

REAL TIME

For one week, record the amount of time you spend on each activity you do. Write in after-school or part-time jobs, sports or other hobbies, chores, reading for pleasure, talking on the phone, dates, and so on.

[illegible]

REAL TIME TALLY

There are 168 hours in the week. Here is how I spend my time:

sleeping: _____ other activities: _____
 school: _____
 eating: _____
 watching TV: _____
 talking on the phone: _____

TOP FIVE FAVORITE ACTIVITIES:

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

LEARNING STYLES (To the teacher: Save for Part 3.)

Cut out each learning style. Tape them to the bottom of the appropriate skill category on the "Skills" activity sheet.

Athletic, Body	Musical	Visual, Artistic	Mathematical, Logical	Verbal, Linguistic	Social, Interpersonal	Intrapersonal
Athletic, Body	Musical	Visual, Artistic	Mathematical, Logical	Verbal, Linguistic	Social, Interpersonal	Intrapersonal
Athletic, Body	Musical	Visual, Artistic	Mathematical, Logical	Verbal, Linguistic	Social, Interpersonal	Intrapersonal

SKILLS

Pick three of your favorite activities. List the skills needed for each below.

Activity: Skills:	Activity: Skills:	Activity: Skills:

List each skill above under the appropriate heading below. Count the number of skills and write the total below each box.

PEOPLE (or ANIMALS)	THINGS	INFORMATION
Learning Style(s):	Learning Style(s):	Learning Style(s):

TOTAL: _____

TOTAL: _____

TOTAL: _____

With the skills I have, I might enjoy a job, career, or profession working with _____

THREE SKILL GROUPS, MANY OCCUPATIONS

<p>A. People (or Animals)</p> <ul style="list-style-type: none"> • helping or caring for • entertaining • teaching • coaching <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Occupations</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<p>B. Things</p> <ul style="list-style-type: none"> • repairing • operating vehicles • using tools • working with nature <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Occupations</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<p>C. Information</p> <ul style="list-style-type: none"> • planning • creating • designing • organizing <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Occupations</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____
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COLLEGE SURVEY

<i>Technical Schools</i>	<i>Community Colleges</i>	<i>Four-Year Colleges/Universities</i>
Name: Notes:	Name: Notes:	Name: Notes:
Name: Notes:	Name: Notes:	Name: Notes:
Name: Notes:	Name: Notes:	Name: Notes:

NARROWING THE FIELD

COLLEGE A:	COLLEGE B:	COLLEGE C:
_____	_____	_____
Tuition: \$ _____ per credit	Tuition: \$ _____ per credit	Tuition: \$ _____ per credit
Cost of _____ degree: \$ _____	Cost of _____ degree: \$ _____	Cost of _____ degree: \$ _____
Location: _____	Location: _____	Location: _____
Requirements: _____	Requirements: _____	Requirements: _____
Other Information: _____	Other Information: _____	Other Information: _____

PREP FOR COLLEGE

9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
English: _____ Grade: ____	English: _____ Grade: ____	English: _____ Grade: ____	English: _____ Grade: ____
Math: _____ Grade: ____	Math: _____ Grade: ____	Math: _____ Grade: ____	Math: _____ Grade: ____
History: _____ Grade: ____	History: _____ Grade: ____	History: _____ Grade: ____	History: _____ Grade: ____
Science: _____ Grade: ____	Science: _____ Grade: ____	Science: _____ Grade: ____	Science: _____ Grade: ____
Foreign Language: _____ Grade: ____	Foreign Language: _____ Grade: ____	Foreign Language: _____ Grade: ____	Foreign Language: _____ Grade: ____
Art (Visual and Performing): _____ Grade: ____	Art (Visual and Performing): _____ Grade: ____	Art (Visual and Performing): _____ Grade: ____	Art (Visual and Performing): _____ Grade: ____
Electives/other courses: _____ Grade: ____	Electives/other courses: _____ Grade: ____	Electives/other courses: _____ Grade: ____	Electives/other courses: _____ Grade: ____

BRONX ROOTS STILL NURTURE CAREER PATHS

by David Gonzalez

When Louis J. Cappelli graduated from William H. Taft High School in 1949, he ended up doing what most of his buddies in the Bronx did: not much. There was a recession, and jobs were tight. He would walk from his home at Courtlandt Avenue and 160th Street, cross Park Avenue and head to their hangout on Morris Avenue and 165th, where the biggest attraction some days was watching the street get paved.

"None of us was working," he said. "We had a nice time hanging out on the corner, shooting pool, listening to music and going to the movies. We made a few dollars delivering orders."

Then came another order.

"My father said, 'Louie, get a job,'" Mr. Cappelli said. "My father only had to tell me once." So Louie dressed himself up in his high school graduation suit, bought the New York Times and looked in the classifieds under "Office Boy," because that was "what I thought I was capable of doing."

One ad led him to the Standard Factors Corporation.

"I was instantly offered the job," he said. "I started working the same day. And I've been here ever since."

Has he ever. Louie, the iceman's son, has gone from the street corner to the corner office as the chairman and chief executive officer of Sterling Bancorp, the successor to Standard Factors. His 50-year journey left him grateful for life's many blessings, starting with his parents' work ethic. So when he goes to his Park Avenue office, he remembers that road's northern reaches in his old neighborhood.

"I never forgot where I come from," he said. "I tell my colleagues, when you look in the mirror, don't kid yourself about who you are. Don't try to be anything else."

There was a time when others told him to forget about being much of anything. He admits to having been an average student, one who sometimes sassed the teachers. Back then, his family lived at Morris Avenue and 162nd Street, near Yankee Stadium....

His father, Peter, who came to America as a teenager, made his living hauling hunks of ice. Though he was not educated, he kept track of accounts in his mind. He taught his children the value of respecting family and community. Mr. Cappelli's two brothers and sister taught him the value of education, urging him to get an academic diploma at Taft, rather than go to the vocational schools that his friends attended.

He rose through the bank's hierarchy while earning a degree from City College at night. He studied accounting, a discipline that he speaks of reverently. The numbers on a spreadsheet, he says, tell stories of businesses and the people who work for them, including his bank. He feels a responsibility to them, he said, because at one point or another in his career, he probably had their job....

BRONX ROOTS STILL NURTURE CAREER PATHS

(CONTINUED)

"I traveled through the ranks, so I know what it's like. I didn't come out of Harvard Business School and start as a vice president....

"If you're smart enough," he said. "It's not luck. It's timing. You need to be in the station at the right time."

Or the classroom. A few years ago he was Principal for a Day at Taft High School....In one sophomore class, Noemi Cruz listened to his corporate success story.

"How do I get a job at your bank?" she asked, half joking.

He hired her. She began working summers, and continued after graduation. She is now an administrative assistant, working full time while going to New York University at night, courtesy of the bank.

"I want to stay right here," she said. "Hopefully, I'll get his office...."

"I can relate to her," he said. He snapped his fingers. "Like that, I can relate to her."

*This article is excerpted and reprinted from *The New York Times*.

A+ APPLICATIONS

Answer all the questions in detail.	Write or type neatly.
Proofread and revise.	Mark the deadline on a calendar.
Reread the application before mailing. Be sure that the necessary signatures and application fee are enclosed.	Consider submitting supplemental materials that illustrate long-term hobbies, describe part-time work, include an audio or video recording of original music or dance performances, or contain published poetry or other writing.
Read the entire application.	Copy your final draft.
Write a cover letter that draws attention to particular strengths or explains a situation that the application did not cover.	Make copies of the application for rough drafts.
Follow directions carefully.	Plan to give yourself plenty of time to complete each application.

COLLEGE APPLICATION PLANNER

Directions: Write the name of one of your top college choices in each column. Fill in the dates as you complete each step.

APPLICATION STEPS	COLLEGE	COLLEGE	COLLEGE
<i>Application requested</i>			
<i>Application received</i>			
*APPLICATION DUE			
<i>Personal data completed</i>			
<i>Educational data completed</i>			
<i>Test information completed</i>			
<i>Family information completed</i>			
<i>Honors, extracurricular completed</i>			
<i>Work experience completed</i>			
<i>Short essay draft 1</i>			
revised			
final			
<i>Personal statement outline</i>			
draft 1			
draft 1 revised			
draft 2			
draft 2 revised			
draft 3			
draft 3 revised			
final draft			
proofread			
completed			
APPLICATION MAILED			

APPLY YOURSELF

Every night this fall, Jenna Arnold, 17, rehearsed for her high school musical. But whenever Jenna had a spare moment, she worked on the story of her life. The senior from Elkins Park, Pa, doesn't want to be a writer—she hopes to be a set designer one day. But to achieve her goal, she knew she had to perfect a single, hugely important essay.

Like millions of college-bound seniors, Jenna has to wow admissions officers with her grades, SAT scores, activities—and a personal essay. “It’s the only part of the application where you have to express yourself and tell them who you are,” says Josh Berezin, 19, of Shaker Heights, Ohio, who turned the essay that helped him get into Yale University into the book *Getting into Yale* (\$14, Hyperion). “It’s your chance to be creative.”

But that can be tough if you haven’t had much practice writing.

Parke Muth, assistant dean of admissions at the University of Virginia, has seen plenty of essay triumphs—and failures. “One of the major problems is a lack of focus,” he says. “People think they have to come up with a huge, important topic—the Middle East, abortion. That’s much too large.”

To help you find your focus, check out these tips from Muth, Jenna and Josh:

- **Think small.** Choose a topic that allows you to write from a personal perspective and use specific details. Jenna focused on her bout with a rare disease, alopecia areata, which causes baldness. “There I was, trying to live a normal life and wanting to date boys,” she says. “And

I was always worrying about my wig falling off.” Jenna chose a single, traumatic episode to describe—the moment a friend accidentally knocked her wig off.

“I felt my wig slide slowly backward down the back of my head, like chocolate syrup rolling down a scoop of ice cream. My deepest fear became a reality; I was exposed. In the sunlight, out in the open, my secret was revealed, as were the few patches of hair I had remaining on my head.”

- **Write vividly.** And let the action flow naturally. Here’s how Josh described himself on the field:

“Even I have to laugh sometimes. Here I am, at 5-foot-8, surrounded by my fellow offensive linemen, who average 6-foot-2. It must be a sight to see. Me, in the back of the huddle, clawing my way back within earshot

of the quarterback, or stretching up on the tips of my toes, straining to read his lips.”

- **Be willing to take a risk.** Some applicants attach cartoons, write movie scripts or ignore the question and take off on fantasies of their own.

“Of course, you can crash and burn, too,” Muth says. “Someone who isn’t a strong writer probably should not take a risk.”

But sometimes a risk pays off big. Published author Josh says he never imagined himself to be much of a writer. “The only piece of advice I can think of is to be yourself,” he says. “It sounds stupid and clichéd and everything, but that’s the only way it’s gonna be good.”

—Joseph D’Agnese

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TOPIC BRAINSTORMING

Write one idea in each box.

PERSONAL RELATIONSHIPS AND INFLUENCES	LIFE EXPERIENCES	PERSONAL QUALITIES

HERE'S THE MONEY

Program name: _____

Program description:	
What you must be to be eligible:	
What you must do while in school:	
Loan or grant amount or limit:	
Repayment begins as follows:	
How to apply:	
When to apply:	
Notes:	

STATEMENT OF EDUCATIONAL PURPOSE/REGISTRATION COMPLIANCE

I hereby affirm that any funds received under the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, the Perkins/Stafford Loan, the Supplemental Loans for Students, or the Parent Loans for Undergraduate Students will be used solely for expenses related to attendance or continued attendance at the institution below. I further understand that I am responsible for repayment of a prorated amount of any portion of payments made which cannot reasonably be attributed to meeting educational expenses related to attendance at the institution. The amount of such repayment is to be determined on the basis of criteria set forth by the U.S. Secretary of Education.

I affirm that to the best of my knowledge, I do not owe a repayment on a Pell Grant, a Supplemental Educational Opportunity Grant, or a State Student Incentive Grant previously received for study at any institution. To the best of my knowledge, I am not in default on a Perkins/Stafford Student Loan or a Parent Loan for Undergraduate Students.

☐ I certify that I am registered with the Selective Service.

or

☐ I certify that I am NOT required to be registered with the Selective Service because

☐ I have not reached my eighteenth birthday.

☐ I am a female.

☐ I am in the Armed Services on active duty. (Members of the National Guard and the Reserves are not considered on active duty.)

☐ I am a permanent member of the Trust Territory of the Pacific Islands or the Northern Mariana Islands.

Notice: You will not receive Title IV financial aid unless you complete the statement and, if required, provide proof that you are registered with Selective Service. If you state falsely that you are registered or that you are not required to register, you may be subject to fine, imprisonment, or both.

I certify that the information contained in this application is true and complete. I will notify the Director of Financial Aid of any change in my family's financial status in writing.

WARNING: If you purposely give false or misleading information on this form, you may get a fine, a prison sentence, or both.

Signature

Date

Parent or Guardian's Signature(s)

Date