

# SULLIVAN HIGH SCHOOL

## College and Career Handbook



*Postsecondary Planning  
is Vital to Your Future*

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## The Importance of a College Prep Curriculum

Criteria for college admission vary greatly; however, all colleges focus on the strength and quality of your high school curriculum. We have listed below general minimum guidelines for college admission to help aide you in the college search process. We encourage you to not only view the information below but to also check with the individual college you are considering for specific requirements.

### Minimum Requirements for College Admission

<b>Units</b>	<b>Subjects</b>
4	English ( Literature and Writing)
3	Social Studies (U.S. & World History and Government)
3	Mathematics (Algebra, Geometry and Advanced Algebra/Trig)
3	Science
2	World Language (2 years of same language)
2	Music, Art, or Vocational Education
2	Physical Education

See your counselor (in Rooms 132 and 134) for any questions you may have pertaining to requirements for college admission. We encourage you to be diligent with your college search by starting now. Begin looking at the admission requirements for each of the colleges that you are interested in.

# Instructions for Transcript Evaluation

## **Your transcript changes every semester:**

- It will cover all 8 semesters you will be at Sullivan through your graduation
- It includes grades for each semester, credits earned, class rank, and service learning hours

## **How grades are calculated:**

- You earn grades for first, second, third and fourth quarter. Quarter grades are not on your transcript. First and second quarter grades are averaged to produce your first semester grade. Then your third and fourth quarter grades are averaged together to produce your second semester grades. The only grades that counts for your G.P.A. are the semester grades.

## **How G.P.A. is calculated:**

- Points are given for each grade: A=4, B=3, C=2, D=1, F=0
- Honors courses earn one point more for each grade, except D or F
- AP course earn 2 points more for each grade, except D or F
- Add them all together and divide by number of credits, be careful of .25 or .75 credits

## **Answers to frequently asked G.P.A. questions:**

- ALL semester grades are averaged in
- Summer school and night school do not replace F's in your G.P.A.
- Raising your G. P. A. is more difficult than lowering it

## **How many credits do you need to be promoted?**

- Freshman: 0-5 credits
- Sophomore: 6-10 credits
- Junior: 11-17 credits
- Seniors: 17 (but remember: they must be the right 17 credits. Until you make up any classes that you've failed, you will be a demote senior)

## **Other things to remember:**

- Before you graduate, you will need to complete other criteria for graduation
  - Regular Education Student: 40 service learning hours
  - Medical Students: 100 service learning hours
  - High School Constitution test
  - Consumer Education test
  - Driver's Education class
- Attendance directly affects what grades you earn.
- Math and Science are the subjects with which students have the most difficulty. Improve your grades by learning good study habits and going to tutoring.

# College Planning Timeline

## SENIOR YEAR

### September

- Develop final college choice list
- Send for applications and other necessary forms ( or familiarize yourself with online application)
- Retake ACT and/or SAT if appropriate
- Begin filling out applications. Be aware of deadlines, especially for Early Admission
- Make a calendar to ensure you are meeting the application deadlines for admission, financial aid, and scholarships
- Speak with your counselor to find out resources available for college planning along with explore the resources/materials in the counseling office
- Visit with college reps at Sullivan and attend a college fair

### October

- Continue college searching in the library and counseling office
- Attend college fairs in the area and financial aid presentations
- Attend CPS college fair that usually takes place in October
- Develop essays to be included in college application. Ask teacher/counselor for assistance if needed
- Visit colleges. Many schools host Open Houses/Tours in October
- Ask for recommendations from teachers/counselors (make sure you give proper notice)
- Make copies of every application for admissions and scholarships

### November

- Investigate scholarships (online and in the counseling office)
- Submit early applications between Nov. 1 and Nov. 15
- Check all deadlines

### December

- Submit all applications before winter break (give counselors, teacher, and the records office ample time to complete their portions of your application)
- Check all deadlines
- Pick up financial aid forms
- Gather paperwork/tax forms for FAFSA completion

### January

- Complete FAFSA as soon as possible after January 1
- Submit FAFSA by mail or on the Internet (if doing it on-line you must obtain a PIN #)

## **February**

- Send mid-year reports to colleges. Submit these request to your counselor in a timely manner
- Prove draft registration to receive Federal Financial Aid, if male and 18 or over (Apply at your local post office or on the FASA form)
- Apply for local scholarships

## **March**

- Register for Advanced Placement Tests (AP tests)
- Revisit college before making final decisions
- Apply for housing as soon as you make your college decision

## **April**

- Await receipt of standard admissions letters
- Review acceptance
- Review financial aid award notices

## **May**

- Notify college of your final decision before May 1
- Submit enrollment deposits by May 1
- Write, call, or visit the college or state institution if you are “Wait Listed”
- Take Advanced Placement Exams

## **June**

- Order final transcript with your final spring semester grades to be sent to the college of your choice
- GRADUATE

ALL MALES MUST REGISTER WITH SELECTIVE SERVICES ON THEIR 18<sup>th</sup> BIRTHDAY

# CPS Dual Credit Program

As a future graduate of the Chicago Public Schools, there are several opportunities for students to obtain high school and college credits.

- **Advanced Placement (AP) Classes**

Sullivan High School has AP classes in almost every subject. All AP classes require approval prior to registration. The student will take a placement exam in May for every AP classes in their schedule. Before graduation, it is important to obtain an official score report from the College Board and send the AP scores to the college. The college will inform the student if any credits will be granted depending on the scores received. The score ranges from 1 to 5. Some colleges will give the students a semester credit (3 semester hours of credit) for a score of a 3. However, in order to receive a year of credit (6 semester hours), the student needs to receive a score of a 4 or 5. Students who do not take the exam are not eligible to receive college credits for the class. There are no limits in how many AP classes or exams a student takes before graduation.

- **College Bridge Program**

College Bridge is a partnership between CPS high schools and local colleges and universities in a joint effort which allows students to enroll in college courses while still attending high school. Dual credit is granted and students acquire knowledge and requirements pertinent to four-year college admission. Some students earn scholarships through the College Bridge Program. In order to be eligible for the College Bridge Program, the student must meet the minimum criteria:

1. Junior or Senior at time of eligibility
2. Minimum of 2.5 GPA. Some college will require the minimum GPA of 3.0
3. 90% daily school attendance
4. School Counselor recommendation

Some colleges that participate in the program are: Northwestern, UIC, Loyola, DePaul, and Chicago City Colleges. See Ms. Hightower in Room 132 for more information.

# College Application and Admissions Procedure and Responsibilities

## Responsibilities

### Student Responsibilities

- Begin the process of college selection early
- Meet with college representatives
- Be aware of your grades, class rank, G.P.A.
- Attend as many college fairs as you can
- Use the counselor's college resources or library
- Identify your college major if possible
- Secure information about deadlines, requirements
- Visit colleges before making final decision
- Testing/audition dates
- Meet with your counselor to discuss plans
- Provide your counselor with the recommendation forms and allow two weeks to do this
- Complete the Transcript Request form for every college you apply for
- Send a final transcript at the end of the school year to the college you plan attend

### Parent Responsibilities

- Discuss future plans including financial future
- Contact counselor with any questions you may have regarding postsecondary plans
- Be aware of college application deadlines
- Attend CPS College fair in the fall
- Complete your portion of the application
- Keep copies of everything that is sent to colleges that child is applying to
- Obtain the FAFSA online, in the Counselor office, or the local library. Mail these forms as soon as possible after Jan. 1.
- Check in with your child periodically to see how process is going
- Arrange visits to prospective colleges with your child

## Application Procedures

- Apply for colleges online or obtain applications in the counseling office.
- Read the application thoroughly! Be aware of deadlines and additional requirements. Follow the instructions carefully and check spelling, grammar, and punctuation carefully
- Make copies of each application you complete and try to apply as early as you can
- Write an essay or personal statement if required. Always proofread your work and ask your English teacher or Counselor to proofread your essay before sending it in

- Ask for recommendations if required. Give your counselor and your teacher at least two weeks to complete the recommendation letter for you. Please select the teacher who knows you and can provide a positive recommendation. **YOU MUST GIVE THEM PROPER TIME IN WHICH THEY CAN PREPARE AND COMPLETE THE RECOMMENDATION**
- Request Official Transcript and/or Official ACT/SAT scores in the Main Office. Send one to each college
- Request an application fee waiver from your counselor if you meet the criteria
- Check your application packet to make sure you include everything before you mail it in
- Call the college admission office to make sure they received your application packet
- Schedule interview or audition dates if needed. If you are applying to the Fine Arts or Music programs, some colleges requires a portfolio and/or an audition/interview
- Apply for scholarships through the year
- Apply for financial aid beginning January 1
- Notify the college you plan to attend of you acceptance by May 1<sup>st</sup>. Send cancellation letter or contact the college you do not plan to attend
- Apply for housing, take Placement Testing, and schedule Orientation Sessions before next fall

### **When You Hear from the College**

You will receive one of four responses from the college you applied to:

- You may receive an *unconditional acceptance* from a school, which means you are accepted to the school of your choice. **CONGRATULATIONS!!!!**
- You may receive a *conditional acceptance* from a school. If this happens it usually means that the school requires you to meet some additional requirements. Contact the admissions counselor at that university so that you completely understand the terms of the acceptance
- Sometimes colleges will put students on a *wait list*. Again, contact the admissions counselor to find out what the chances are of you getting in
- If you are *denied admission* to a school that you strongly feel you are qualified to attend you may *appeal the decision*. Contact the university to find out the appeal procedure and follow the procedure carefully
- Continue to ear good grade. Colleges CAN rescind admission due to failing grades

# College Visitation Hints

## Questions to ask the representatives:

- **Admission**
  - What are the admission requirements?
  - What is your graduation rate?
  - Are there summer “Bridge” programs?
  
- **Majors**
  - What are your popular majors?
  - Does your college offer my field of interest?
  
- **Application**
  - When should I apply?
  - What percent of students apply are admitted?
  - When does the college notify students?
  
- **Tests**
  - What is the average ACT score of freshmen?
  
- **Financial Aid/Cost**
  - What is the estimated yearly total cost to attend?
  - What are the sources of financial aid or scholarships?
  
- **Housing**
  - How difficult is it to secure on campus housing?
  - How do I apply for housing?
  - What housing options (on or off campus) are available?
  - How many students live on campus?
  - How many students share one dorm?
  - Must freshmen live on campus?
  
- **City College**
  - What are the advantages of attending a city college?
  - Will I be able to complete the Prerequisites to my major field?
  - How many courses will I be able to transfer to a four year college?
  
- **Advance Placement tests and/or College Bridge**
  - Will I be able to receive college credits for the AP credits I obtained in high school?
  - Will I be able to transfer the College Bridge credits I receive to your University?

### **Tips to follow when you visit**

- Call the Admission Office for an appointment and campus tour
- Visit the college when the students are on campus and/or when classes are in session
- Eat a meal in the dining hall, tour the residence hall and/or visit the classes and talk to the students and the professor
- Read about the college before you visit
- Talk to an admissions counselor or the representative from the department of your interested major.
- Investigate scholarships and financial aid opportunities
- Check out the school library and Student Union
- Imagine yourself on campus. Would you be happy there?
- Take detailed notes about your impressions and important information the college provides during the visit
- Ask the students about housing, activities, academics, safety issues, fraternities, and sororities

# Effective College Essay Writing Tips

Use these tips when you begin writing your essay in order to get off to a good start.

- The essay is one of the few things that you've got complete control in the application process. When you write the essay, view it as something more than just a page to fill up with writing. Use the opportunity to tell the admissions committee about who you are as a person.
- Be yourself. If you are funny, write a funny essay; if you are serious, write a serious essay. Don't start reinventing yourself with the essay. If you're telling an amusing and light-hearted story from your childhood, make it fun!
- Tell the college something different from what we'll read on your list of extracurricular activities or transcript.
- Take the time to go beyond the obvious. Think about what most students might write in response to the question and then try something a little different.
- Don't try to take on too much. Focus on ONE "most influential person", ONE event, or ONE activity. Tackling too much tends to make your essay too watered down or disjointed.
- Concentrate on topics of true significance to you. Don't be afraid to reveal yourself in your writing. Colleges want to know who you are and what you think.
- Write thoughtfully and from your heart.
- Essays should have a thesis that is clear to you and to the reader. Your thesis should indicate where you're going and what you're trying to communicate from the beginning.
- Don't do a history report. Some background knowledge is okay, but do not re-hash what other authors have already said or written.
- Answer each school's essay individually. Do not recycle essays for more than one college.
- Proofread, proofread, proofread.
- Keep it short and to the point.
- Limit the number of people from home you request feedback on your essay.
- Appearance cannot replace substance, but it can certainly enhance the value of an already well-written essay.

# College Search and College Comparison Worksheet

College Name	COLLEGE # 1	COLLEGE # 2	COLLEGE # 3
Location- Distance from home			
Size-enrollment; size of campus			
Environment- Type of school ( yr., 4 yrs) School setting (urban, rural) Location & size of nearest city; Religious affiliation			
Admission Requirements- Deadlines; tests required; GPA; rank			
Academics- student-faculty ratio; typical class size; major offered			
College Expenses- tuition, room & board; application fee			
Financial Aid-deadline; required forms; scholarships			
Housing- types and sizes; food plan; resident hall requirement			
Facilities-academic; recreational			
Activities- Clubs, organizations, athletics, intramurals			
Campus Visits and Open Houses- When? Special Visits?			

# Helpful Websites

## College Search

### College Board

<http://cbweb1.collegeboard.org/csearch/>

### College Board Essay Prep

<http://cbweb6.collegeboard.org/writewellCB/html/essintro.html>

### College Edge

<http://www.collegeedge.com/College/links/search/>

### Illinois Mentor

<http://www.illinois.mentor.org>

### Mapping Your Future

<http://mapping-your-future.org/>

### MyRoad

<http://www.myroad.com>

### NACAC

<http://www.nacac.com/>

## 2-Year Colleges and Technical/Career Schools

### Community College Web

<http://www.mcli.dist.maricopa.edu/cc/>

### Directory of Career Schools and Colleges of Technology:

<http://www.accsct.org/directory/index.html>

### U.S. Two-Year Colleges

<http://cset.sp.utoledo.edu/twoyrcol.html>

## College Lifestyles

### CollegeBound

<http://www.collegebound.net/>

### Greek Life

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

### Virtual Campus Tours

<http://www.campustours.com/>

## **College Athletics**

### **NAIA**

<http://www.naia.org/>

### **National Clearinghouse for Student Athletes**

<http://www.ncaaclearinghouse.net>

### **NCAA**

<http://www.ncaa.org>

### **NJCAA**

<http://www.njcaa.org>

### **NCAA Financial Aid Guide:**

<http://www.ncaa.org/cbsa/financaid.html>

### **Scholar Athlete Info**

<http://www.hevanet.com/imbh/>

## **Scholarship Information**

### **Fastweb**

<http://www.fastweb.com>

### **Mapping Your Future**

<http://mapping-your-future.org/>

### **Peterson's Financial Aid page**

<http://petersons.com/resources/finance.html>

## **Financial Aid Information**

### **CSS Profile On-line**

<http://www.collegeboard.com/finaid/fastud/html/proform.html>

### **FAFSA PIN (personal identification #)**

<http://www.pin.ed.gov>

### **Dept. of Education Home page**

<http://ease.ed.gov/index/html>

### **Illinois Student Assistance**

<http://isac.org>

### **ACT Test Information**

<http://www.act.org/>

**CollegeBoard**

<http://collegeboard.org>

**Go College**

<http://www.gocollege.com/api/eliasup/exe/gocollege>

**TestPrep**

<http://www.testprep.com/wwmain.sat.html>

## **Career Questionnaires/Career Planning**

**Career Interest Checklist**

<Http://icpac.indiana.edu/infoseries/is-50 pl.html>

**Horizons Program**

<http://www.ioicc.stat.il.us>

## **Career Information and Descriptions**

**Bureau of Labor Statistics**

<http://stats.bls.gov/>

**What Color is Your Parachute**

<http://jobhuntersbible.com>

**MyRoad**

<http://www.myroad.com>

**Inroads (Minority Internships)**

<http://www.inroadsinc.org>

**Self Assessment Career Survey**

<http://mois.org/moistest.html>

**U.S. Department of Labor**

<http://www.acinet.org>

**Occupational Outlook Handbook**

<Http://stats/blks.gov/search/oco-s.asp>

**Monster.com**

<http://www.monsterboard.com>

**Technology Careers**

<Http://www.ta.doc.gov/go4it/>

## **Military Information**

### **Military Career Online**

<http://www.militarycareers.com/>

### **Selective service Registration**

<http://www.sss.gov>

### **U.S. Coast Guard**

<http://www.uscg.mil/>

### **U.S. Army**

<http://www.goarmy.com>

### **U.S. Air Force Academy**

<http://usafa.af.mil>

### **U.S. Air Force**

<http://www.airforce.com>

### **U.S. Marine Corps**

<http://www.usmc.mil/>

### **U.S. Naval Academy**

<http://www.nadn.navy.mil>

## Categories of Selective Admission Criteria

Admission Competition Categories	Educational Opportunities in the U.S.	SAT or ACT Scores	Recommended High School Subjects
Most Competitive  May only admit under 20% of applicants	Less than 50 colleges especially Ivy League universities: Stanford, Duke, Harvard, Princeton	1250-1600 SAT (Need SAT II) 29-35 ACT	4 yrs. of English 4 yrs. of advanced math 3 yrs. lab science 4 yrs. foreign language (honors/AP courses) 3 yrs. of social science
Highly Competitive  May only admit 20-30% of applicants	Less than 75 colleges	1150-1115 SAT (may require SATII) 27-29 ACT	4 yrs. of English 4 yrs. of advanced math 3 yrs. of lab science 4 yrs. foreign language (honors/AP courses) 3 yrs. of social studies
Very Competitive  May only admit 1/3 of applicants	Less than 150 colleges	1050 to 1115 SAT 25-27 ACT	4 yrs. of English 4 yrs. of advanced math 3 yrs. of lab science 3 yrs. of foreign language 3 yrs. social studies (with possibly one less year in math and foreign language)
Competitive May only admit 40-60 % of applicants	More than 1,000 colleges	850-1050 SAT 20-25 ACT	4 yrs. of English 3 + yrs. of advanced math 3 yrs. of lab science 3 yrs. of social studies (no foreign lang. requirement but advisable to have 2 yrs. of foreign language)
Somewhat Competitive Admit most applicants	More than 700 colleges	850 or less SAT Under 20 ACT	See above curriculum
Open Admission	More than 1,000 colleges including city colleges	Not required	General college prep curriculum Vocational students will require HS Diploma/GED/other req'mt
Specialized	Can be: Art/Music/Theatre Arts Trade/technical school	Not required	HS Diploma with certain courses in area of interest

# College Athletics Eligibility

## General Information

Participation in college level sport is very different from participation in high school sport. In order to participate in college athletics, the student needs to be determined “eligible” for participation. There are two organizations that deal with college athlete eligibility: National College Athletic Association (NCAA) or National Junior College Athletic Association (NJCAA). The two associations were formed to set up standards in college sports.

## NCAA

In order to participate in athletics, the senior need to apply to the NCAA Clearinghouse to be certified as a college athlete. There are three division levels:

- **Division I**

Member institutions have to sponsor at least seven sports for men and seven for women (or six for men and eight for women) with two team sports for each gender. Each playing season has to be represented by each gender as well. There are contest and participant minimums for each sport, as well as scheduling criteria. Division I schools must meet minimum financial aid awards for their athletics program, and there are maximum financial aid awards for each sport that a Div. I school cannot exceed.

- **Division II**

Member institutions have to sponsor at least four sports for men and four for women, with two team sports for each gender, and each playing season represented by each gender. There are contest and participant minimums for each sport, as well as scheduling criteria. There are maximum financial aid awards for each sport that a Div/II school must not exceed. Division II teams usually feature a number of local or in-state student-athletes. Many Division II student-athletes pay for school through a combination of scholarship money, grants, student loans and employment earnings. Division II athletics programs are financed in the institution’s budget like other academic departments on campus.

- **Division III**

Member institutions have to sponsor at least five sports for men and five for women, with two team sports for each gender, and each playing season represented by each gender. There are minimum contest and participant minimums for each sport. Division III athletics features student-athletes who receive no financial aid related to their athletic ability and athletic departments are staffed and funded like any other department in the university. Division III athletics department place special importance on the impact of athletics on the participants rather than on the spectators. The student-athlete’s experience is of paramount concern. Division III athletics encourages participation by maximizing the number and variety of athletics opportunities available to students, placing primary emphasis on regional in-season and conference competition.

## NJCAA

In order to participate in Junior/ Community College Athletics, students need to meet similar requirements as with NCAA. NJCAA serves as the clearinghouse for students who are interested in competing in Junior College athletics. Students and member institutions should also follow the guidelines set by NJCAA. In order to participate, students need to be cleared by NJCAA via a letter of intent from the junior college and approved by NJCAA.

### TIPS FOR MONITORING YOUR INITIAL ELIGIBILITY PROGRESS

- Obtain needed documents
- Know the high school list of NCAA approved courses, your grades and your credits
- Do the math to determine your eligibility
- Understand the recruitment process

### REMEMBER

- Complete the application to NCAA clearinghouse in the beginning of your senior year.
- Forms are available at the NCAA website and in the Guidance Office.
- Eligibility of participation in the divisions depends on the students' GPA and ACT/SAT scores
- For student athletes who are taking the ACT, the scores from the April state wide test date will not be used by the NCAA as a determinant of eligibility. Students who took additional ACT/SAT tests should make code "9999" for the scholarship/college code on the ACT/SAT registration.
- One copy of the NCAA clearinghouse application needs to be submitted to your high school coach.
- Follow the procedure on college recruiting. Know your rights and responsibilities.

### IMPORTANT RESOURCES TO HAVE

Your Rights and Responsibilities as a Student Athlete in Higher Education  
National Association of Personnel Administrators  
P.O. Box 21265  
Columbus, OH 43221

NCAA (National College Athletic Association)  
P.O. Box 6222  
Indianapolis, IN 46206-6222  
317-917-6222  
[www.ncaa.org](http://www.ncaa.org)

NJCAA (National Junior Athletic Association)  
P.O. Box 1586  
Hutchinson, KS 67504

# Undocumented Student Information

At the present time, there are no federal laws that prohibit undocumented students from applying and being accepted to college nor are there any INS requirements for the colleges to report the students. However, according to the *Higher Education Act*, a student must be a U.S. citizen or legal immigrants/resident in order to receive a federal or state grant, student loans, or work assistance. At this time, undocumented students are usually required to pay either out of state tuition or international student tuition depending on the college they attend.

Students will be able to obtain their degree and work via an employment visa if they are working in a job classified as HIGH NEED JOB by the INS.

The local colleges in Illinois are working together to come up with a policy that will allow the undocumented students to pay in-district or in-state tuition. The following are local colleges that will provide assistance/referrals for these students.

University of Illinois at Chicago  
Latin American Recruitment and  
Educational Services (LARES)  
Hugo Teruel  
(312) 996-3356  
email: [HugoT@uic.edu](mailto:HugoT@uic.edu)

Northern Illinois University  
CHANCE program Bilingual  
Counselor  
Susan Das Neves  
(815) 753-8080  
email: [spena@niu.edu](mailto:spena@niu.edu)

Northeastern Illinois  
Proyecto Pa'Lante  
Teresita Diaz, Director  
(773) 442-5460  
email: [ppalante@neiu.edu](mailto:ppalante@neiu.edu)

The following partial scholarship list does not include citizenship as a requirement. However, students will need to verify with the agency providing the scholarships.

- McDonald/Hacer
- Linc (1-877-510-LINC)
- Burger King
- Chicago Scholars
- Truman College
- Jesus Guadalupe Foundation (630-836-9027)
- Hispano Care (Health Field Only) (773) 296-7157
- Golden Apple
- Posse Foundation
- Riceland Rice Scholarships

Almost all universities will be able to give institutional aid or merit tuition. Some universities will charge undocumented students the In-State Tuition rate or the university may award students scholarships set aside for International Students.

# College Information for Students with Disabilities

IDEA provides that special education students are eligible to receive special services after high school. However, students who wish to attend either a 2 yr. or a 4 yr. college must understand the difference between services received in high school vs. services received in college.

High School = Equal Access + Special Access. 504 and IEP are under separate special education components. Services for Special Education students will end when the student graduates from high school or reaches 21 years old, which ever comes first. Services are legally mandated under IDEA.

College=Equal Access only. 504 and IEP are managed under one office. Services are not mandated and provided only if the student voluntarily disclose the need due to disability.

Remember- The student is the only one who can disclose his or her disabilities to the college. Students are not discriminated in the admission process based on their disabilities. Special Education students will have to meet the same admission criteria as the general population.

Most colleges offer services that fall into three categories:

**Comprehensive, Structured Programs and Services:** Schools that have specific programs for students that offer much more than the basic services that are mandated by law. These services might include special admissions procedures, specialized and trained professionals, compensatory strategies, one-on-one tutoring, additional fees, compulsory participation, and monitoring.

**Moderate Support Services:** Schools that have some involvement with admissions decisions, voluntary participation, more than basic mandated services, small or no fees, and less structure.

**Basic Services:** Schools that comply with the law, but rarely have specialized staff, do not have monitoring, and are totally dependent on student advocacy.

Before the student starts to think about colleges, he/she should be able to answer the following questions:

- Do I understand and am I able to articulate my disability?
- Do I know my learning style?
- Do I know what adaptations I need to be successful?
- Is my IEP/504 up to date?
- Am I in touch with the Illinois Dept. of Rehab?
- Do the colleges I want to attend have the support services that fit my need?
- Who are the contact people or support networks at the college of my choice?

# Resources for Students with Disabilities

## Selecting a college

An appropriate match to a postsecondary institution is important. Students with disabilities should consider the entire spectrum of postsecondary education, from transitional college preparatory programs, vocational/technical schools and colleges, as well as traditional 2 and 4-year colleges. Consult a college guide to identify schools with the characteristics that will help maximize the student's education, such as the size of institution, type (e.g., 2-or 4- year), competitiveness, types of programs (i.e., vocational, liberal arts), and proximity to home. Specialized guides have more extensive information about the types of services that are offered.

Check with a college's Section 504/ADA coordinator or the Disabled Student Services (DDS) Office for more information about the services the student is likely to receive if accepted by the college. Be sure to visit the school and speak to personnel involved with specialized services to determine the actual extent of their program and whether or not it would be appropriate for the student. The DDS and the Admissions office should have information about the schools admissions policies for students with disabilities. Regardless of the extent of services and the admissions policy, GOOD SELF-ADVOCACY is vital to success.

## Disclosure of Disability

The college's Section 504/ADA coordinator or the Disabled Student Services Office may be helpful in determining whether the student should disclose his/her disability in the application. The DDS office can also advise the student as to what documentation is needed in order to ensure that effective and timely services are received. Disclosure of disability need to meet the following criteria:

1. Provide all documents timely and before he/she needs the services.
2. Include all diagnosis, tests, evaluations, IEP/504 plans.
3. Services provided must be tied to the disability.
4. Identify the existence of disability and need of academic adjustment.
5. Diagnosis must include how the disability was reached through evaluation and how the disability affect major life activities and cause academic difficulties.

## Additional Resources

Special education teachers, guidance counselors, your local library and local bookstore can offer more information. Lists of resources on the internet and in book form are listed below:

### Advocacy Institute

[Http://www.advocacyinstitute.org/projects/postsec\\_realistic\\_option .shtml](http://www.advocacyinstitute.org/projects/postsec_realistic_option.shtml)

### American Association of the University Affiliated Programs for Persons With Developmental Disabilities

<http://www.aauap.org>

**Associations of Higher Education and Disability**

[Http://www.ahead.org](http://www.ahead.org)

**Children and Adults with Attention Deficit Disorder**

<http://www.shadd.org>

**Council for Exceptional Children**

<http://www.cldinternational.org>

**In Depth Online**

<http://www.Idonline.org>

**National Parent Network on Disabilities**

<http://www.npnd.org>

**National Transition Alliance for Youth with Disabilities**

<http://www.dssc.org/nta>

# Questions to Ask Your School Counselor

Your school counselor, or guidance counselor, is one of your best resources as you plan for college. They have information about admission tests, college preparation, and your education and career options. Here are some basic questions to help get your conversation started:

- Which elective courses do you recommend?
- Which AP courses are available?
- Do you have any after-school or evening sessions available for college planning, or the ACT?
- Do you have college handbooks or other guides that I can browse or borrow?
- What resources would you recommend I look at to prepare for the ACT?
- What activities can I do at home and over the summer to get ready for college?
- What kinds of grades do different colleges require?
- Are there any college fairs at this school or nearby?
- Where do other kids from this school attend college?

Please come in and see us in the Counseling Offices 132 & 134. We look forward to getting to know each and everyone of you during your four years at Sullivan High School.

## **Jumpstart Your College Planning**

Ready, Set....Have you started your college planning yet? It's amazing, but decisions you make as early as 8<sup>th</sup> graders have a huge effect on your college career. They affect how soon you'll go to college, what type of college you'll attend, and even whether you'll go to college at all.

## **Get Involved**

Getting ready for college isn't all work. Find something you really like doing, and then dive into it. Maybe you're drawn to sports, student council, music, art, etc. You'll develop skills and show colleges your ability to make a commitment and stick with it.

## **Take Challenging Courses**

Colleges do look at your grades, but they also pay attention to how difficult your courses are. They want to see what you've challenged yourself. Plus, if you pursue advanced courses, such as AP, you may be able to get college credit.

## **Get Help**

Having trouble in class? Many schools have peer tutors, students in upper grades who'll help you (for free). Talk to teachers or counselors—let them know you want extra help.

## **Read**

Read at least 30 minutes every day, beyond study and homeworks. People who read more know more.

## **Get the College-Bound Facts**

How can you find out about college admissions, work, and campus life? Ask someone who's done it, such as college students who went to your high school. Get to know your counselors. Do web research or talk to admission counselors at colleges/universities that you are interested in.

# Tips for Applying for Financial Aid

1. All students need to apply for aid, even if you know you will not receive any; you can still take advantage of low-interest loans. If you are in doubt as to whether or not to apply for aid-apply. You should not eliminate any college because of cost. Remember, you cannot receive financial aid unless you apply.
2. Secure the necessary forms-There is one form required from all students in the aid process: The FAFSA form. Please check with the college you plan to attend.
3. Determine the institutional cost- information about college expenses can be obtained from the college Financial Aid Office, Admissions Office, or college catalog. Do not eliminate any college because of high cost-look carefully at financial aid.
4. Apply for admissions and financial aid-Before a student's eligibility for aid can be determined, many colleges require both an application for admission and financial aid. Do not wait until you have received your acceptance letter to apply for aid. A college application deadline date may be as early as February 1<sup>st</sup> prior to the academic year you plan to attend.
5. Investigate outside sources of aid- The major sources of financial aid are as follows: grants, scholarships, work and loans. Most students consider grants and scholarships first. Ask your counselor and look at your public library for more information about resources. Check the "Lane Daily Bulletin" for scholarship postings. Be careful of Scholarship scams. Legitimate Scholarships do not require application fees.
6. Obtain a Social Security Number- Put your name and social security number on each page of all communications. Most colleges require that you have a social security number, although they may assign a temporary number to assist them in the processing of forms. Please see the 'Undocumented Student Information' section.
7. Make copies-Keep photocopies of all financial aid worksheets, forms, income tax returns and other documents for your personal records.
8. Proof read-Figures on your financial aid form must agree with those on both your parents' federal income tax returns. Inconsistent or omitted data will cause delays in the processing of your financial aid application and the possible loss of funds.
9. Read your mail- Generally, your aid announcement will contain other information such as a loan application, instructions for state and federal assistance, and a list of who to contact for other related areas (i.e., work study, housing registration), including billing and payment deadlines.
10. Obtain proof of mailing receipts- It may become necessary for you to prove that a form was mailed and/or mailed by a specific deadline date. A proof of mailing receipt is your best insurance.
11. Develop a personal calendar-This calendar should include deadlines, interviews, payments schedules and orientation.
12. Meet all required deadline dates-Ask questions.

# FAFSA Checklist

Have all this information handy before you begin the process.

1. Most recent Tax Information (Parent(s) and Student(s) and 1040 A. and/or 1040 EZ Federal Tax Applications and W-2 forms).
2. Student's driver's license and social security number (if SSN does not appear on license).
3. Parent's social security number(s).
4. Records of untaxed income (welfare, social security, AFDC, or ADC, or veterans benefits).
5. Current bank statements.
6. Current mortgage information for properties other than the family's principal residence
7. Records of businesses, farm (if not family's principal place of residence), and assets including real estate other than the family's current home, stocks, stock options, bonds, money market funds, college savings plans, trust funds, mutual funds, certificates of deposit, investment debt, and other securities/investments).
8. A calculator
9. Student's alien registration card (if student is not a U.S. citizen).
10. A Personal Identification Number (PIN) for the student and a PIN for a parent (for a dependent student), if filing electronically. PIN's can be requested at [www.pin.ed.gov](http://www.pin.ed.gov).

# Ten Tips for Planning Your Career

- Develop a career plan. Think about what you want to do and find out more about the kind of training, education, and skills you will need to achieve your career goal. This will require you to put a lot of thought into your future.
- Assess your skills and interests. Think hard about what you enjoy, what you are good at, what kind of personality you have, and the values you hold.
- Research occupations. Find out more about the nature of the jobs that interest you, such as educational requirements, salary, working conditions, future outlook, and anything else that can help you narrow your focus. You can start this search through 'Choices Planner'. You should have an account through the counseling office. Freshmen will create their accounts. Counselors will run workshops throughout the year to get you logged onto Choices and teach you how to navigate the website. The website is [www.cps.bridges.co](http://www.cps.bridges.co), for those that already have an account.
- Compare your skills and interests with the occupations you've selected. The career that matches your skills, interests, and personality that closest may be the career for you.
- Choose your career goal. Once you've decided what occupation matches up best with you, then you can begin developing a plan to reach your career goal.
- Select a school that offers a college degree or training program that best matches your career goal and financial needs.
- Find out about financial aid to help support you in obtaining your career goal.
- Learn about job hunting tips as you prepare to graduate or move into the job market.
- Prepare your resume, and practice job interviewing techniques.
- Go to the counselor office and talk to you school counselor for additional information and help on career.

# **JOB CORPS and AMERICORPS**

These two programs are federally supported and help people who are looking either for direction in life or a way to help others. Job Corps participants improve job skills and find vocational direction while living on Job Corps campuses. AmeriCorps volunteers serve U.S. communities by helping with local needs.

## **Job Corps**

Job Corps is a residential education and job training program administered by the U.S. Department of Labor's Employment and Training Administration. Its mission is to improve job opportunities for economically disadvantaged youth through academic, vocational, and life-skills training. Businesses, trade unions and associations, and State and Federal agencies recruit young people for Job Corps.

Most Job Corps participants live full time, year round at one of more than 100 Job Corps centers throughout the country, where they attend academic and vocational classes. Students spend between 6 months and 2 year there, depending on the training. Job Corps instructors enforce strict discipline and behavioral standards to insure an environment conducive to learning.

## **Qualifications and Programs Highlights**

Job Corps is open to people ages 16-24. Applicants must be U.S. citizens or nationals, legal permanent residents, or legally admitted aliens. They must be economically disadvantaged high school dropouts or high school graduates in need of employment-related education, training, or counseling. Applicants must also commit to being nonviolent and drug free.

Training is available in occupational areas such as computers, business and clerical, nursing, automotive mechanics, and repair, and construction trades. Job Corps follows the school-to-work principle, which includes three techniques: job shadowing, connecting activities, and integration. Job shadowing exposes students to real-world jobs without requiring a long commitment. Connecting activities, such as training with equipment from job sites, help students connect to occupations. Finally, Job Corps tried to integrate all aspects of academic, residential, and job placement activities.

## **AmeriCorps**

AmeriCorps is a national community service program. AmeriCorps volunteers participate either full or part time. Full-time volunteers must perform at least 1,700 hours of community service each year; part-time volunteers must work 900 hours over 2 years. After completing their terms of service, AmeriCorps volunteers receive education awards to help finance vocational school or college or to repay student loans.

AmeriCorps is divided into three parts:

- State and national programs. State, national, and local nonprofit organizations sponsor, recruit, and train AmeriCorps volunteers for specific types of service.
  
- National Civilian Conservations Corps (NCCC).
  
- NCCC volunteers perform hands-on work and live on campuses throughout the United States. In addition to the community service required of all AmeriCorps volunteers, NCCC volunteers complete and additional 80 hours of independent service, such as helping with charity walk-a-thons or working in homeless shelters.
  
- Volunteers in Service to America (VISTA). VISTA participants work full time, year round for local public and private nonprofit organization in disadvantaged communities.
  
- You must be at least 17 years old; NCCC applicants cannot be over age 24, but there are no upper age limits for other AmeriCorps projects. All applicants must be U.S. Citizens or legal permanent residents.

# Vocational and Technical Schools

One alternative students should consider is attending vocational and/or technical school. These schools will prepare you for a specific career. Some will require you to take academic courses such as English or History. Others will relate every class you take to a specific job, such as computer-aided drafting, auto mechanics, etc.

**Apprenticeship Programs:** These programs can be taken at the union or non-union level. It is mandatory to work for an employer while taking classes through either type of program. This helps, because you make money while you learning a craft/trade. The union apprenticeships will help you find an employer to work for and will usually include benefits. Also, when you join a union apprenticeship, you become a union member. Non-union apprenticeships are commonly held through a local business chapter such as the Air Conditioning Contractors of America (ACCA). In a non-union apprenticeship, you must find an employer to hire you and send to the training.

For Further Information Contact: Construction Industry Service Corporation (CISCO)  
616 Enterprise Drive Suite 100  
Oakbrook, IL 60523  
(630) 472-9411  
[www.cisco.org](http://www.cisco.org)

# Sullivan High School

## Letter of Recommendation Form

- Recommendation letters have a 2 week turn around rate
- Date \_\_\_\_\_

NAME: \_\_\_\_\_ Student ID # \_\_\_\_\_

Address \_\_\_\_\_ City/State/Zip \_\_\_\_\_

Phone \_\_\_\_\_ Cell # \_\_\_\_\_

E-mail \_\_\_\_\_

Plans after HS: College \_\_\_\_\_ Comm. College \_\_\_\_\_ Military \_\_\_\_\_ Work \_\_\_\_\_

Other \_\_\_\_\_

What would you like to be doing twenty years from now? \_\_\_\_\_

\_\_\_\_\_

A possible major in college would be \_\_\_\_\_

Possible colleges \_\_\_\_\_

My first choice of possible colleges' is \_\_\_\_\_

My interests (hobbies) are: \_\_\_\_\_

\_\_\_\_\_

The sports I am involved in are: \_\_\_\_\_

Other extracurricular activities I am involved with are (clubs, volunteer, work, etc)

\_\_\_\_\_

\_\_\_\_\_

Do you have a job? Y or N Describe your job responsibilities: \_\_\_\_\_

\_\_\_\_\_

Have you talked to your parents(s) about college? Y or N What was (were) their reaction (s) to your choice of colleges and majors?

\_\_\_\_\_

**How long on the average do you study each night? \_\_\_\_\_ Do you think this is sufficient to get you into the colleges you are interested in? \_\_\_\_\_**

**What adjectives or phrases would you use to describe your personality? \_\_\_\_\_**  
\_\_\_\_\_  
\_\_\_\_\_

**What adjectives or phrases would you use to describe yourself as a student? \_\_\_\_\_**  
\_\_\_\_\_  
\_\_\_\_\_

**How would you describe yourself as a friend? \_\_\_\_\_**  
\_\_\_\_\_  
\_\_\_\_\_

**Describe yourself as a member of your family? (Are you the oldest in the family? Youngest? What is your relationship with other members of the family?) \_\_\_\_\_**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What subjects, topics, or books excite you? And what classes go well for you and why?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are some things you would like in a college (what are you four top needs? For example climate, sports, majors, size) \_\_\_\_\_**  
\_\_\_\_\_  
\_\_\_\_\_

**Senior Schedule (what do you have yet to take and what are you planning on taking)? \_\_\_\_\_**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ACT date (s) \_\_\_\_\_ Composite \_\_\_\_\_**  
**GPA \_\_\_\_\_**

# Sullivan High School

Forma de Carta de Recomendación

Cartas de recomendación  
Se expiran después  
De dos semanas

Fecha: \_\_\_\_\_

Nombre: \_\_\_\_\_ Identificación Escolar: \_\_\_\_\_  
\_\_\_\_\_

Dirección: \_\_\_\_\_ Ciudad/Estado/Código Postal: \_\_\_\_\_  
\_\_\_\_\_

Número de Teléfono: \_\_\_\_\_ Cell: \_\_\_\_\_  
\_\_\_\_\_

Correo Electrónico: \_\_\_\_\_  
\_\_\_\_\_

Planes después de HS: Universidad \_\_\_\_\_ Universidad Com. \_\_\_\_\_

Ejercito \_\_\_\_\_

Trabajo: \_\_\_\_\_ Otro: \_\_\_\_\_  
\_\_\_\_\_

¿Que le gustaría a usted estar haciendo en veinte años? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Una asignatura de especialización en la universidad que quisiera obtener es \_\_\_\_\_  
\_\_\_\_\_

Universidades posibles \_\_\_\_\_  
\_\_\_\_\_

Mi primera elección de universidades es \_\_\_\_\_  
\_\_\_\_\_

Mis intereses (pasatiempos) son: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Deportes en cual estoy involucrado/a son: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Otras actividades extracurriculares en cual yo participo son (Club, trabajo, voluntario, etc.) \_\_\_\_\_

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¿Tiene usted un trabajo? Si o No. Describa sus responsabilidades en el trabajo. \_\_\_\_\_

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¿Ha hablado con sus padres sobre sus estudios universitarios? SI o No. ¿Cuales fueron sus reacciones sobre su decisión de la universidad y su meta de asignatura de especialización escogida? \_\_\_\_\_

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¿Alrededor de cuantas horas al día estudia usted? \_\_\_\_\_ ¿Cree que esto sea suficiente para poder ser aceptado a la universidad cual usted quiere ser admitido/a? \_\_\_\_\_

¿Cuales adjetivos o frases usaría usted para describir su personalidad? \_\_\_\_\_

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¿Como se describe usted como amigo? \_\_\_\_\_

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Como miembro de su familia, ¿como se describiría? (¿Es usted el/la mayor o menor de la familia? ¿Cual y como es su relación con los miembros de su familia?) \_\_\_\_\_

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¿Que materias, temas, o libros le fascinan a usted? ¿Cuales clases se le facilitan a usted?  
¿Dificultan? ¿Por que? \_\_\_\_\_

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¿Que espera de una universidad? (¿Cuales son sus primeras cuatro necesidades? Por ejemplo: clima, deportes, especializaciones, tamaño, etc.) \_\_\_\_\_

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Clases de cuarto año: ¿Que clases le falta tomar y que clases planea tomar este año? \_\_\_\_\_

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Dia(s) dDelACT \_\_\_\_\_ Composite \_\_\_\_\_

GPA \_\_\_\_\_







3. ¿Que considera usted ser el logro mas destacado durante los años en que su hijo/a a estado en la secundaria? (Presuma un poco.)
  
  
  
  
  
  
  
  
  
  
4. En una universidad, ¿Cuales cualidades esta usted interesado en encontrar para su hijo/a?  
¿Cualquier escuela en particular que le gustaría ver en la lista de su hijo/a?
  
  
  
  
  
  
  
  
  
  
5. ¿Que papel toma el costo o ayuda financiera en el proceso de selección en su familia? Favor de explicar.
  
  
  
  
  
  
  
  
  
  
6. ¿Hay algo mas que le gustaría agregar sobre su hijo/a o su familia? (Circunstancias especiales, etc.)
  
  
  
  
  
  
  
  
  
  
7. ¿Usted u otra persona en la familia cercana atendió la universidad? Si alguien si atendió, por favor haga una lista de escuelas o la escuela donde atendió esta persona y se graduó.