who answer a question with completely opposite answers could both be admitted. Rather, it is the content of the essay and how you organize and support your thoughts that are most important. Your essay should be a clear indication of your ability to think analytically and creatively and to communicate your thoughts in writing.

Both style and content are important. Follow the guidelines of sound composition:

- make a point;
- illustrate it with details, examples, incidents;
- use the “critical incident” approach if space is limited;
- use powerful, clear and correct language; and
- your first draft should be long in order for you to get all of your ideas on paper; you can compress your writing as you revise, but it is vital to have all of your ideas on paper first.

### Tips for Writing an Application Essay

#### The Topic is You

Answer the question as you think it should be answered, not as you think the admission counselor might want you to answer it.

#### Follow Directions

If you are to answer one of three questions, answer one only. Keep your essay within the page or word limits described. Resist the temptation to produce a “one-page essay” with one-tenth-inch margins and tiny type.

#### Prepare Before You Write

You may have a sample essay assigned in early fall in your senior English class. Talk about the essay with your counselor, parent(s) or teachers. Treat the essay as you would a short paper. Think about the topic, make notes, write a rough draft and revise the draft until you are pleased. Ask another person to read your essay, check your grammar and style, and provide a general impression.

Your college application essay is about YOU. Much of your writing in English class is more about the narrative, or story, than about your interpretation of it. In addition, short essays do not allow space for showing – you simply have to tell your reader direct information as you respond to the essay prompt. There is also not typically room for dialogue.

#### Respect the Admission Officer

Be careful to use proper wording and not text abbreviations. Keep your writing relatively formal. Carefully check spelling and grammar.

#### Have Fun

If you approach the essay as an opportunity to distinguish yourself from other applicants, you will learn about yourself, produce a high quality essay and enhance your chances of admission.

### Application Enclosures

In most cases, it is not advisable to enclose additional materials with your transcript; colleges like as much information as possible to be submitted electronically. The Common Application now uses [www.slideroom.com](http://www.slideroom.com) for the transmission of art portfolios. If your schools are not on the Common Application, you can forward your materials with a brief summary of your work, and please put your name and birthdate on everything sent. These items are sent directly from the student to the college; make sure to put any electronic materials in bubble-cushioned envelopes.

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## Recommendation Letters

While the majority of New Trier students will need only one teacher recommendation, the selective college process may require two recommendation letters from academic teachers who know you well. You are able to select the authors of these recommendation letters. Make sure that you request recommendation letters far enough in advance that the author has ample time to write a comprehensive recommendation. Many public universities and private colleges do not request teacher recommendations. Request these letters only when necessary.

With letters of recommendation more is not better. The vast majority of New Trier students only need one letter of recommendation. Having more letters that basically say the same things about you as a learner will add more work for the admission reader to review, but not add value. There are roughly sixty-five schools that require more than one teacher letter. A list is available on the post-high school counseling webpage and Canvas page.

## Steps for Securing Recommendations

- Read the directions on the application. How many recommendations do you need? Whom should you contact for a recommendation? Prepare a short list of teachers who you think would write good recommendations for you. Most colleges prefer a variety of disciplines, for example English and science. **Teachers should be ones you have had either junior or senior year.**
- Choose a teacher who can describe your attributes as a learner in the classroom. Teacher letters of recommendation should not include information about you outside of your intellectual and behavioral characteristics. Colleges want to understand how you approach your education and your academic qualities from a teacher. The post-high school letter will include your academic strengths but also relay information about you as a member of the larger community. Since your adviser completes a write-up for your post-high school counselor, please do not ask your adviser to write for you.
- In fourth quarter of junior year, ask your selected teacher(s) if they can support you with a letter of recommendation. If they say yes, they may give you a form to complete or direct you to your post-high school counselor to obtain a form. Do not assume a teacher will be able to write for you — some teachers receive more requests than they are able to accommodate.
- Provide all necessary forms and information to your teacher at least one month before the recommendation letter is due. Since the teacher is asked to comment on your academic attributes, provide the information on the recommendation form from the post-high school counseling office.

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## Financial Aid

*Ultimately, all financial aid decisions are made by the individual college; therefore, it is necessary for you to work with the financial aid officer at each school to which you are applying. Also, be sure to apply on time.*

Financial aid is the combination of resources that supplement what parents and students are able to contribute to meet the costs of a college education. The assumption of the financial aid system is that the cost of higher education is the responsibility of the family. This federally funded system is designed to provide access and choice for students and families who would otherwise be limited in their educational opportunities. Financial need is determined by calculating all the various costs of the education and subtracting an estimated family contribution.

Financial aid comes in four basic forms. Most financial aid packages usually offer a combination of these four:

- **Grants** (need-based monies) and **Gifts** (merit-based monies). Grant and gift monies do not have to be repaid. Some schools term these “scholarships.” In other cases, “scholarships” are gifts offered in the name of the person endowing the fund to students who fit the particular stipulation of the fund.
- **College Work Study** allows the student to work on campus in a job arranged by the Financial Aid Office.
- **Loans**, which usually have low interest rates, must be repaid.
- **Federal and/or State Loans** must be repaid as stipulated.

### Application Process for Need-Based Financial Aid

To qualify for financial aid, a student should use one or both of the following forms, which are available online only. Check with your college or university to find out if both forms are required.

- **FAFSA: Free Application for Federal Student Aid.** This form should be completed by all families desiring need-based financial aid. *The form is available in October during the fall of your senior year. Aid will be dispersed on a first-come, first-served basis, so it remains vital to complete and submit the form within the first four weeks it is available, as funding runs out eventually. The form will be online at [www.fafsa.gov](http://www.fafsa.gov). The State of Illinois signed a new bill into law, beginning with the Class of 2021. As a prerequisite to earning a high school diploma, the law requires all public school students to apply for financial aid. Students choosing not to participate will be required to file an opt-out waiver. Instructions for filing the waiver will be provided in the senior year.*

- **The CSS/Financial Aid Profile form** is a second form required by some colleges, primarily private ones. It can be accessed at <https://profileonline.collegeboard.com/index.jsp>.

Registration for the Profile may be done via the Internet beginning mid-September. In addition, colleges often have their own needs analysis form. Follow the instructions carefully for each different institution.

Ultimately, all financial aid decisions are made by the individual college; therefore, it is necessary for you to work with the financial aid officer at each school to which you are applying. Also, be sure to apply on time. File the FAFSA form as soon as possible after it becomes live in October of the student’s senior year. (The sooner you file, the better your chances for being considered for limited funds.) *Check deadlines carefully on all other applications, such as scholarships.* Once you matriculate to the college of your choice, be sure to reapply every year. Your financial aid is not automatically renewed. Check the renewal requirements of all other awards.

### Additional Sources of Financial Aid Information (Need- and Merit-based)

- Religious Organizations
- Club Memberships
- Civic Organizations
- College-Sponsored Aid Programs
- New Trier Scholarship Fund
- National Merit Scholarship Programs
- Parent/Student Employers
- Veteran Organizations
- Insurance Companies

### Researching Financial Aid at New Trier

Locating scholarships and other awards is somewhat complicated. Unfortunately, no single source lists where all financial information might be found; places of employment, places of worship, and clubs and organizations may provide awards.

Scholarship notices and resources are available on the PHSC Canvas page.

- Notices of all funding opportunities, including scholarships from institutes and foundations, FAFSA availability and deadlines are provided to seniors through *The New Trier*

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*Scholarship Opportunities Green Sheet*, which is produced by the Post-High School Counseling Department and posted to the PHSC Canvas page.

- New Trier's post-high school counseling department sponsors a Financial Planning Night each year. Details are on our website.

## The Net Price Calculator

Every American college and university website must include a net price calculator as required by the federal government. This feature is designed to help families determine more accurately how much a particular college might truly cost them. The calculator will take into consideration adjusted income information from the previous year's tax returns, other financial factors, and in some cases, the particular scholarship level of the candidate to provide families with an estimate of what kind of potential aid the family might receive at that school.

## Questions To Ask Colleges About Financial Aid

- What kind of financial assistance does the college offer: need-based, merit-based, or both?
- What forms are needed in order to apply? — FAFSA, CSS Profile, Institutional Application
- When is the application deadline date?
- What institutional costs are taken into account by the financial aid offer? Tuition, room, board? Does the assistance take into account additional costs? Books and fees, transportation, personal expenses, etc.?
- When will the family be notified about the amount of assistance they could expect?
- Does the institution have an appeal process to review special circumstances?
- Is there a commitment for assistance beyond the first year?
- How and when do you apply for financial aid after the freshman year?
- What if the family doesn't qualify for need-based aid? Are there alternative financing options available?
- What is the average loan indebtedness of students at the time of graduation?
- How long does it take a student to graduate? Four years? Longer?

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## Helpful References

### Federal Student Aid Information Center

1-800-4-FED-AID

P.O. Box 84

Washington, D.C. 20044

### Illinois Student Assistance Commission

847/948-8550

Monday - Friday, 8:00 a.m. - 5:00 p.m.

[www.collegesavings.org](http://www.collegesavings.org)

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

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

[www.fafsa.gov](http://www.fafsa.gov)

## Cost-Saving Alternatives

Whether or not you apply for financial aid, you and your family may want to discuss alternative strategies for paying for college. As with each decision involved in planning for your future, be sure to choose one that matches your abilities, goals and personality.

### A Wise College Choice

Over 30 percent of college freshmen do not graduate from the college where they start. Transferring from college to college may cost you one or more semesters and a considerable amount of additional money. If you think you are likely to switch majors, be sure to attend a college that offers a broad range of majors so you need not transfer.

### Advanced Placement (AP) Credit

Many colleges and universities grant college credit on a course-by-course basis for Advanced Placement courses/tests taken in high school. Strategically considered the AP program can facilitate completing college in less than the traditional four years, a definite cost savings.

### Additional Years to Earn Degree

Sixty percent of all college graduates now take up to six years to graduate. If you take fewer courses and work part time, with careful planning and self-discipline you can maintain your grades and help pay some costs during your college years.

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## Financial Aid, continued

### Cooperative Education Program

A cooperative education program allows you to attend school for a semester or more and then work at a related, paying job for a semester or more. A co-op program, which usually takes five or more years to complete, can open opportunities for employment upon graduation.

### ROTC — Army, Navy, Marines or Air Force

You can receive a stipend of up to the full cost of your college education plus all expenses if you make a commitment to serve in the military. Contact the college ROTC office or your local recruiting office to find out how the military will help pay for your college education.

### Part-time Attendance or Alternating Semesters

You can combine working along with your studies by attending the evening division of a university. You also could choose to attend school for a year, then work for a semester.

### Three-year Degree

Some colleges are now allowing heavier scheduling to permit graduation in three years to qualified students.

### Two-year College, then Transfer to a Four-year School

A two-year college, particularly a local community college, has many advantages including dramatically lower costs, course work designed to transfer to a four-year school and opportunities for career-directed study. Be sure that the four-year school of your choice will accept your credits before choosing this option.

### Web Resources

**Federal Student Aid – an office of the U.S. Department of Education**

[www.studentaid.gov](http://www.studentaid.gov)

**The Illinois Student Assistance Commission**

[www.isac.org](http://www.isac.org)

**The Smart Student's Guide to Financial Aid**

[www.finaid.org](http://www.finaid.org)

**The Consumer Financial Protection Bureau**

[www.consumerfinance.gov/paying-for-college](http://www.consumerfinance.gov/paying-for-college)

# Appendix

## Types of Admissions Decisions

Colleges and universities have varying admissions practices described in their publications. Ask your counselor for additional insight. Some of the most frequently mentioned practices include the following:

### Early decision

Early decision is a plan offered by a select number of colleges that allows a student to apply between October and mid-January (generally) for an early determination of admissibility. If accepted, the student is obligated to attend. The student may submit other applications during this period, but only one can be early decision. If accepted through the early decision program, the student must withdraw all other applications.

Some colleges offer an ED II plan, with an Early Decision deadline at the end of January. These programs are designed either for students who were denied or deferred from an Early Decision application submitted in November or for students who could not make a decision to apply under a commitment (ED) plan earlier. This is not open to students denied or deferred from a November (ED I) Early Decision plan and who want another application chance at that school. Students who apply under the ED II plan do so at a different school than the one where they applied ED originally. ED I deferrals are placed in the regular application pool for a second consideration and denials must wait to transfer after completing a semester to a year of college elsewhere.

### Early Action

Early action is a plan that invites early application but does not require the student to attend if accepted. Application deadline is usually in early November; preferred date may be in October. Students may apply to as many “EA” schools as they wish.

### Deferred Decision

The college or university determines that more information is needed to make a final decision about a candidate’s application. Often the decision is delayed until seventh semester grades and/or new test scores are received.

### Rolling Admissions

The college will notify the applicant as soon as the application has been processed (usually in four to six weeks) and the file is complete. It is to the student’s advantage to apply early. (A complete file may include seventh semester grades.)

### Open Admissions

Students are accepted upon application in open admissions (usually community colleges). Some programs in these same schools may have more selective admissions.

### Deferred Admission

Deferred admission is a plan that permits a student, once accepted, to postpone matriculation for one year in order to pursue other plans. Deferred students are not permitted to complete college coursework at any other college or university during their approved deferral period.

### Single-Choice Early Action or Restrictive Early Action

This plan, offered by just a few schools, allows students to apply early and receive early notification and does not require students to enroll if admitted. However, students must only file one “early” application, whether single choice early action, early action or early decision. Rolling decision applications may be submitted. ***Please review the school’s specific restrictions placed on other early applications as they can vary from institution to institution.***

# Appendix

## Terms to Know

### Candidate Notification Date

The date by which a college notifies applicants of the admission decision.

### Candidate Reply Date

The date by which the student must notify the college of enrollment intention, generally May 1 (postmarked).

### College

A school of higher learning, offering an academic degree, may be public or private and can be two-year or four-year.

### Common Application

A single application that is accepted by over 1,000 institutions. Participating colleges pledge to view this common application as equal to their own application.

### Consortium

Several colleges and universities in an area often join together in a consortium or cooperative association, which gives students the opportunity to use the libraries or take courses at all member institutions. Consortium members often present joint lecture programs or unusual courses.

### Core Curriculum

A group of courses, in varied areas of the arts and sciences, designated by a college as one of the requirements for a degree.

### 4-1-4 Plan

College year divided into two semesters with a one-month session in between.

### Liberal Arts

An academic program designed to provide a broad, wide-ranging education. That includes the sciences, social sciences, languages and humanities.

### Matriculant

A student who enrolls as a member of a college or university.

### Need-Blind

The philosophical position that a college accepts a student on the basis of his or her meeting specific requirements without regard to the student's ability to pay. The understanding is that the school's Financial Aid Office will assemble an appropriate package for that student.

### Quarter Plan

College year divided into three or four parts.

### Semester Plan

College year divided into two parts.

### Specialty School

Public or private school teaching specific skills within an area such as cosmetology, business or travel.

### Student Search

An offering to colleges and students whereby a college receives the names of students who would seem likely candidates for admission. Colleges can then forward to interested students information about their college. A student's decision to be included in the Student Search is made at the time he or she registers for a College Board test.

### Technical College

A public or private institution where a student may learn a trade or skill such as commercial art, electronics or hydraulics, etc.

### 3-2 Plan

Student works three years at one college, two years at a second (i.e. three years liberal arts, two years engineering).

### University

A school of higher learning containing more than one college and offering graduate programs.

### Waiting List

A list maintained by selective schools containing names of students predicted to succeed at the institution but not accepted until those accepted outright decide whether or not they will attend. If space remains available, the school contacts students "wait-listed," generally between May 1 and August 1.

# Appendix

## College Reference Guides

The following guidebooks provide quick access to basic information about schools and programs.

- *Barron's Profiles of American Colleges (selectivity index)*
- *The Best Buys in College Education* — Barron's
- *Fiske Guide to Colleges*
- *A Comparative Guide to American Colleges* — Cass and Birnbaum
- *Index of College Majors* — College Board
- *The Insider's Guide to the Colleges* — The Yale Daily News
- *Lovejoy's College Guide (sports and majors index)*
- *Colleges That Change Lives* — Loren Pope
- *Peterson's Annual Guide to Four-Year Colleges*
- *Peterson's Two-Year Colleges*
- *The Multicultural Student's Guide to Colleges* — Robert Mitchell
- *The K&W Guide to Colleges for the Learning Disabled: A Resource Book for Students, Parents, and Paraprofessionals* — Imy F. Wax and Marybeth Kravets
- *Hillel Guide to Jewish Life at Colleges and Universities*
- *Peterson's Christian Colleges and Universities*
- *The Newman Guide to Choosing a Catholic College: What to Look for and Where to Find It*
- *Peterson's Guide for Performing Arts Majors*
- *Directory of Theater Training Programs*
- *The College Money Handbook* — Peterson's Guide
- *College Board SAT Tests* — collegeboard.org
- *College Costs —Big Future* — collegeboard.org
- *The ACT Tests* — ACT.org
- *National Directory of College Athletics*
- *Peterson's Data* — <https://petersonsdata.com/>
- *International Association of Universities*
- Descriptions of most colleges are available on the internet. Use Naviance to find a particular college homepage.

## Suggested Reading

Here are some books to consider reading as you send your student off to college. Some are more lighthearted than others, but New Trier's post-high school counselors have found some value in each of these.

- *Crazy U* — Andrew Ferguson
- *There Is Life After College* — Jeffrey Selingo
- *Who Gets In and Why* — Jeffrey Selingo
- *Excellent Sheep* — William Deresiewicz
- *Making The Most of College* — Richard Light
- *Unacceptable* — Melissa Korn & Jennifer Levitz

# Appendix

## Students' Rights and Responsibilities in the College Admission Process

### Your Rights

#### Before you apply:

- You have the right to receive full information from colleges and universities about their admission, financial aid, scholarship, and housing policies. If you consider applying under an early decision plan you have a right to complete information from the college about its process and policy.

#### When you are offered admission:

- You have the right to wait to respond to an offer of admission and/or financial aid until May 1.
- Colleges that request commitments to offers of admission, financial assistance, and/or housing prior to May 1 must clearly offer you the opportunity to request (in writing) an extension until May 1. They must grant you this extension and your request may not jeopardize your status for housing and/or financial aid. (This right does not apply to candidates admitted under an early decision program.)

#### If you are placed on a wait list or alternate list:

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

### Your Responsibilities

#### Before you apply:

- Research and understand the policies and procedures of each college or universities regarding application fees, financial aid, scholarships, and housing. Be sure that you understand the policies of each college or university regarding deposits that you may be required to make before you enroll.

#### As you apply:

- Complete all material required for application, and submit your application on or before the published deadlines. Be the sole author of your applications.
- Seek the assistance of your high school counselor early and throughout the application period. Follow the process recommended by your high school for filing college applications.
- Arrange for visits to and/or interviews at colleges of your choice, if appropriate.

#### After you receive your admission decisions:

- Notify each college or university that accepts you whether you are accepting or rejecting its offer. Make these notifications as soon as you have made a final decision, but no later than May 1.
- Confirm your intention to enroll and, if required, submit a deposit to only one college or university. (The exception to this arises if you are put on a wait list by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify the college or university at which you previously indicated your intention to enroll, if applicable.)
- If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and make no additional applications. If you are an early decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid.

# Appendix

## Checklist: Steps in the Process

The college application process has a beginning, a middle and an end. Keep this perspective in mind and your decision-making will be smooth. Use the following checklist — along with the rest of the information contained in this booklet — to help plan your immediate post-high school years.

- Assess your academic preparation; register carefully for the remainder of high school coursework.
- Take standardized tests.
- Gather general information from these sources:

### College Resource Center

- Financial aid resources
- College catalogs, viewbooks, brochures
- Career information

### General information sessions offered by New Trier

- Fall informational meetings for parents of juniors to outline this process
- Late fall financial aid meeting for parents of both juniors and seniors

### Representatives from colleges, universities and the military

### Area college fairs

### Brochures and viewbooks sent to you by colleges and universities

- During second semester of junior year, schedule the initial formal appointment with your individual post-high school counselor. At this meeting, you may develop a list of colleges and universities which you may be interested in attending.

- Research the specific schools on the list you develop. Also research any others you find interesting.
- Narrow your list, maintaining a school or two in each of the following categories:
  - predictable acceptance;
  - probable acceptance;
  - financially feasible;
  - most desired schools.
- Schedule either a virtual or in-person visit for schools that interest you for general information or to help you make specific decisions.
- At the beginning of senior year, attend the *Next Steps for Seniors* evening presentation for senior students and their family. This presentation walks seniors through the application process as it relates to New Trier.
- During senior year, schedule follow-up meetings with your counselor to update information in your file.
- During senior year, apply to schools, paying special attention to college and New Trier due dates.
- Stay involved in your classes and activities while you wait for decisions and throughout senior year.
- Submit the required financial aid forms (FAFSA and/or Profile) as soon as possible. See forms for dates.
- Continue your research before you decide. Check additional financial aid opportunities.
- Notify the school you have decided to attend. Inform others who have accepted you that you will not be enrolling.
- If your plans change or you and your family determine that an alternative to college is desirable, see your counselor.
- Stay engaged in coursework and co-curricular activities. Enjoy the remainder of high school as you plan for college life after high school.

# Appendix

## Student's College Selection Worksheet

*“Going where they do not fit” is the number one mistake most college-bound students say they make. Over 50 percent of all college students graduate from a school different from the one in which they started. Consider what is important to you now and try to anticipate the type of campus where you will stay to graduate.*

What is important to you?

| Essential                | Essential                | Relatively Important     | Not Important            |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 2-year college           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4-year college           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Academic supports        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activities               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas of studies         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Athletics                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Campus life              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| College selectivity      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cost (stipulate range)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distance from home       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diversity/Inclusion      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fraternity/Sorority life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Internships/Research     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LGBTQ supports           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Living arrangements      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Location type            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Private                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Religious affiliation    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reputation               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ROTC                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safety                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School Spirit            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Size of enrollment       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study abroad             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support programs         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# Appendix

## Parents' College Selection Worksheet

*However well-intentioned, some parents make the mistake of pushing their student to follow the parents' career, attend the parents' school or attend a college primarily for its high prestige value. Please avoid this costly error and consider objectively what is best for your son or daughter. Use this section to show what considerations are important to you.*

What is important to you?

|                          | Essential                | Relatively Important     | Not Important            |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 2-year college           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4-year college           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Academic supports        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activities               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Areas of studies         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Athletics                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Campus life              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| College selectivity      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cost (stipulate range)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distance from home       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diversity/Inclusion      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fraternity/Sorority life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Internships/Research     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LGBTQ supports           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Living arrangements      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Location type            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Private                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Religious affiliation    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reputation               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ROTC                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safety                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School Spirit            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Size of enrollment       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study abroad             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support programs         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |













# NEW TRIER

TOWNSHIP HIGH SCHOOL  
DISTRICT 203

Post-High School  
Counseling Department

Winnetka Campus

385 Winnetka Avenue  
Winnetka, IL 60093-4295

[www.newtrier.k12.il.us/phsc/](http://www.newtrier.k12.il.us/phsc/)

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*To commit minds to inquiry,  
hearts to compassion and lives  
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