

**College Guidance Handbook
Portland Waldorf High School**

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It is a mischievous notion that we are come late into nature; that the world
was finished a long time ago.

In self-trust, all the virtues are comprehended. Free should the scholar be —
free and brave.

—Emerson, “The American Scholar”

Contents	Pages
Introduction	2-3
The application process	4-6
Important college search dates	7
College planning freshman year	8
College planning sophomore year	9
College planning junior year	10
College planning senior year	11-12
College Acceptances, PWHS Graduates	13-14

Introduction

The goal of Waldorf education is to “develop free human beings who are able, of themselves, to impart purpose and direction to their lives.” Following graduation from High School, many of our students seek purpose and direction through post-secondary education. Our modest college guidance program provides students with information, encouragement, counsel, and support as they form and pursue their college plans. As a school and guidance program, we want to help students to identify colleges and programs that can meet their academic, personal, financial, and professional needs. Through classes, presentations, and individual meetings, the student is guided through the application process, including developing a college search plan, preparing college application essays, securing letters of recommendation, and the on-line application process.

College Counseling

As college counselor, I help students explore their interest in college study and assist them in developing their college application plans. Kate McGill coordinates our school’s support for college applicants, including preparing and submitting transcripts, making sure letters of recommendation are sent, and working with me to prepare and file counselor reports.

In spring of junior year and fall of senior year we devote some humanities classes to the college search process including the composition of the college application essay. I work individually with students as needed. I also prepare a counselor’s report for each student who needs one (many schools require this), which includes a overview of the student’s accomplishments at PWHS. Our goal is to help each student develop and pursue their goals for post-secondary education. Ultimately, each student has to shoulder responsibility for their own efforts, including deadlines, even as they receive help and encouragement from the community around them. Taking on such responsibility, with help and guidance, is good preparation for college itself.

Optimism

Waldorf students sometimes regard themselves as ill prepared to compete for admission to colleges and universities that stress standardized test scores and advanced placement courses. The college application process has become very competitive and “extrinsic,” but nonetheless colleges are looking for distinguishing characteristics in their applicants, and many colleges are reconsidering the utility of standardized tests as predictors of college success. Students from Waldorf schools are increasingly recognized around the country as desirable candidates for college admission because of their exposure to a deep and rigorous curriculum, their practical experience,

and their capacity for self-motivation and independent study. A report by the Research Institute for Waldorf Education showed that 94% of Waldorf students attend college after graduation; 47 % major in the humanities, and 42% major in science. By comparison with the general population, 3 times as many Waldorf graduates study social and behavioral sciences, 3 times as many study the arts and humanities, and about 50% more study science and math. Half of those who graduate from college go on to pursue advanced degrees. (If you would like to read a copy of the report, please go to http://www.whywaldorfworks.org/01_WhyWaldorf/studies.asp). Our own students have compiled an impressive record of admission to many fine and worthwhile schools (see the list at the end of this booklet).

It’s important that we be as well informed as we can about the college application process while retaining our faith in this education and in the promise of our students. I am happy to meet with individual students and families to help with this process. Please let me know if you have further questions or require additional help. You can reach me easily at christopher.zinn@portlandwaldorf.org or at 503.757.7891.

Where to Begin

The college admissions process is an important stage of a student’s educational journey. At first, the process can seem bewildering and overwhelming. It helps a lot if a student and their parents can work together on each part of the process. One of the first steps a student can take toward college is to become the most accomplished and effective high school student they can be, in part by consciously seeking to strengthen their study habits and deepen their interests. Valuable guidance toward this goal can be found in these excellent books: William H. Armstrong, *Study is Hard Work*, Cal Newport, *How to Become a Straight-A Student*, Andrew Roberts, *The Thinking Student’s Guide to College: 75 Tips for Getting a Better Education*, and Kate L. Turabian, *A Manual for Writers* (Eighth Edition).

As higher education becomes more costly and in many respects more crucial, it’s important for both the student and the family to learn about and reflect on the overall purpose of a college education in order to determine what path is best for each individual student and their family. Two recent books offer stimulating, often critical, discussions of the state of higher education and the value and purpose of a college degree: Andrew Delbanco, *College: What It Was, Is, and Should Be* and Anthony Kronman, *Education’s End: Why Our Colleges and Universities Have Given Up on the Meaning of Life*.

Every student and their family should consult at least one of the many worthwhile guides and books about the college selection process. I especially recommend *Colleges that Change Lives*, by Loren Pope, and its companion volume, *Looking Beyond the Ivy League*. Pope focuses on small colleges that serve students particularly well, regardless of their national ratings or reputation. Both books provide many insights about what makes different colleges good for different kinds of students.

For an overall guide to colleges in the U.S., *Best 379 Colleges, 2015 ed.*, from the Princeton Review, offers lots of reliable and useful information—from average SATs and costs to student comments about the institutions it covers—laid out in a clear and accessible manner. We keep copies of these and other guides (such as the Fiske Guide to Colleges 2015) on the college resource shelf in the Herodotus room, and I refer students to them regularly. There are many other books that can help answer your questions about the college search and selection process as well as provide information about specific schools. Two very useful websites: U.S. News & World Report's *Best Colleges* provides a conventional (and controversial) assessment and ranking of 1,400 schools (<http://colleges.usnews.rankingsandreviews.com/best-colleges>); far more interesting and relevant is the Washington Monthly *College Guide 2010*, which ranks schools on the basis of their contributions to society (http://www.washingtonmonthly.com/college_guide/).

Two other excellent resources should be mentioned here. One is the collegeboard.com site. Each student interested in attending college should take advantage of the opportunity to register on the site for free. There is a great deal of information on the site, as well as useful tools and resources, such as the SAT Question of the Day, and some for fee services such as the online SAT test preparation course. Another valuable resource is the discontinued "The Choice" column in the New York Times, which offers articles on "Demystifying College Admissions and Aid" (<http://thechoice.blogs.nytimes.com/>).

SAT/ACT Tests

Many colleges and universities require applicants to submit scores from standardized admissions tests—principally the SAT (Scholastic Aptitude Test) or the ACT (American College Testing). Most students take the SAT and/or the ACT in the spring of their junior year, and often take the tests again in the fall of senior year to improve their scores. In addition, both sophomores and juniors can take the PSAT (Preliminary Scholastic Aptitude Test) in October. We do not recommend that sophomores take the PSAT but

we do recommend it as a practice or warm up test for juniors. It provides the student a chance to experience a standardized test in a controlled setting. We encourage Juniors to take the test for this purpose.

The PSAT is also the qualifying test for entry to two scholarship competitions: 1) The National Merit Scholarship competition (open to all students); 2) The National Achievement Scholarship Program (for Black-American students). A student planning to take the SAT and/or ACT should become familiar with both websites early in their junior year, and especially take note of the dates for various tests and the deadlines for registration. Students can register at both sites to receive information, bulletins, and practice questions. Both sites also provide information for students with special needs.

In general, our students are not very familiar with standardized tests, and often believe they will be at a disadvantage taking the test and in the college application process. However, Waldorf students tend to have the same range of scores as those from non-Waldorf schools, especially when they've had a chance to familiarize themselves with standardized testing methods and protocols, and to prepare for the tests. The simplest way to prepare for the SAT and the ACT is to purchase a test guide which includes sample tests, and begin working with it *on a consistent, daily basis*. By practicing 30 minutes a day, a student can become accustomed to the test format, more familiar with the various types of questions, more comfortable with the time factors, and better at finding the right answer and writing a good essay. There are also online tutorials at both the College Board and ACT sites. PWS offers an after school SAT preparation class in the Spring as well as in-class preparation in relevant classes. Some students also attend off-campus SAT/ACT preparation classes.

Standardized tests are one factor among several that admissions committees consider when evaluating a student's application. The high school academic record, extracurricular activities, and letters of recommendation also matter a great deal. Even so, it's essential that the student make an effort to succeed in the SAT or ACT since for many schools it plays a critical (though not the sole) role in the application process.

The application process

Identifying Schools of Interest

During junior year, students should begin to think about what they want to study in college and what sort of school they wish to attend. There is no single type of school that suits graduates of Waldorf high schools, so it's important to consider several kinds of schools. Small liberal arts colleges with strong undergraduate programs in the sciences, humanities, and the arts often attract the interest of our students. While liberal arts colleges have a lot to offer—small classes, personalized instruction, good student life—public universities, private universities, community colleges, art colleges, alternative schools, and trade schools have all provided our graduates with distinctive, even transformational experiences. Public universities and community colleges, especially, offer a broad range of programs, affordability, and diversity.

Students consider a number of factors in determining which schools interest them most: academic quality, academic offerings, study abroad opportunities, student life, location, cost, student-teacher ratio, social diversity, financial aid, etc., as well as the student's own grades and qualifications. We try to help each student find the school they are looking for and the school that is looking for them. Lunchtime presentations by visiting college representatives will give you a chance to look at schools up close, and to interact with admissions staff members. PWHS alumnae, especially those currently attending college, are invited back to share their college experiences with current students. In class meetings and in individual conversations, we look at different schools and types of schools and examine each student's evolving plan. By the spring of junior year, students should have a short list of schools and programs to explore further and perhaps even some ideas for their application essay.

Campus Visits

No matter how many profiles and accounts a student reads, there's no substitute for a campus visit. School visits help students determine whether a specific school is right for them. Each visit in turn adds to the student's knowledge base, helping them to compare one school with another.

If possible, juniors and their families should plan to visit colleges during Easter Recess and summer vacation. A student is also allowed three absences each school year for college visits. Some students wait until the fall of senior year to make campus visits, and still others wait until they have received acceptance notices. No matter when the visit takes place, it should

begin by contacting the school's admissions office beforehand to arrange the visit, and to request an on campus interview if one is available. It's recommended that students spend at least one night in campus housing, and it's essential to attend several classes. After visiting a school, the student should write the admissions officer to thank them for their hospitality, and to ask any follow up questions.

The On-Campus Admissions Interview

Colleges conduct interviews with applicants for admission for two basic reasons: one, to interest students in applying to their school; two, to evaluate a student who has applied for admission. Some schools place a great emphasis on interviews, and give it weight comparable to test scores and GPA. Other schools place less importance on an interview in the admissions decision. Ideally, you should arrange an interview with each school to which you plan to apply. If you schedule an interview with an admissions representative, be sure to take it seriously and prepare sensibly beforehand. Your interview is as an opportunity for you to find out more about the school and for the school to find out more about you as a prospective student.

In general Waldorf students are articulate, polite, and well spoken, without being artificial. This is a strength you should rely on in preparing for an interview, particularly an on campus interview. Be sure to arrive on time, and be mindful of how long the interview is scheduled to last. Dress carefully but simply, be attentive and polite, but above all be friendly and show that you are pleased to meet with the interviewer. Offer a firm handshake and an open expression—just as if you were beginning a main lesson. Try to be yourself—not your most relaxed self, of course, but the person you actually are, and certainly *not* the person you think they are looking for. You may want to make a point in the interview of describing your own experience in a Waldorf High School, and how this has prepared you for college study and/or drawn you to this institution. If you are excited about your senior project, take a moment to describe it during the interview. Share your thoughts and ask questions!

Keep in mind that the questions you ask will say something about you as an applicant for admission to that school. Your questions should show that you are an informed applicant—that you have studied the school and know something about its strengths and its particular character—and that you have a real interest in studying there. Be prepared to ask some questions about the school that go beyond what you have read in the materials or heard from other students. For instance, if you've read that the student body is very "social," you might want to ask more about what that means—do

they take their studies seriously? do they welcome diversity or devote time to service? Or if you are concerned about financial aid, ask your questions in a way that shows you've read the college's basic materials on this topic. By the same token, avoid asking questions that are already answered in printed or online materials—you don't want to ask whether there's a major in psychology if it's amply described in the course catalog. Ask questions respectfully, and be sure to give your interviewer time to complete their answers.

Of course, the interviewer will ask you questions as well. Answer those questions honestly and directly. You might try to think of some answers to questions you might be asked. Here are some sample questions to think about:

Why are you interested in our school? What are you looking for in a college?
 How has your high school prepared you for college study?
 What have been some of your favorite subjects or experiences in high school?
 What extracurricular activities have you pursued? What have you enjoyed about them?
 What books have made a difference in your thinking and your life?
 How would you describe yourself to someone who doesn't know you?
 Describe your family. What do you enjoy about your family life?
 What do you hope to do in and with your life?

As stated above, keep track of the time. Be sure to prioritize your questions, and don't keep the interviewer waiting while you try to think whether you have more questions. When the time is up, you can politely thank them for their time and offer a firm handshake. Be sure to thank them for meeting with you, both at the beginning and the end of the interview. When you get home, write a thank you note to the admissions officer.

The Application for Admission

The college application process begins in fall of the senior year. You will be asked to finalize your college search plan with a list of schools to which you intend to apply and the teachers who you will ask for recommendations. Most schools charge an application fee (and many offer fee waivers), so it's important that you make good choices about where you wish to apply. You will also begin working on your college application essay in senior humanities class, and you may also want to compile a portfolio of your best academic and artistic work, primarily from your junior and senior years. Many colleges now accept these portfolios from Waldorf students along with their traditional application.

Most colleges and universities have application deadlines in late December or in January, except for early decision deadlines, which can be as early as October. You need to plan and prepare your applications well in advance of the filing deadlines, not least because teachers and staff members are asked to contribute to your application process by filing transcripts, writing recommendations, and providing guidance and feedback.

The Common Application

Many colleges and universities now use the Common Application (www.commonapp.org). You should begin familiarizing yourself with the Common Application by September of senior year. The Common Application helps streamline the application process because it allows you to use the same application to apply to several schools at once, all online. The advantage of the online service is that it allows your recommendations and supporting materials to be uploaded and submitted online as well. Most of our students use the online Common Application for most of their applications.

How To Submit Requests for Recommendations and Transcripts

To request transcripts, letters of recommendation, and counselor reports, you must first complete the College Application Resource form and submit it to the HS office. This form lists the schools to which you are applying, the date by which PWHS needs to send your transcripts and counselor report (if required), the teachers you plan to ask for recommendations, the type of application you will file (Common App, paper, etc.), and whether or not you want the PWHS office to automatically send along your SAT and ACT scores. In order to complete the form effectively and on time, it is very important that you take careful notice of each college's application deadlines and plan accordingly. **You must submit this form at least three weeks prior to your earliest application filing deadline.** If you don't submit this form in a timely way, teachers will not be able to write letters on your behalf.

Each Senior will have an official school transcript which will be submitted by the school in support of their college applications. Your transcript provides information about your course of study, your grades and credits received, and your overall grade point average (GPA). The transcript also includes a profile of our school curriculum. If you are filing the Common Application online, your transcript will be uploaded for you. For other applications, you should check with Kate McGill to make sure that your transcripts are sent.

Counselor Report

Each school to which you apply will likely require a counselor report—a general overview of your academic record and community standing. Be sure to notify Mrs. McGill that you are requesting a counselor report. The college counselor prepares this report by examining your school record and requesting input from other teachers and staff members. If you are applying online through the Common Application, the report will be uploaded directly. If you are submitting forms by mail, you must provide Mrs. McGill with the appropriate counselor report form required by each school to which you are applying. These will be completed and mailed, with the attached transcript, within three weeks of your request.

Letters of Recommendation

To request letters of recommendation, you must first speak with each teacher and make sure they are willing and ready to write for you. This is a great opportunity to connect with some of your most important teachers, and to tell them about your plans. Once they agree to write on your behalf, turn in to Mrs. McGill your college application resource form, which includes a complete list of your schools along with all your requests for supporting materials. You should also provide each of your recommenders with a folder containing 1) clear directions for submitting their letters—including mail and online addresses; 2) a copy of your college application resource form; 3) a copy of your application essay.

If you are filing your application materials by mail, you should make sure that you provide each teacher with any required forms as well as an addressed, stamped envelope for each recommendation form that must be sent. Be sure to fill out all the information required of you on the form, and don't forget to put PWS's return address on the envelope (not your own). If you are using the Common Application to file your application online, make sure you provide your teacher with information about each of the schools to which you are applying, even though they will write and upload only one letter.

Progress Reports

Each school to which you apply will receive a mid-year report from the PWHS Office. Some schools provide a specific form to accompany this report. If this is the case, be sure to provide that form to the HS office by January 31. Mid-year reports will be mailed (or posted online, in the case of the online common application) by mid-February.

Colleges and universities begin to notify applicants in mid-April. Please notify the HS Office of all college acceptances you receive, and of any disappointments as well! If your plans don't work out, we will help you to develop an alternative plan. For instance, if you are determined to attend a particular school, and you are not accepted, you may want to attend community college for a year and apply again as a transfer student.

Most schools expect successful applicants to notify them of their intentions by early May. You will want to let us know your decision, and also where to send your final transcript. Final transcripts are mailed by mid-June.

**Important College Search Dates
2014-15**

July 27	Colleges that Change Lives program in Portland
September 6	Registration deadline for October 5 SAT and Subject Tests (seniors)
September 18	PWHS College Evening
September 19	Registration deadline for October 25 ACT exam (seniors)
September 24	Registration deadline for October 18 PSAT (recommended for juniors)
October 9	Registration deadline for the Nov. 8 SAT and Subject Tests (seniors)
October 5	SAT and subject tests (seniors)
October 18	PSAT @ PWHS (juniors)
October 25	ACT Examination (seniors)
October 27	National Performing and Visual Arts College Fair
November 2-3	National College Fair, Oregon Convention Center (see http://www.nacacnet.org)
November 6	Registration deadline for December 6 SAT & Subject Tests (seniors)
November 7	Registration deadline for Dec. 13 ACT (seniors)
November 8	SAT and Subject Tests (seniors)
November 8	Registration deadline for Dec. 7 SAT and Subject Tests (seniors)
December 6	SAT and Subject Tests (seniors)
December 13	ACT Examination (seniors)
December 29	Registration deadline for January 24 SAT (seniors)
January 9	Registration deadline for Feb. 7 ACT (seniors)
January 24	SAT and Subject Tests (seniors)
February 13	Registration deadline for March 14 SAT (seniors)
February 7	ACT Examination (seniors)
March 13	Registration deadline for April 18 ACT (juniors)
March 14	SAT (seniors)
April 6	Registration deadline for May 2 SAT and Subject Tests (juniors)
April 18	ACT Examination (juniors)
May 2	SAT and Subject Tests (juniors)
May 8	Registration deadline for the June 6 SAT and Subject Tests (juniors)
May 8	Registration deadline for June 13 ACT (juniors)
June 6	SAT and Subject Tests (juniors)
June 13	ACT Examination (juniors)

Be sure to confirm these dates on the SAT (<http://sat.collegeboard.com/register/sat-dates> and ACT (<http://www.actstudent.org/regist/dates.html>) websites.

Be sure to have your test scores sent automatically to the high school

College Planning Freshman Year

Goals for Freshman Year

Make a successful transition to high school
 Develop good study habits
 Strengthen your reading habits
 Set and meet academic expectations
 Meet with your advisor to discuss your goals for high school
 Become involved with athletics and/or extracurricular activities
 Get involved with service and volunteer activities

Summer

Look for a great summer opportunity—job, internship, or volunteer position.

Consider a college summer school program for high school students; you can search online or ask your advisor or the College Counselor for advice.
 Start a summer reading list. Ask your teachers to recommend books.

Calendar

Fall Semester

Meet with your advisor to discuss your goals for high school and your post-high school plans.
 Start a calendar with important dates and deadlines for your school work and your plans.
 Get involved with extracurricular activities.
 Attend one presentation by a visiting college representative.

Spring Semester

Attend introduction to college counseling at class meeting. Begin to learn about college admissions, college costs, and financial aid.
 Check the college counseling bulletin board regularly—see where PWHS graduates go to college.
 Find out about college firsthand from PWHS graduates home for the holidays.
 Familiarize yourself with the PSAT (Preliminary Scholastic Aptitude Test) and plan to take it in the Fall of your sophomore year.
 Begin talking with your parents about financing college.
 Begin reading *The New York Times* (or a similar publication) regularly to improve your reading and your knowledge of current events.

College Planning Sophomore Year

Goals for Sophomore Year

Set and meet personal goals for school year
Begin to develop your academic profile for college—identify favorite subjects and pursuits, and consider possible courses of study
Continue to develop your independent reading habits, including books, newspapers & magazines
Nurture relationships with your teachers
Develop your leadership and participation skills
Take the PSAT
Learn about three schools you may be interested in attending

Calendar

September

Attend college evening on September 17th
Attend class meeting on college counseling
Develop study habits to meet an increased workload
Use an academic planner for important dates and deadlines
Commit to extracurricular activities
Start a file to store information for your college search: records of volunteer hours, accounts of summer experiences, graded papers, and information about schools and programs

October

Meet with your advisor to discuss your interests and your grades.

November—December

Attend National College Fair Nov. 2 & 3 at the Oregon Convention Center
Attend presentations by college representatives and PWHs alumni
Make appointment for a parent-student-teacher conference.

January—February

Meet with college counselor to explore possible colleges.

Start making plans for the summer. Look into summer programs for high school students at colleges, interesting job opportunities, and other challenging activities.

March—April

Visit local colleges or perhaps other colleges during Easter recess.
Continue planning for your summer

May—June

Review your service, volunteer, and extracurricular activities with your advisor and make a record for your file
Finalize your summer plans

Summer

Establish a summer reading list—ask teachers and advisor for advice
Consider taking an ACT or SAT prep course over the summer
Visit colleges and make a record of your visits, including photos and written impressions. Keep materials in your file

College Planning Junior Year

Goals for Junior Year

Set and meet personal goals for curricular accomplishment
 Strengthen your study habits so that you can work on your college search while also maintaining the quality of your school work
 Identify service and extracurricular activities you will pursue for the next two years
 Continue to develop your academic profile for college, in part by doing accomplished work in your chosen areas of interest
 Develop your reading and writing skills to be college ready
 Continue to develop your independent reading habits, including books, newspapers & magazines
 Build relationships with select teachers and discuss possible majors and career plans with them
 Take the PSAT *and* the SAT or ACT
 Prepare your college search plan—identify schools of interest, become familiar with their admissions policies and procedures, and plan to visit them

Calendar

September

Register for free on the College Board site at www.collegeboard.com and become familiar with its services
 Attend College Evening on September 17th, with your parents.
 Register for the PSAT. Sign up for free practice at the College Board site and the ACT site.
 Register for the SAT question of the day and do each day's question
 Know your Social Security number and the CEEB code for PWHS (380861).
 Attend class meeting on college counseling

October

Take the PSAT on October 18
 Meet with your advisor to discuss your grades and your goals for the year, including extracurricular activities and service work

November—December

Make an appointment with your parents for a parent-teacher conference
 Attend presentations by college representatives and PWHS alumni
 Learn more about colleges that interest you
 Begin reading books about college such as *Colleges That Change Lives*

Devote some time to reflecting on your personal strengths, challenges and aspirations
 Create a resumé of your extracurricular activities and community service work so far, and of other accomplishments you think relevant—review this with your advisor
 Begin practicing for the SAT test by using a study guide

January—February

Meet with college counselor to review progress on schools of interest
 Develop a plan to visit schools during spring break and summer
 Send a letter or e-mail to the director of admissions at these schools to request information
 Sign up for a SAT or ACT preparation class, and continue to prepare on your own.
 Register to take the SAT and/or the ACT this spring
 Begin to make plans for the summer; look into summer programs for high school students at colleges, interesting job opportunities, and other challenging activities
 Begin looking for local and regional scholarship opportunities.

March

Hand in preliminary college search plan to college counselor.

April

Visit colleges during Easter recess; remember to plan ahead, and review guidelines for college visits ahead of time; keep notes about your visits

May

If you have not registered to take the ACT and/or SAT, do so immediately
 Select a graded English and math paper to place in your college folder for use in future applications
 Submit draft proposal for senior project to program coordinators
 Make sure that you have a plan for your summer

June

Complete your college search plan and review it with college counselor, including list of three colleges that you may be interested in attending
 Make appointments to visit colleges during the summer
 Enjoy your summer and get ready for a busy senior year

College Planning Senior Year

Note: During the Fall semester, seniors will work on some aspects of the college application process in senior humanities as well as by appointment with Mr. Zinn.

Goals for Senior Year

Finalize your college search plan
 Successfully complete your senior project
 Successfully complete all of your courses with good grades
 Meet your goals for extracurricular activities, sports, and service
 Complete your college applications in a timely way with good results
 Enjoy your senior year while contributing to your school community

Calendar

September

Plan to take the SAT and/or ACT again in the fall; register promptly
 Meet with your advisor to review your academic progress and your extracurricular/volunteer record
 Meet with college counselor to review your test scores and finalize your college search plan
 Register for the Common Application (www.commonapp.org).
 Begin working on your college application essay
 Make a master calendar of important dates and deadlines for your college applications, including:

- SAT & ACT test dates (if you plan to take them in the fall)
- Application deadline for each school of interest
- Financial aid deadline for each school
- Transcript request deadline for each school
- Letters of recommendation due dates (be sure to request letters from teachers at least three weeks in advance of due date)

Note: If you are applying for early admission to a school, be sure to check the deadlines for submitting your application, test scores, and supporting materials. Deadlines for early admission tend to fall in October.

October

If you have not yet registered to take the SAT and/or ACT, do so immediately!
 Complete a draft of your college application essay in senior humanities
 Review your draft with your advisor and parents

Review Common Application Procedures; identify the schools on your list that will accept the Common Application
 Make a file for each school to which you are applying, including application forms, recommendation forms, and other necessary materials
 Determine which teachers you will ask for letters of recommendation; meet with each teacher separately
 Complete a portfolio with a resumé and an assortment of your academic and art work, including graded essays, main lesson books, sewing pieces, etc.; provide background detail regarding each of the elements in your portfolio
 Complete your College Application Resource form and hand it in to the High School Office; this lists the schools to which you are applying, the date by which PWHS needs to send your transcripts and counselor report (if required), the teachers who will write your recommendations, and the type of application you are filing.

November

Learn about the CSS/Financial Aid PROFILE through the College Board website
 Attend financial aid meeting at PWHS and other events in your area

December

File your college applications; most regular applications are due between January 1 and February 15, but it's best if you can complete them before winter break

January

Complete any remaining applications
 Continue to research local scholarships
 Submit your FAFSA (Free Application for Federal Student Aid) form as close to January 1 as possible

February

Contact colleges to make sure they've received all application materials
 Check financial aid application deadlines and make sure your materials are filed
 Complete work on your senior project and maintain focus in your studies

April—May

You should receive acceptance letters and financial aid offers by mid-April in most cases; inform the college counselor and Mrs. McGill of any acceptances or rejections

Use tools such as Compare Your Aid Awards (at collegeboard.com) to compare and evaluate your financial aid offers

If you been accepted but have not received sufficient financial aid, contact the school right away

If you haven't visited a school to which you have been accepted, try to do so before making a decision

If you are wait-listed, contact the school, convey your intentions, and ask whether there is anything you can do to strengthen your candidacy for admission

Communicate your final decision to both your college of choice (along with any required forms and deposits) and to any other schools to which you are accepted but will not attend, so that your spot can be freed up for another student; most schools have an enrollment deadline of May 1.

Celebrate your decision!

Make sure that you complete all your final school work to a high standard; most college admissions are contingent on your final grades.

June

Make sure that your final transcripts are sent to your college

Participate fully in senior week and graduation.

Make plans to prepare for the year ahead, including housing and travel arrangements

College Acceptances, PWSH Graduates

Academy of Art University	Fashion Institute of Technology
American University, Rome, Italy	Fort Lewis College
Antioch College	Gettysburg College
Arizona State University	Global College
Art Academy of Cincinnati	Goucher College
Art Institute of Chicago	Grinnell College
Art Institute of Ohio	Gustavus Adolphus College
Art Institute of Portland	Hamilton College
Art Institute of Seattle	Hampshire College
Bard College	Hope College
Bates College	Humboldt State College
Beloit College	Knox College
Berklee School of Music	Lane Community College
Birmingham-Southern College	Lawrence University
Brookes Institute of Photography	Lewis and Clark College
Bryn Mawr College	Linfield College
California College of the Arts	Macalaster College
California State University, Chico	Manhattan School of Music
Carleton College	Marlboro College
Clark University	Maryland Institute College of Art
Concordia University	Marymount Manhattan College
Cornell College	Massachusetts College of Art
Cornish College	Mills College
Deep Springs College	Minneapolis College of Art and Design
DePaul University	Monserrat College of Art
DePauw University	Montana State University
Dominican University of California	Morehead State University
Drew University	Mt. Holyoke
Earlham College	Mt. Hood Community College
Eastman School of Music & University of Rochester	Niagara County Community College
Eckerd College	Northeastern University
Emerson College, UK	Northern Arizona University
Emerson College, US	Northwestern University
Emily Carr University of Art + Design	Oberlin Conservatory
Eugene Lang College of the New School for Social Research	Oberlin College
Evergreen State College	Occidental College
Fashion Institute of Design and Merchandising, CA	Oregon State University
	Pacific NW College of Art
	Pacific University

Pacific Lutheran University
Parsons School of Design
Pitzer College
Portland State University
Prescott College
Ralph-Macon College
Reed College
Regis University
Rensselaer Polytechnic Institute
Rhode Island School of Design
Rice University
Rietveld Academie
Salve Regina University
Santa Fe University of Art and Design
Seattle Central Community College
Seattle University
Simmons College
Sarah Lawrence College
Savannah College of Art & Design
School of the Art Institute of Chicago
Simon Fraser College
Skidmore College
Soka University
Southern Oregon University
St. Edwards University
St. Olaf College
State University of New York, New Paltz
The Evergreen State College
Trinity Western University
University of Colorado at Boulder
University of British Columbia
UCLA
University of Denver
University of Houston
University of Illinois at Chicago
University of Michigan, Dearborn
University of Minnesota
University of Montana
University of Oregon
University of Oregon Honors College
University of Portland

University of Puget Sound
University of Redlands
University of San Francisco
University of Southern California
University of the Pacific
University of Washington
University of Wisconsin
University of Wyoming Honors College
Ursinus College
Vancouver Island University
Warren Wilson College
Wells College
Western Washington University
Wheaton College
Whitman College
Willamette University