

A High School
Plan for
Students with
College-Bound
Dreams
Workbook

This workbook belongs to:

Graduating class of:

A High School
Plan for
Students with
College-Bound
Dreams
Workbook

M Y C H A L W Y N N



Other books by the author:

A High School Plan for Students with College-Bound Dreams
A Middle School Plan for Students with College-Bound Dreams
A High School Plan for Bermudian Students with College-Bound Dreams
A Middle School Plan for Bermudian Students with College-Bound Dreams
College Planning for High School Students: A Quick Guide
College Planning for Middle School Students: A Quick Guide
Don't Quit
Follow Your Dreams: Lessons That I Learned in School
The Eagles who Thought They were Chickens

A High School Plan for Students with College-Bound Dreams: Workbook

Second Edition, 2008

Printing 1

ISBN-13: 978-1-880463-80-2

ISBN-10: 1-880463-80-6

Copyright © 2006 Mychal Wynn

Copyright © 2006 Rising Sun Publishing, Inc.

The material contained in this book has been taken from the book, *A High School Plan for Students with College-Bound Dreams* covered under U.S. copyright by the author and publisher. All rights reserved. Reproduction of the forms and activities by individual students and their parents is permitted. Reproduction by a school or school district is expressly prohibited and all excerpts or any other form of reproduction without expressed written permission from Rising Sun Publishing, Inc., is strictly prohibited except when quoted in brief reviews. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or storing in any information storage and retrieval system for commercial purposes.

Disclaimers: The author, Mychal Wynn, or any of the content contained in this book should not in any way be construed as a representation or warranty that the reader will achieve this result. This book is designed to provide accurate and authoritative information in regard to the subject matter covered. The author and the publisher, however, make no representation or warranties of any kind with regard to the completeness or accuracy of the contents herein and accept no liability of any kind.

Credits:

Cover design by Mychal Wynn.

Student Photographs taken by Mychal Wynn.

Illustrations by Mychal-David Wynn.



P.O. Box 70906

Marietta, GA 30007-0906

770.518.0369/800.524.2813

FAX 770.587.0862

E-mail: info@rspublishing.com

Web site: <http://www.rspublishing.com>

Printed in the United States of America.

Acknowledgments

I would like to acknowledge my wife, Nina, who, as a wife, mother, confidant, and business partner has greatly contributed to the ideas contained within this book. She has put into practice the strategies as she has successfully guided our older son's oftentimes complex and frequently frustrating journey from preschool through high school, into Amherst College. She has also inspired, enlightened, and encouraged other children and their families along their parallel journeys from preschool into college.

I would also like to thank my nieces, Tishandra de Courcy and Kymberly McKay, for their efforts in ensuring that this workbook is usable and doable for any student in any situation.

Lastly, I would like to thank my mother and father who encouraged, sacrificed, and inspired me to become the first college graduate in our family.

Dedication

This book is dedicated to my sons, Mychal-David and Jalani, the thousands of students and parents I meet each year who have college-bound hopes and aspirations, and to those who sacrifice each day on behalf of students and their dreams.

Table of Contents

<i>Introduction</i>	vii
<i>Have You Prepared for Academic Success?</i>	viii
Who this book is for	1
College Literacy Quiz	2
Why should I care?	7
Follow Your Dreams	10
Your Life List	19
Prepare for the work ahead	22
<i>School Information Sheet</i>	24
Section I: Academics	25
Why do you want to attend college?	26
College Affiliations	27
Campus Visits, College Tours, and College Fairs	27
<i>College Research Sheet</i>	28
Pick your top 10 schools	29
High school graduation requirements	30
Reading, writing, and communicating	34
Honors	35
AP (Advanced Placement)	36
Joint Enrollment (take college classes while still in high school)	38
GPA Calculation	39
Class Rank	40
Set goals	41
What academic support do you need?	42
Important relationships	43
Academic clubs	44
Academic honors	45
Honors/Awards	46
Plan your schedule	47
<i>Sample Schedules</i>	49
Standardized Tests	56
Section II: Extracurricular Activities	61
Keep track of your extracurricular activities	66
<i>Sample Résumé</i>	67
<i>Estimated Probability of Competing in Athletics</i>	70
Section III: Personal Qualities	71
Leadership	72
Character	75
What are your gifts?	76
Section IV: Intangibles	77
What's your story?	78
Maximize your summers	80
Start working on your essay	83
Section V: Application & Financial Aid	87
Financial-aid Checklist	88
Application Package	91
Senior Year	92
Appendix I: <i>College Literacy Quiz Answer Key</i>	97
Appendix II: <i>College Planning Activity</i>	103
Appendix III: <i>Sample Application</i>	111
Index	117

Introduction

This workbook provides activities and strategies taken from the book, *A High School Plan for Students with College-Bound Dreams*. You should refer to the book for a more comprehensive set of strategies, data, and reference sources. We followed the strategies to help our older son develop his passion for art. A passion that was continually nurtured in his journey from elementary school, through middle school and into high school. Ultimately, he narrowed his list of colleges to the Savannah College of Art and Design, the Ivy League school of Dartmouth, and the top liberal arts college, Amherst College. Following the steps outlined in the book, he applied to and was accepted, via Early Decision, into Amherst College. While our younger son has different passions, he is utilizing similar strategies and well into his college planning as he enters high school.



Whatever your passions—talking, writing, drawing, composing or performing music, entrepreneurship, science, mathematics, politics, athletics, or teaching—there is a college where you can explore your passions and a college setting where you can continue your growth and development into adulthood.

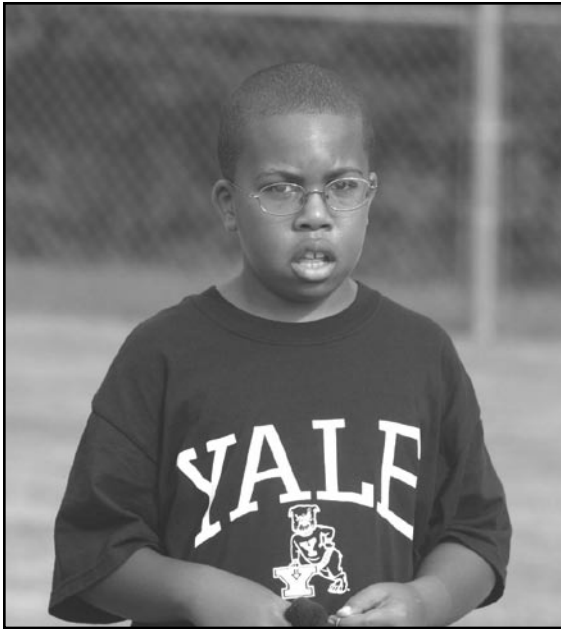
The opportunity to attend college is one that every young person deserves, yet one that far too many deny themselves by squandering their high school years. Whatever your financial situation and whatever your passions, preparing a quality application package and preparing for the rigors of college-level work will provide you with many college opportunities.

Whatever your passions you must develop a plan. Follow the steps and apply the strategies contained within this workbook to develop your plan. Boxes will refer you to page numbers in the *book* for further reading on issues relating to the college planning and college admissions process. Refer to and update the worksheets throughout your four years of high school and refer to them during each meeting with your counselor, and discussions with your parents, as you plan your course schedule, schedule your standardized tests (i.e., SAT and ACT), and identify the summer programs and extracurricular activities that you will participate in.

Have You Prepared for Academic Success?

- I am organized:*** I have binders for each subject, with tabs, the course syllabus, teacher e-mail or web site, and grading policy.
- I have before- and after-school routines:*** Based on my class schedule and extracurricular activities, I have established routines to ensure that I study, complete my homework, and am well prepared for tests and quizzes.
- I have developed consistent classroom routines:*** I have developed classroom routines, which ensure that I make note of homework assignments and test dates, and keep my subject-area binders organized.
- I know how to take good notes:*** I have developed effective note-taking skills.
- I engage in a daily review of my notes:*** I have established a time within my daily routine to review my notes from each class.
- I engage in a daily review of my agenda:*** I have established a time to review my agenda to ensure that I am aware of announced tests, quizzes, and project due dates.
- I engage in effective test preparation:*** I have developed the necessary routines to ensure that I am prepared for announced tests and quizzes.
- I have an effective method of filing my homework and graded assignments:*** I have developed a routine to ensure that I file graded assignments and that I do not misplace homework.
- I am consciously developing my vocabulary, writing, and grammar skills:*** I am consciously expanding my vocabulary and developing my writing and grammatical skills so that I may effectively communicate my thoughts and ideas, and perform well on the SAT and ACT exams.
- I am a critical thinker:*** I use critical-thinking skills in my daily decision-making. I consciously go through the process of investigation, interpretation, and judgment when formulating ideas and making decisions.

[Taken from, "A Middle School Plan for Students with College-Bound Dreams"]



As a fourth-grader, Jalani Wynn, was already focused on college and well into his college plan.

Who this book is for

This workbook has been written for students with college-bound dreams and supports the book, *A High School Plan for Students with College-Bound Dreams*. While thousands of students affirm college-bound dreams, far too many are not aware of the importance of using their four years of high school to prepare themselves for college, make themselves a competitive candidate in the admissions process, or do what is necessary to acquire enough financial aid to pay the huge cost of college tuition, room, and board.

Within this group of students are highly-motivated young people who are enrolled in all honors and AP classes and yet have no extracurricular activities or community service to supplement their stellar academic credentials; students who are involved in sports and extracurricular activities, but who are taking the easiest possible academic schedule (and still putting forth only enough effort to be 'C' students); and students who are saying they plan to go to college, but who do not have any idea as to what is needed, how much work is involved, or how to prepare themselves to succeed should they successfully navigate the many hurdles of meeting their high school graduation requirements and admission criteria into a major college or university.

No matter which group of students you fall into, where you want to go to college, where your parent(s) want you to go to college, or where your counselors, coaches, aunts, uncles, mentors, or best friends are encouraging you to go to college, this workbook has been written to assist you and those who are supporting and encouraging you in the pursuit of your college-bound dreams.

Test your current college knowledge by taking the *College Literacy Quiz* on the following pages.



College Literacy Quiz

1. What are AP and IB courses?

2. When are AP exams given and what scores typically qualify for college credit?

3. Who administers the AP and IB Programs?

4. What does the 'weight,' of such courses mean?

5. Is the Ivy League an athletic or academic grouping of colleges?

6. How many colleges make up the Ivy League?

7. What does HBCU stand for?

8. How many HBCUs are there?

9. What is the difference between the SAT I, SAT II, and the ACT and what is the top score for each exam?

10. How many times can you take the SAT I and ACT?

11. Which type of high school classes will best prepare you for success on the Critical Reading and Writing Sections of the SAT I?

12. What advantage, if any, is there to taking the SAT I or ACT more than once?

13. What does PSAT stand for and in which grade (i.e., 9th, 10th, 11th, or 12th) do the scores qualify students as National Merit or National Achievement Scholars?

14. What does GPA mean?

15. What is a weighted GPA?

16. With what organization does a college-bound athlete have to register?

17. What is the significance of taking classes for high school credit while in middle school?

18. What is joint or dual enrollment?

19. What is the significance of taking advanced math classes in middle school?

20. What is the most important academic skill that colleges want incoming students to demonstrate?

21. Does a student from a top private school have a significantly better chance of being admitted to college over a student from an average public high school?

22. What are complimentary sports and how can they increase your college admissions opportunities?

23. Will being a top academic achiever and having high SAT I/ACT scores guarantee that you will be accepted into the college of your choice?

24. Will average grades and average SAT I/ACT scores guarantee that you will not be accepted into the college of your choice?

25. Who is a legacy student?

26. What is FAFSA, why is it important, and when should you complete it?

27. What is EFC?

28. What is Need-based–Need-blind admissions?

29. What is an articulation agreement?

30. How many colleges can a student apply to under the Early Decision program?

(see page 98 for answers)

Why should I care?

After reviewing the college literacy quiz you may be one of those students who is highly literate when it comes to understanding the college admissions process. On the other hand, you may be one of those students who found yourself saying, “Why should I care? I am the best point guard in the city. I am going to get a basketball scholarship.” Or, you may be a student who thinks, “Why should I care about AP or IB classes? I am going to take the easiest possible course load and get straight A’s. All a college really cares about are the grades that I receive, not the classes that I take.”



Whatever you think you know about the college admissions process, you must understand your high school graduation requirements.

1. What are the course requirements for admission into the state universities in your state?

Math: # of years _____ highest level required _____

Science: # of years _____ highest level required _____

of lab sciences _____ what are the lab sciences at your school?

Social sciences: # of years _____ Foreign language: # of years _____

English: # of years _____

2. Are high school exit or graduation exams given in your school district? If so, what are they?

3. Is there an advantage to declaring a college major? If you answer 'Yes,' explain.

4. What is a 'High School Profile' and why do colleges request them?

5. What is the significance of 'Class Rank' in your state university system? What about private or competitive colleges?

6. How many, and what type of diplomas can you receive from your high school?

7. Can an athlete graduate from high school and still be ineligible to compete in college? If you answer 'Yes,' explain.

8. Can an athlete with a 4.0 GPA still be declared ineligible by the NCAA Clearinghouse? _____

9. Can a student with a 4.0 GPA still be denied admission into a state university? _____

10. Can a student with average grades and average SAT or ACT scores, be admitted into a highly competitive college? _____

(see page 101 for answers)

What you have to do

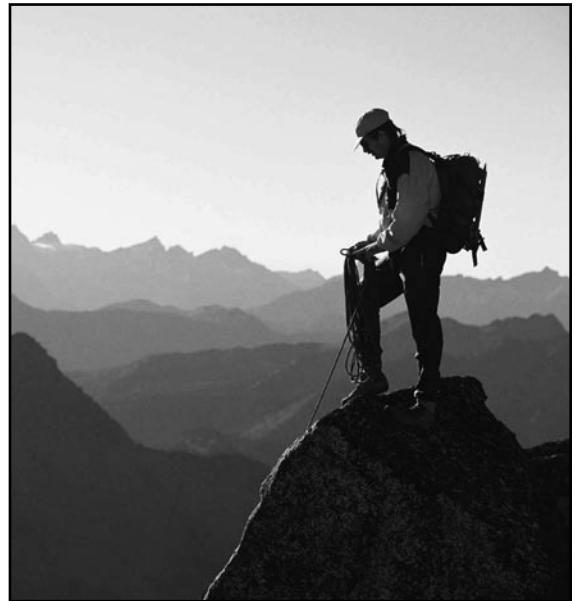
All of the information contained within this book, resources and web sites to which you will be referred, and ideas and strategies are directed toward the singular mission of preparing you to attend and graduate from college. As a high school student you do not have to have a perfect plan. You do not have to know what you want to study, what career you want to pursue, or even what you aspire to do after graduating from college. You do, however, need a general sense of the type of college experience you want and the amount of effort you are willing to devote to your plan.

Begin with the end in mind

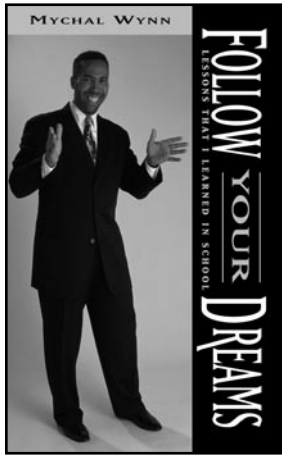
What are your dreams and aspirations—the places you want to go, things you want to experience, changes you want to make in your home, community, or in the world itself? Where do you find your joy? What type of people do you prefer being around? What type of job would you do even if you did not get paid to do it? Or, better yet, what is your purpose? Are you passionate about music, art, science, math, sports, or social issues? Do you prefer working with people or in isolation? Do you have a passion

to coach on the field or run front-office operations? Do you have a passion to teach elementary school children or inspire college students? Would you prefer to write a book, give a lecture, or both? Answering such questions as you enter high school will help you to identify the classes that will expand your knowledge, nurture your passions, and best prepare you for the college experience you are interested in pursuing.

Answering such questions will also greatly enhance your college search as you begin looking for and focusing on colleges that will provide you with the opportunity to pursue your dreams and aspirations. While many students think in terms of attending their “dream college,” you will be on your way to attending the “college that will help you to pursue your dreams.”



Follow Your Dreams



In the book, *Follow Your Dreams: Lessons That I Learned in School*, I share my experiences growing up in poverty and the academic, social, and emotional struggles I experienced from elementary through high school. While I entered college in the pursuit of a career (electrical engineering), my college education enabled me to discover and to pursue my second-grade passion—writing and talking! If I had known that my elementary school passions could have become my career, I would have chosen different high school classes, a different college major, and explored a much broader range of

colleges and universities (I only considered and applied to one college—Northeastern University).

Your dreams, and the colleges that may best help you to pursue those dreams, should guide your efforts in planning your high school schedule of classes, extracurricular activities, and involvement in student and community organizations.

List 5 obstacles that you will have to overcome:

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 academic strengths:

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 academic weaknesses:

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 people who support you:

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 high school goals:

1. _____
2. _____
3. _____
4. _____
5. _____

List 5 life goals:

1. _____
2. _____
3. _____
4. _____
5. _____

Make a collage

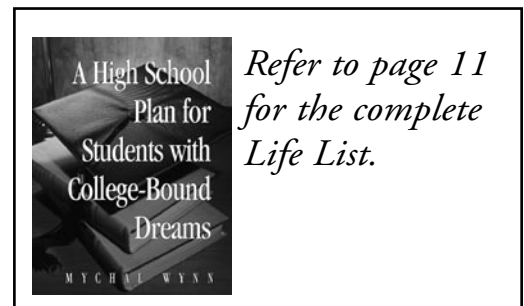
Create a collage, poster, or portfolio of images (news articles, magazines, book covers, or original drawings) that reflect your dreams and passions. As you progress through high school you are likely to establish many types of goals, e.g., athletic, academic, social, and creative. Some goals will be easily accomplished while others will require more time and effort. Visualizing your dreams, setting goals, developing your plan, and maintaining your focus over the coming high school and college years can turn today's dreams into tomorrow's reality.

Your Life List

The book, *Chicken Soup for the Soul*, shares the story of a young boy, who, at fifteen years old sat down at his kitchen table in Los Angeles, California, and wrote three words at the top of a yellow pad: 'My Life List.' On his Life List, John Goddard, an adventurer and explorer, wrote 127 goals. Few people would create such a list; fewer yet would even know the things and places on his list. However, all of us, perhaps not as extensively, can develop our own *Life List*.

Take a moment to reflect on what your life list would be. Use the following questions to guide you:

1. What would you like to explore?
2. What would you like to study?
3. Where would you like to visit?
4. What would you like to accomplish?



After answering such questions and developing your own life list, try to answer the following:

What type of college experience would help you to pursue the things on your list?

Prepare for the work ahead

Preparing for the work ahead requires that you establish a place to store all of your high school information as well as all of the college and financial-aid information you gather over the next four years. There are many things that you will need to do and a good deal of information that you will have to file or organize. Completing the activities will help you to better understand the college planning process. Checking the boxes as you organize information and perform important tasks will help to ensure that you develop a comprehensive college plan and that you are well prepared for the eventual day that you prepare your college application packages.

- Set up a binder and label it “College Planning Notebook.”

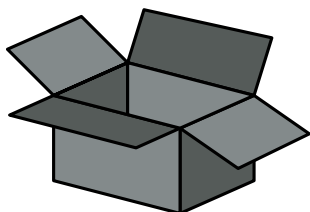
You are going to use this binder to store such information as grades, test scores, awards, and extracurricular activities experienced throughout high school to which you will refer when applying for scholarships and preparing your college application packages.

- Set up the following file folders, tabs, or boxes

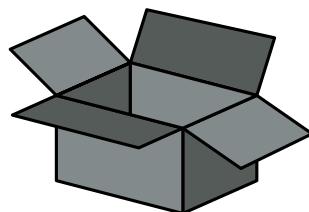
- Academics
- Activities
- Personal Qualities
- Intangibles
- Financial-Aid
- Awards
- College Information
- Scholarship Information



Financial-Aid
Information



College
Information



School Information Sheet

Complete this information sheet. You will refer to this information often throughout the college planning process.

H.S. Code (CEEB/ACT): _____ Student ID: _____

Note: If your Student ID is your social security number, you may want to memorize it rather than writing it down here.

School: _____

Address: _____

Phone: _____ FAX: _____

Web site: _____

Principal or Dean: _____

E-mail: _____

Counselor: _____

E-mail: _____

Phone: _____ FAX: _____

Advisor or Career Counselor: _____

E-mail: _____

FAFSA Password: _____ PIN: _____ DRN: _____

Common Application username: _____ Password: _____

Note: You will not receive your FAFSA password and PIN until you begin completing your FAFSA—after January 1 of your senior year.

Parent information (e.g., cell phone, work phone, etc.):

Emergency Contact:
