The College Blueprint LLC
College Preparation and Counseling for College-Bound Students

Buzz

May 2022

1st – Common reply deadline for college enrollment

May 7th—SAT

AP exams

IB exams

Juniors – work on resume and college list

June 2022

June 4th—SAT

June 11th—ACT

Seniors – thank teachers and others who helped you

thank scholarship providers

have your final transcript sent to your college

Summer Plans—Crafting an Internship

Summer's nearly here, hooray! But now what? High school summers can be filled with so much, and sadly, so little. As students navigate the summer holidays throughout their high school years, it becomes important to consider two things: 1) how can my summer activity be more meaningful to me? and 2) how can my summer activity help me build a solid resume in preparation for a future college or job application? Initially, students may think that between 9th and 10th grade, fun is the first order of business, and having summer fun is very important. The transition from middle school to high school can be tough, and during a global pandemic, it can be even harder to navigate, with online classes and limited clubs, sports, and activities. But summer could be so much more, and in this article, we will explore one option for students to consider – a carefully designed summer internship.

First, understanding the importance of an internship is essential to crafting ways in which a successful summer of work, research or community service can benefit you. The most basic benefit may be for financial rewards (although many internships are unpaid); for many students, it's deepening and widening knowledge in areas of strong academic interest. For everyone, an internship can lead to rewarding self-awareness and a journey of self-discovery that will guide the student towards universities, majors or career paths that resonate in a deeply personal and targeted way. Getting a first-hand experience in the field you wish to study is pertinent and can demonstrate both dedication and knowledge to your application reader. An internship can show adaptability, targeted interest, and maturity. For you, it gives real insight into your chosen field and can help clarify the direction of your academic trajectory.

Once you have decided to embark upon a summer internship and have chosen the direction – work, community service, international/local travel – then researching ideas is your next step. There are some excellent websites that have curated lists of options: Aralia, National Institutes of Health, and the National Society of High School Scholars are good resources. It is also important to be creative in your search for the type of experience that really matters to you. Start locally, right there in your high school's guidance office. Many schools have college or career counsellors with lists of summer jobs and/or internship experiences. Teachers may have good personal contacts in their field so talk to them and ask about any summer options they may be aware of within your chosen field. Libraries, boys' and girls' clubs, and community centres may carry or post flyers about summer programs and in some locations, city councils will provide summer internship listings. If you have a parent or other relative in your field of interest, have a conversation with them to ask about summer opportunities.

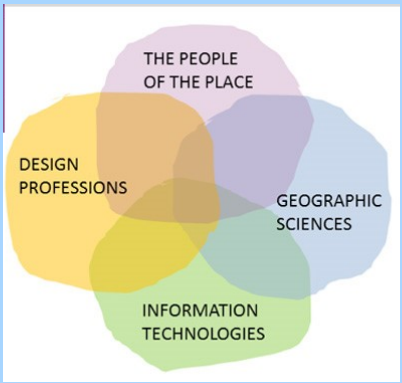
High school students need to take the time to really think about both who they are and what they want from their futures before considering their academic major in college. A summer internship can be part of that internal dialogue. This opportunity can give you your first look at a 9-5 job in an office, a 6-2 shift in the hospital, an 8-6 day in a lab or a long day spent outside, and remember, one summer does not have to look like another. Vary your summer activities. (continued on p. 3)

Career Paths for Geodesign Majors

- Archaeologists
- Architects
- Cartographers
- Civil Engineers
- Data Analysts
- Developers
- Geospatial Intelligence Officers
- GIS Specialists
- Heritage Conservationists
- Historical Conservationists
- Landscape Architects
- Landscape Ecologists
- Mappers
- Researchers
- Scientists in a variety of fields
- Urban Ecologists
- Urban and Regional Planners

For even more information:

https://www.esri.com/en-us/home



Focus on Majors: Geodesign

During the first half of the twentieth century, a Scotsman by the name of Patrick Geddes pioneered a new concept of urban and landscape planning. Another Scot, Ian McHarg, continued in the same field, and explored the idea of layering regional features over urban settings, work that grew into the field of Geographical Information Systems, GIS. The Geographical aspect or layers reflected the geology, soils, hydrology, roads and land usage. The Information component was the scientific methodology used to greatest effect and the Systems brought in data analysis and technology that calculated outcomes. Geodesign is an extension of GIS in that it combines the science and use of technology regarding spatial planning, with the art of designing spaces of benefit to all people, both now and far into the future. ESRI (Environmental Systems Research Institute) describes geodesign as "The emerging field of geodesign can be characterized as the collaboration of science and design that takes into account the interconnectedness between humans and nature." (https://www.esri.com/about/newsroom/arcnews/geodesign-education-takes-flight-2/). This major will appeal to students interested in the application of geographic information systems to building more sustainable and resilient communities.

This exciting field of study carries even greater importance today than ever before. A vast and ever-changing range of societal, environmental and economic challenges is confronting our earth - challenges exacerbated by a global pandemic and the impacts of climate change. We need more resilient community designs that take into account the reality of people's lives, as well as the built and the natural environments. Good geodesign will provide opportunities for marginalized people to participate in the creation of their communities – case in point: The Jane Goodall Institute in Tanzania, where geodesign was used to improve the socioeconomic lives of local villagers, while at the same time, avoiding any negative impact on the great ape population. Using the input of local community groups and federal agencies, thoughtful geodesign theories were put into practice on Cape Cod, MA, to identify key infrastructure planning that would be required in light of the impact of coastal erosion, created by anticipated global warming.

This field is growing, changing and developing quickly and offers many opportunities for geodesign and GIS specialists. It is an up-and-coming field of study and will appeal to both the scientific mind of a GIS practitioner and the imaginative visions of a designer – GIS technology and spatial analytics are intersecting with ways of rethinking design to improve the environment. The need for qualified geodesign graduates will increase every year and new technology will always lead the way. Typical coursework for this major will include statistics, spatial design, the built environment, urban planning, designing livable communities, mapping, spatial reasoning, GIS modelling, ecology, natural resources, society and population, water, transportation, environmental sciences, politics and economics. Global geodesign is another wing of geodesign, clearly with a global reach.

Programs in geodesign are still emerging, with some worthy of special note: University of Georgia and University of Southern California both offer an undergraduate degree in geodesign; Northern Arizona University offers a BS in Geographic Science and Community Planning; University of Wisconsin has a Geodesign Capstone Certificate Program, and master's degrees are offered at Penn State, Philadelphia University and the University of Arizona. Colleges are creating programs with an eye on the need for professionals to understand how better to integrate science with design. Similar programs may be housed within the departments of landscape architecture, geography, urban ecology, and engineering.

Financial Matters: Talking to Your Kids About Money

Unfortunately, many families never have a conversation about budgets or even reasonable spending expectations before students leave for college. Parents need to be aware of the realistic costs of books, clubs, activities and midnight pizza runs. Students should not assume there is a limitless debit card at their disposal.

Rather than sweep this huge financial investment under the rug, parents owe it to their children to discuss their financial commitment. Parents should make their academic and financial expectations clear. Do you expect that your children will have some "skin in the game" and be responsible for some measure of the expenses? Are they taking out loans? Are they responsible for their personal expenses? Do you plan to provide them with a monthly allowance? Writing checks without having these conversations does not give a young person a recipe for financial success in college or in their future."

Part of what makes this conversation even more challenging is that money is almost a virtual concept for many students. They use gift cards, credit cards, debit cards and apps such as Venmo and PayPal. Money, the green stuff, may not be a meaningful part of their lives.

Here are some tips for getting that financial conversation going:

Be straight about the costs of tuition and room and board. Most students can't comprehend the idea of laying out $50,000 or more per year. Help them understand the investment by comparing it to something more tangible – the costs of two cars perhaps.

Be specific about what you're willing to pay for and even more specific about what you're unwilling to subsidize.

Discuss the hidden costs at college. Some fees are not included in the list of required fees. For example, class-specific fees may include charges for materials (e.g., art, chemistry, biology, physics, etc.), studio or practice room time and laboratory fees. The same is true for per-use fees (such as the athletic facility, pool or weight rooms). Unfortunately, even when a college has a "comprehensive" fee, the fee usually isn't all-inclusive. According to Edvisors, most students will spend $250 to $500 per month on these hidden costs.

Consider putting your expectations in writing. For example, if your student will be responsible for paying back any loans, ask them to sign a contract. Some parents tie in academic expectations as well: "you must have a 3.0 gpa to continue."

Make sure your student is cautious before setting up multiple credit and debit card accounts. Be clear with them about what you'll pay for and what is their responsibility.

Schedule a financial check-up with them about a month in. Review the specific items and where they've been spending your/their money. Let them know they've done a good job and loosen the leash a little if deserved, and agree to check-in again at Thanksgiving.

Summer Plans—Crafting an Internship (continued from p.1)

As students start their final year of college, finding a job becomes an imperative. If you have already experienced a range of summer internships during both high school and college, you'll have built up a significant number of contacts within an array of contexts and/or fields. Start small and slowly widen your search horizons. A summer in a small local start-up, with no salary, might become a paid summer internship at a national tech company, with employment possibilities looming in the future. College Vine has published a list of paid summer internships for high school students to consider.

Finally, it is important to be practical in your search. Consider ease of commuting, cost of travel, family commitments, and summer sports. Once you start your internship, you must do everything to complete your assignments. At the end of the summer, don't forget to request a recommendation from your immediate supervisor. Look for ways in which you can demonstrate commitment to your assigned tasks, share mature interactions with colleagues and co-workers, show responsibility and reliability vis-à-vis on time arrivals, and offer intelligent contributions at meetings. This will all appear in the letter of recommendation and will impress your colleges. So, start your search as early as possible. A summer internship can serve a very important role in your high school years and your future academic choices.

College Search for Students with Learning Differences

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The transition from high school to college is daunting for most students, but the anxiety is intensified for students with learning disabilities. They wonder if they'll be able to keep up and fit in.

Here are some tips to help you identify college campuses that could best fit, academically and socially, the needs of a student with learning differences.

Understand your disability and its impact – write down the specific areas that present difficulties for you. Be able to identify the range of problems you might encounter at college and more importantly, be able to articulate the kinds of accommodations and services that would improve your situation – (extended testing times, note takers, reading machines, tutors).

Understand your strengths – what kinds of compensatory skills have you developed to accommodate your learning differences?

Begin researching colleges with types of programs that meet your needs. (*The K& W Guide to Colleges for Students with Learning Disabilities or Attention Deficit/Hyperactivity Disorder (ADHD)*

Seriously evaluate a variety of factors including: housing options (would having a single room dramatically reduce your stress level?), your advisor's recommendations, disability services options, cost, the location and size of the school. Large schools may offer more support, activities and more majors, but they also may require you to be more proactive to meet your needs. That's fine if you're up to the challenge.

Visit campuses while classes are in session, if possible. Meet with admission and special support service coordinators. Ask to meet students utilizing the college's learning differences or disabilities support services, perhaps over lunch, so you can have an informal discussion about the support accommodations available.

Prepare for an interview – this is where it is really important for the student, not the parent, to be able to clearly articulate their challenges and the types of support that would be most beneficial.

Obtain letters of recommendation – letters from counselors and teachers should address your learning style(s), academic achievement including subjects you have mastered, obstacles you've overcome and a variety of personal characteristics such as your motivation, attitude, self-discipline, behavior and response to positive reinforcement.