

Mat-Su P.E.A.K. **Pathway Exploration** **for All Kids**

A Personal Learning and Career Plan

11th GRADE CHECKLIST

- Review High School to Post-Secondary Calendar**
- Academic Record Review**
- High School Transition Plan**
- The You Profile OR ASVAB Inventory**
- What is a Career Pathway?**
- Career Research**
- Career and Post-Secondary Web Site Information**
- Post-Secondary Visits**
- Choosing a School**
- School Comparison Worksheet**
- Letters of Request for Recommendation**
- Student Resume**
- Are You a Working Teen? What You Should Know**
- Personal Career Essay**

Name: _____ **Teacher:** _____

Parents, employers, educators and other members of the Mat-Su community have expressed strong support for identifying careers as a vital part of every student's education. During their secondary school years, students will involve themselves in a career exploration process to ensure a thorough exploration of opportunities.

Choosing a career may be a long and difficult process. A Personal Learning and Career Plan (PLCP) can help you with this task. A PLCP can be looked at as an outline that will help you figure out the step you need to take in order to achieve your ultimate career goal. An important part of the PLCP is to consider your own needs, abilities, interests and wants. This book is designed to help you get to know yourself better. It will also help you relate what you know about yourself to job information. Based on information you gather about yourself, this book will help you select jobs that might meet your needs and interests.

What are you going to do with your life? Who are you? What do you know about yourself? What do you know about jobs? Which job is best for you? If you are interested in the answers to these questions, keep reading. This is what the P.E.A.K. packet is all about. You will do many activities while using this P.E.A.K. packet. If you follow the instructions carefully, you should have very few problems. If you become confused, talk with the person who gave you this P.E.A.K. packet.

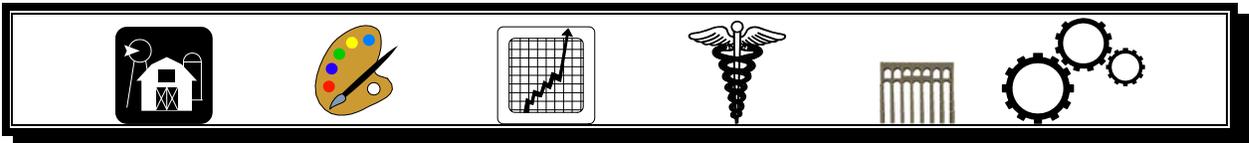
Mat-Su PEAK is produced by the Matanuska-Susitna Borough
School District's Career and Technical Education Department

Ray DePriest, Director

Project Coordinator/Editor

Barb Shogren

with the help of Mat-Su School District Teachers and Counselors



No portion of this packet may be reproduced without the written permission of the Matanuska-Susitna Borough School District's Career and Technical Education Department.

HIGH SCHOOL TO POST-SECONDARY CALENDAR

JUNIOR YEAR ACTIVITIES

Use this calendar during your junior year to schedule all the steps in your transition from high school into work, training programs or college admissions. Check off each task as it is completed and add specific dates to each month.

Reminder: Success in the high school to post secondary transition may be measured in how well you address the responsibilities that are associated with becoming a good student, most notably the development of strong academic skills. Develop the ability to study and learn, and the result will be the kind of academic achievement that will enhance your future education options.

Consider these tasks during your junior year:

FALL:

- ⇒ Visit the School Counseling Center and check out all sources of information: counselors, college guidebooks, career information, AKCIS, etc.
- ⇒ HSQE (High School Qualifying Exam) – if necessary
- ⇒ Take WorkKeys test.
- ⇒ Attend classroom presentations and after school presentations featuring post secondary institutions,.
- ⇒ Investigate the six career clusters and see which one fits you best: **Human Services, Natural Resources, Industrial & Engineering Technology, Health Services, Business, Management & Technology, Arts & Communications.**
- ⇒ Register for fall administration of PSAT (pre-SAT). For more information, visit <http://www.collegeboard.com/student/testing/psat/about.html>
- ⇒ Attend Career and College Fairs.

WINTER:

- ⇒ Prepare for personal statement essays by keeping a diary of your interests, educational priorities, special talents, and abilities.
- ⇒ Register for spring administration of SAT or ACT or both. For more information, visit <http://www.collegeboard.com/student/testing/sat/about.html> or <http://www.act.org/aap/>
- ⇒ Explore the post-secondary programs that best suit your interests, needs, and abilities. Factors include size, location, programs, quality, necessary facilities, special opportunities, cost and financial opportunities, and social and cultural environments.
- ⇒ Research post-secondary programs cost and financial aid. Look into requirements for private student aid and scholarship programs.

SPRING:

- ⇒ Write letters of interest to post-secondary programs to obtain their catalogs and application forms. If appropriate, set up an interview and prepare for it by reading the catalog and reviewing your goals and interests.
- ⇒ HSQE (High School Qualifying Exam) – if necessary.
- ⇒ Write letters of request for recommendations.
- ⇒ Take SAT and ACT tests*.

SUMMER:

- ⇒ Use the summer to earn money for educational costs.
- ⇒ Review high school math over the summer to strengthen skills that will help you succeed in post-secondary programs.
- ⇒ Narrow list of post-secondary with 10-12 schools.

IMPORTANT DATES:

ACADEMIC RECORD REVIEW

It is important to review your academic record to determine your grade point average, class rank, status for graduation, merit diploma eligibility, and NCAA initial eligibility requirements. You will need this information as you work on admission into a post secondary school or into the work force.

You need to get an up-to-date transcript from your school counselor or registrar to ascertain the following:

Grade Point Average

Even though individual colleges and post secondary schools use their own criteria when evaluating prospective students, virtually all colleges consider a student's Grade Point Average (GPA) to be the most important criteria for college admissions.

GPA is simply the average of your semester (or end term) grades, starting with freshman year. Although there are variations, most high schools use a 4.0 scale where:

$$A = 4, B = 3, C = 2, D = 1 \text{ and } F = 0 *$$

At the end of the eleventh grade, if you have all A's, you will have a 4.0. If you have earned half A's and half B's, a 3.5 GPA will be earned. Since college applications are generally completed during the fall of the senior year, your GPA at the end of the junior year is very important. Other grades which may appear on your transcript include: NC = no credit (weighs the same as F), I = incomplete (usually counts as an F on transcript and will remain until work is made up and grade is given), E = enrolled (not calculated into GPA), P = pass (not calculated into GPA).

*Certain classes (i.e. Advanced Placement, International Baccalaureate, and some Career Technical classes) have weighted grades. For weighted grades A = 5, B = 4, C = 3.

Class Rank

Most colleges and post secondary schools do not require a rank as a part of the admission process, but are interested primarily in your relative placement in the graduating class. However, if it is a requirement for a particular scholarship or admission to a particular school, a class rank can be provided. To graduate with honors and wear a gold sash or cord at graduation, you must obtain an overall GPA of 3.5 at the end of your senior year.

PERSONAL ACADEMIC SUMMARY

Current cumulative GPA: _____ Rank in Class: _____ out of _____

High school credits I will have earned by graduation: _____

English _____

Social Studies _____

Math _____

Science _____

Foreign Language _____

Physical Education _____

Health _____

Electives _____

High School mailing address:

Physical location:

Test Scores

SAT I - (verbal & math) _____

ACT composite score _____

WorkKeys scores: _____

HSQE scores: _____

Counselor's Name: _____

EST Number (college code for your high school): _____

MSBSD HIGH SCHOOL GRADUATION REQUIREMENTS

DIPLOMA REQUIREMENTS (USE FOR GRADUATING CLASSES 2014 & 2015)

The Superintendent or designee shall prepare for Board approval a plan consisting of district graduation requirements. Students shall receive a Matanuska-Susitna Borough diploma only after successfully completing all sections of an approved graduation qualifying examination and acquiring the minimum of 22 credits in the following required and elective subjects:

Health..... 5 credit

Language Arts..... 4 credits

English 1 ----- 1 credit

English 2 ----- 1 credit

English Electives -----2 credits

Mathematics..... 3 credits

Algebra ----- 1 credit from the following:

Algebra 1

Cognitive Tutor Algebra

Introduction to Algebra

Geometry ----- 1 credit from the following:

Geometry

Informal Geometry

Math Elective -----1 credit

Physical Education (see BP 6146.2 (b) for waivers) 1 credit

Science 3 credits

Physical Science ----- 1 credit from the following:

Physical Science

Integrated Science 1

Life Science ----- 1 credit from the following:

Biology

Integrated Science 2

Science Elective ----- 1 credit

Social Studies 3 credits

World History -----1 credit

United States History ----- 1 credit

U.S. Government ----- .5 credit

Alaska History -----.5 credit

Electives 7.5 credits

NOTES: For language arts, math, science and social studies, specific course requirements may be fulfilled by substituting a higher level of the same course (e.g. Honors Biology). For math and science, specific course requirements may also be fulfilled by substituting a course for which the required course is the prerequisite.

As per Board Policy 6146.1a

The Alaska Performance SCHOLARSHIP

The Alaska Performance Scholarship is a merit-based scholarship which requires students to complete a more rigorous high school curriculum consisting of four years each of mathematics, language arts, science, and social studies, one year of which may include a foreign language, an Alaska Native language, fine arts, or cultural heritage; or three years of mathematics, four years of language arts, three years of science, four years of social studies, and two years of a foreign language or an Alaska Native language. Students will also be evaluated according to standards established: grade-point averages and scores on college entrance or work-ready examinations.

The Alaska Performance Scholarship will only be available to Alaska residents who attend a qualified Alaska college, university, or career-technical program. For more information, visit:

http://akadvantage.alaska.gov/Grants_and_Scholarships/Alaska_Performance_Scholarship.aspx

MSBSD AWARDS FOR ACHIEVEMENT

The School Board encourages excellence as a goal for all students and wishes to publicly recognize students for unique or exemplary achievements in academic, extracurricular or community service activities.

Student awards may include verbal recognition, a letter, certificate or Board resolution or a public ceremony.

To give recognition for students who have achieved over and above what is required to graduate from the Mat-Su Borough School District, recognition at graduation and on a student's transcript will be given according to the following designations. These designations will be determined at the end of the semester prior to graduation and be based on weighted GPAs.

1. Students who have completed a minimum of 21 credits with a cumulative GPA of 3.6 – 3.79 will be designated as Cum Laude.
2. Students who have completed a minimum of 21 credits with a cumulative GPA of 3.8 – 3.99 will be designated as Magna Cum Laude.
3. Students who have completed a minimum of 21 credits with a cumulative GPA above 3.99 will be designated as Summa Cum Laude.

NCAA ELIGIBILITY REQUIREMENTS

NCAA requires college athletes to register with the Clearinghouse. Applications are available in the guidance counselor's office.

If you are planning to enroll in college as freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective students at all member institutions. *For more detailed information, visit www.ncaa.org*

**IT IS YOUR RESPONSIBILITY TO MAKE SURE THE CLEARINGHOUSE HAS
THE DOCUMENTS IT NEEDS TO CERTIFY YOU.**

HIGH SCHOOL AND FOUR-YEAR PERSONAL LEARNING & CAREER PLAN TRANSITION



Name _____

Your long term **Career Goal:**

To achieve this goal, you must carefully plan the rest of your high school classes and a transition plan for after you graduate. See pages 4-5 to make sure you are including required classes.

Junior Year

Classes I am taking:

Semester 1

Semester 2

Other classes:

Three steps I will take during my junior year to help me reach my long-term career goal:

- ◆ _____
- ◆ _____
- ◆ _____

Senior Year

Classes I am taking:

Semester 1

Semester 2

Other classes:

Three steps I will take during my senior year to help me reach my long-term career goal:

- ◆ _____
- ◆ _____
- ◆ _____

When completing the next four years of your transition plan, think of the following questions:

- ◆ **How will I be paying for my education or post-secondary training?**
- ◆ **Where will I be living?**
- ◆ **How will I pay for my living arrangements, transportation costs, health care, entertainment, etc.?**
- ◆ **How will I find a job in my career after completing training?**

First Year Out of High School

Three steps I will take during my first year out of high school to help me reach my long-term career goal:

- ◆ _____
- ◆ _____
- ◆ _____

Second Year Out of High School

Three steps I will take during my second year out of high school to help me reach my long-term career goal:

- ◆ _____
- ◆ _____
- ◆ _____

Third Year Out of High School

Three steps I will take during my third year out of high school to help me reach my long-term career goal:

- ◆ _____
- ◆ _____
- ◆ _____

Fourth Year Out of High School

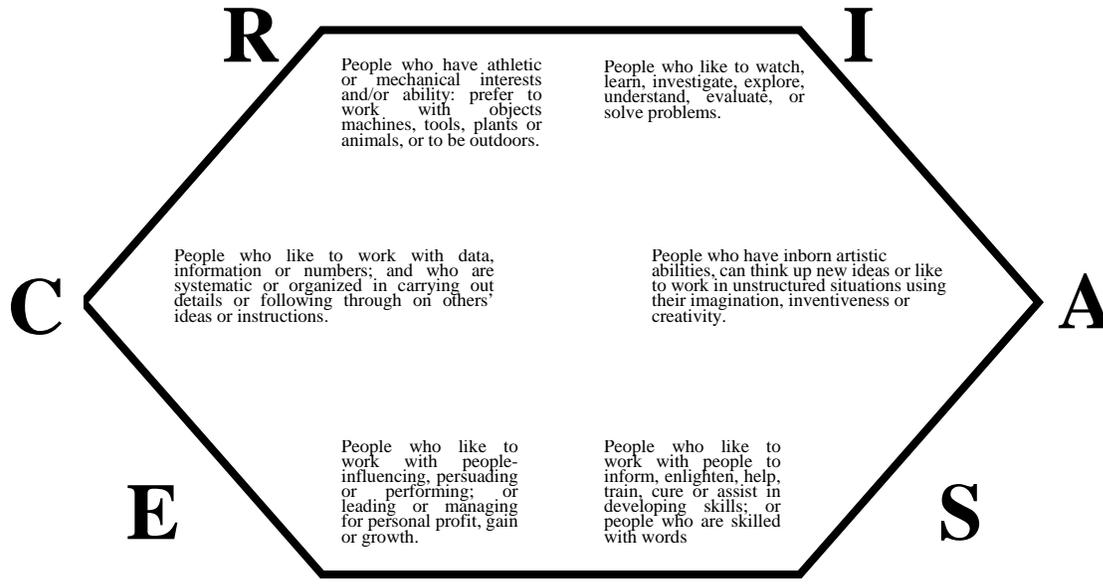
Three steps I will take during my fourth year out of high school to help me reach my long-term career goal:

- ◆ _____
- ◆ _____
- ◆ _____

THE YOU PROFILE

Below is an aerial view of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room – as described below.

- From Oregon CIS High School Curriculum Notebook



1 Which corner of the room would you instinctively be drawn to as the group of people you would most enjoy being with for the longest time? (Leave aside any question of shyness or whether you would have to talk with them.) Write the letter for that corner in this box:

2 After fifteen minutes, everyone in the corner you have chosen leaves for another party, except you. Of the groups that still remain, which corner would you be drawn to as the people you would most enjoy being with for the longest time? Write the letter for that corner in this box:

3 After fifteen minutes, everyone in the corner you have chosen leaves for another party, except you. Of the groups that still remain, which corner would you be drawn to as the people you would most enjoy being with for the longest time? Write the letter for that corner in this box:

When you become a member of a group, you can give yourself an additional name. You don't give up your given name, you just add to it. For example, if you are a member of Down Earth, a club for people who enjoy going into caves, you can call yourself a Down Earther. We show membership in groups by the names we give ourselves.

Below are the names and descriptions of the groups on "The You Profile." Notice that they list some job names with each of the groups.

The Realistic Group (R) likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, and electrician. Members of this group have mechanical abilities.

The Investigative Group (I) likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist, and medical technologist. Members of this group have mathematical and scientific abilities.

The Artistic Group (A) likes artistic jobs such as composer, musician, stage director, writer, interior decorator, and actor/actress. Members of this group have artistic abilities: writing, musical, or drawing.

The Social Group (S) likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, and speech therapist. Members of this group have social skills and talents.

The Enterprising Group (E) likes enterprising jobs such as sales person, manager, business executive, television producer, sports promoter, and buyer. Members of this group have leadership and speaking abilities.

The Conventional Group (C) likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, and tax expert. Members of this group have clerical and arithmetic ability.

THE YOU PROFILE – PART A

Below is a group of sentences. Look at them carefully and check on the line before the sentence if you think it describes you. At the end of this activity, there are additional directions.

Group R

- | | | |
|-----------------|-----|---|
| (Conforming) | ___ | 1. You do not like to look or act too differently from the people around you. |
| (Frank) | ___ | 2. You speak to other people very plainly and openly. |
| (Honest) | ___ | 3. You are sincere with other people. |
| (Modest) | ___ | 4. You do not brag about your successes. |
| (Materialistic) | ___ | 5. You like to own things. |
| (Natural) | ___ | 6. You are easy going. |
| (Persistent) | ___ | 7. You do not get discouraged easily. |
| (Practical) | ___ | 8. You consider yourself down-to-earth. |
| (Shy) | ___ | 9. You are bashful. |
| (Stable) | ___ | 10. You do not get upset easily. |
| (Thrifty) | ___ | 11. You like to save money and get the best buy when you are making a purchase. |
| | | Total _____ |

Group I

- | | | |
|----------------|-----|---|
| (Analytical) | ___ | 12. You like to examine ideas and things closely and separate them into their parts. |
| (Cautious) | ___ | 13. You like to avoid risk or danger. |
| (Critical) | ___ | 14. You like to point out defects and faults and try to correct them. |
| (Curious) | ___ | 15. You like to ask a lot of questions. |
| (Independent) | ___ | 16. You like to do many things on your own. |
| (Intellectual) | ___ | 17. You are very smart. |
| (Introverted) | ___ | 18. You are more interested in your own thoughts and feelings than objects and events around you. |
| (Methodical) | ___ | 19. You are very careful when you do something. |
| (Precise) | ___ | 20. You like for everything to be correct. |
| (Rational) | ___ | 21. You like for your actions and thoughts to make sense to you and others. |
| (Reserved) | ___ | 22. You keep your opinions and judgments to yourself. |
| | | Total _____ |

Group A

- | | | |
|-----------------|-----|---|
| (Complicated) | ___ | 23. You are difficult to understand as a person because you are a complex person. |
| (Disorderly) | ___ | 24. You do not mind changing the order of things. |
| (Emotional) | ___ | 25. You enjoy being sensitive to your emotions. |
| (Expressive) | ___ | 26. You enjoy clearly stating your ideas. |
| (Idealistic) | ___ | 27. You like to have a lot of good ideas. |
| (Imaginative) | ___ | 28. You have a lot of fun thinking about imaginary things and ideas. |
| (Impractical) | ___ | 29. You enjoy things that serve no real use except for your interests. |
| (Impulsive) | ___ | 30. You make very quick decisions. |
| (Independent) | ___ | 31. You do not mind being different from other people. |
| (Intuitive) | ___ | 32. You seem to see something about an object that no one else seems to see. |
| (Nonconforming) | ___ | 33. You are not like most other people and this does not bother you. |
| (Original) | ___ | 34. You like to create new things or ideas. |
| | | Total _____ |

Group S

- | | | |
|---------------|-----|---|
| (Convincing) | ___ | 35. You are very trustworthy. |
| (Cooperative) | ___ | 36. You like to work with other people on a project. |
| (Friendly) | ___ | 37. You like to get along with others. |
| (Generous) | ___ | 38. You are considerate to other people. |
| (Helpful) | ___ | 39. You like to assist other people. |
| (Idealistic) | ___ | 40. You think that there are some perfect ideas that are worth working for. |
| (Insightful) | ___ | 41. You have a lot of wisdom. |
| (Kind) | ___ | 42. You are a gentle considerate person. |
| (Responsible) | ___ | 43. You like to do the right thing. |

Group S

- (Sociable) ___ 44. You are easy to get along with.
 - (Tactful) ___ 45. You are not rude to other people.
 - (Understanding) ___ 46. You have a good awareness of other people.
- Total _____

Group E

- (Adventurous) ___ 47. You do not mind danger.
 - (Ambitious) ___ 48. You like to challenge yourself to do better.
 - (Attention-getting) ___ 49. You enjoy doing things to get others to notice you.
 - (Domineering) ___ 50. You like to tell other people what to do.
 - (Energetic) ___ 51. You like to be active and not sit for a long time.
 - (Impulsive) ___ 52. You like to rush headlong into an activity.
 - (Optimistic) ___ 53. You think only the best will happen.
 - (Pleasure-seeking) ___ 54. You like to experience many agreeable situations.
 - (Self-confident) ___ 55. You are very sure of yourself.
 - (Sociable) ___ 56. You are cordial to people.
 - (Popular) ___ 57. Everyone either likes you or they are at least aware of you.
- Total _____

Group C

- (Conforming) ___ 58. You appear and act properly.
 - (Conscientious) ___ 59. You are very honest.
 - (Careful) ___ 60. You like to be neat and exact.
 - (Conservative) ___ 61. You consider all changes carefully.
 - (Inhibited) ___ 62. You tend to not be too sociable.
 - (Obedient) ___ 63. You follow directions well.
 - (Orderly) ___ 64. You like to follow a set arrangement.
 - (Persistent) ___ 65. You do not get discouraged easily.
 - (Practical) ___ 66. You consider yourself down-to-earth.
 - (Unimaginative) ___ 67. You do not like to think about imaginary things and ideas.
 - (Efficient) ___ 68. You like to be skilled at everything you do.
- Total _____

Put the total number of checks in each group in the correct place below.

Total	Group (R)	___	Total	Group (I)	___
Total	Group (A)	___	Total	Group (S)	___
Total	Group (E)	___	Total	Group (C)	___

The reason we put some job titles with the names of the groups is that the groups were formed by having people with the same job titles do something similar to what you did with *The You Profile*. Their answers were then grouped. It seems as if many times people who are happy, interested, and skilled in their work fit into a group. They are similar to each other in certain ways. They “belong.”

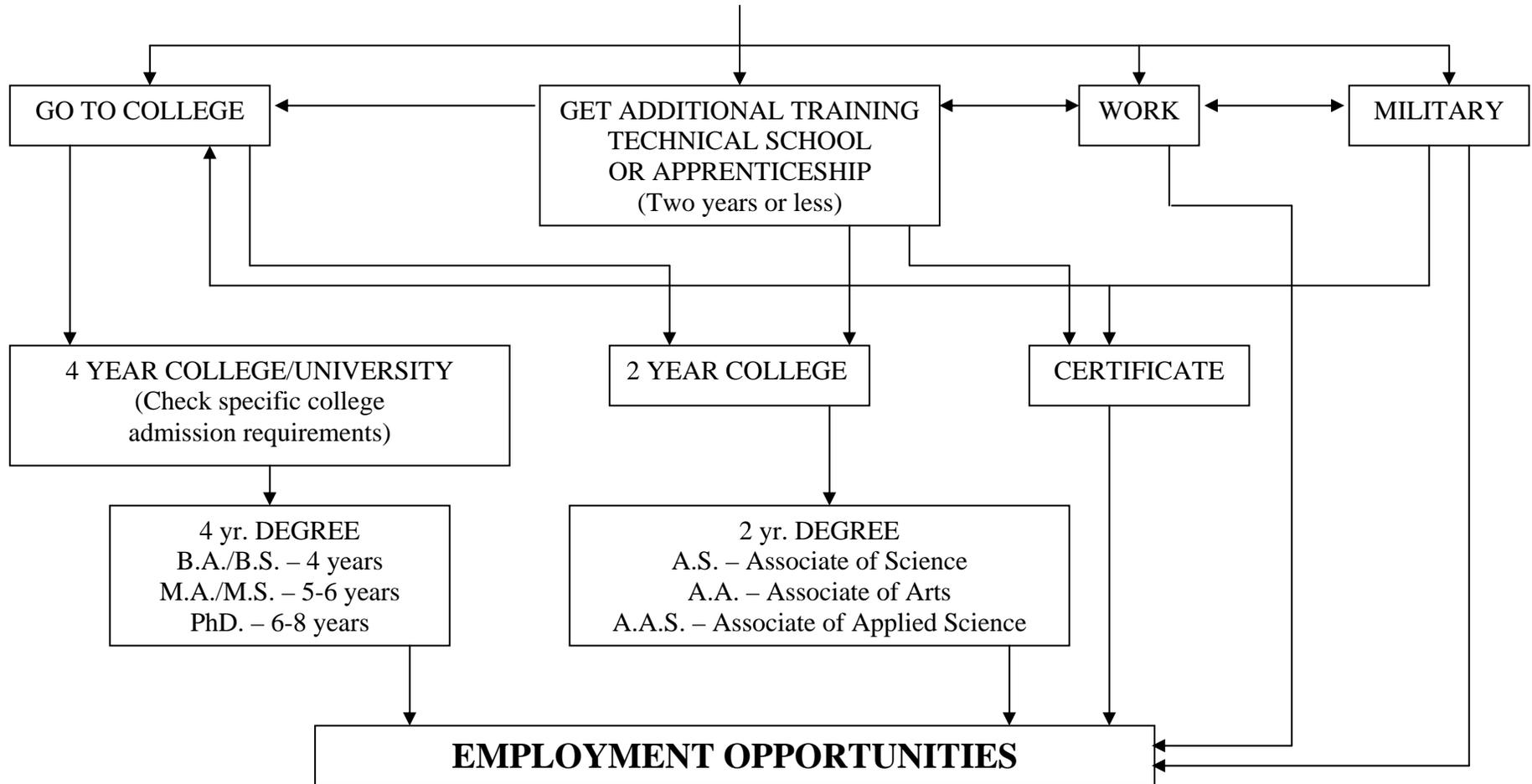
Look again at your totals on *The You Profile Part A* and the descriptions of the groups above. Compare what you think about yourself and the descriptions of the groups above and make a decision as to what group(s) you think you belong. Write the sentences below on your paper and in the blank spaces write the groups you are like the most.:

I resemble the group _____ the most.
 I resemble the group _____ next.
 I resemble the group _____ next.

adapted from John Holland's Self-Directed Search

GRADUATE HIGH SCHOOL

POST-SECONDARY OPTIONS



What Is Your Choice?

WHAT IS A CAREER PATHWAY?

A **Career Pathway** is made up of various jobs and careers that require similar skills, interests, and talents. By exploring the characteristics of a **Career Pathway**, you can discover which ones have jobs that best match your interests and skills.

Career Pathways have many branches that often connect with one another. For someone who has an interest in both art and computers, for instance, careers in graphic arts, computer-aided drafting, or video game design are possible.

Career Pathways are broad occupational clusters in the areas of:

- Natural Resources/Agriculture
- Industrial & Engineering Technology
- Human Services
- Health Services
- Arts & Communications
- Business, Management, & Technology

Along the way you will discover many exciting careers in a variety of Career Pathways. You will probably change your mind many times about “what you want to be when you grow up,” but you will know the educational choices you need to make to meet your occupational goals.

Career Pathway Interest Inventory

You will get to know yourself by discovering your interests, skills, and abilities and be better able to make informed choices about post-secondary training and life. By exploring career pathways, you will see what education and experiences are required to achieve your career goals.

Today’s job market demands a highly skilled work force. To meet this demand, workers will need to complete at least one or more years of training after high school and continue to update their skills throughout their careers. It is easier to pursue necessary training and skills if you are truly interested in what you are learning. Aligning your interests and skills with a career pathway is the first step on this journey.



CAREER INTEREST SURVEY

This activity helps you match your interests with types of careers. For the 66 items, choose which activity you would rather do. It doesn't matter if you like both of them a lot or dislike both of them a lot; just pick the one you would rather do, and circle the letter. Good hunting!

Would you rather:

1. A. Write a novel.
B. Study the causes of earthquakes.
2. C. Plant and harvest crops.
D. Fight fires
3. E. Measure and grade logs.
F. Teach someone to run a machine.
4. G. Work in an office.
H. Sell something door to door.
5. I. Cut and style hair.
J. Help someone just out of prison find a job.
6. K. Write a computer program.
L. Be a professional athlete.
7. C. Be in charge of replanting forests.
A. Produce a film.
8. B. Solve pollution problems.
D. Solve a burglary.
9. E. Design an airport.
G. Keep business records for a company.
10. F. Put a special tool together.
H. Sell radio advertising.
11. I. Greet hotel guests.
K. Teach in a public school.
12. A. Paint a landscape.
D. Supervise police officers.
13. C. Work on a ranch.
B. Study better ways of processing food.
14. H. Sell clothes.
E. Fix a car.
15. F. Check products to make sure they were made right.
G. Be in charge of clerks in an office.
16. I. Work as a restaurant host of hostess.
L. Coach basketball.
17. J. Teach the blind or deaf.
K. Work as a lawyer.
18. E. Drive a truck.
A. Analyze handwriting.
19. B. Test guns used in crimes.
F. Run a factory sewing machine.
20. G. Use a calculator.
C. Train racehorses.
21. D. Work as a security guard.
H. Work in a department store.
22. J. Help people at a mental health clinic.
L. Recruit baseball players.
23. A. Take pictures for a magazine.
F. Set up a machine following written instructions.
24. B. Figure out why someone is sick and take care of them.
E. Fly an airplane.
25. C. Manage a farm.
H. Sell cars.
26. I. Work as a flight attendant.
D. Join a volunteer fire department.
27. G. Keep payroll records for a company.
I. Work in a nursing home.
28. G. Work in a bank.
A. Act in a TV series.
29. B. Take a class in astronomy.
H. Convince someone to buy something.
30. C. Care for an injured animal.
I. Serve meals to customers.
31. D. Give traffic tickets.
J. Help patients exercise injured arms and legs.
32. E. Bulldoze land for a new home.
K. Write for a newspaper.

33. F. Take a shop class.
L. Work for a circus.
34. H. Work for an auctioneer.
A. Sing in a concert.
35. G. Run a cash register.
B. Collect rocks.
36. E. Operate heavy equipment.
C. Manage a fish hatchery.
37. F. Put together a bicycle by following drawings.
D. Enforce fish and game laws.
38. I. Drive a limousine.
E. Check food orders for a fast-food restaurant.
39. J. Help the disabled.
H. Help a customer decide what gift to buy.
40. A. Play an instrument in an orchestra.
I. Carry baggage.
41. B. Do experiments with plants and animals.
I. Work at a golf course.
42. C. Plant and trim trees.
J. Take care of children at a day-care center.
43. D. Guard money in an armored car.
K. Study why people do the things they do.
44. E. Fix a TV set.
L. Run a tennis camp.
45. F. Fix controls in an airplane.
J. Help a friend with a personal problem.
46. L. Do stunts for movies.
G. Run a telephone switchboard.
47. J. Help feed people in a hospital.
A. Dance in a ballet.
48. K. Work to get someone elected.
B. Identify plants in a forest.
49. L. Referee a soccer match.
C. Boss a logging crew.
50. D. Guard inmates in a prison.
E. Take a drafting class.
51. I. Sell drinks at a concession stand.
F. Take a machine shop class.
52. K. Line up concerts for a band.
G. Ask people questions for a survey.
53. E. Manage a factory.
J. Work as a nurse in a hospital.
54. A. Make jewelry.
K. Run a health program.
55. J. Take a class in psychology.
B. Take care of sick people.
56. F. Compare sizes and shapes of objects.
C. Fish.
57. D. Work on a rescue squad.
G. Deliver mail.
58. K. Run a department store.
F. Put together a toy following written instructions.
59. G. Type letters.
I. Drive a taxi.
60. H. Sell supplies to dentists.
K. Compete in a sports event.
61. L. Coach a high school sports team.
A. Model for an artist or photographer.
62. C. Hunt.
K. Check buildings for fire hazards.
63. H. Sell sporting goods.
I. Collect tickets at a play.
64. B. Conduct an experiment to find new metals.
K. Score a baseball game.
65. K. Serve as president of a company.
H. Sell computers.
66. L. Exercise horses.
D. Make an arrest.

Record the number of times you circled each letter:

A _____	E _____	I _____
B _____	F _____	J _____
C _____	G _____	K _____
D _____	H _____	L _____

CAREER INTEREST SURVEY CAREER EVALUATION

Find Column A. To create a graph starting at the bottom with #1, shade in a square for each time you circled that letter. For example, if you circled the letter A five time, block 1 through 5 would be shaded in column A. Continue graphing until you have shaded the number of blocks you circled through column L. When complete, you will have a graph of your career pathway interests.

	A	B	C	D	E	F	G	H	I	J	K	L
11												
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

Look at your graph on the chart. The highest tower is your top Career Interest Area. List your top two Career Interest Letters on the lines below. If you have a tie list three.

Read the description of your top career interest area on the next page. Does this sound like something you would like to do in the future?

On the next page, find and circle the letters you listed above.

CAREER INTEREST SURVEY

Career Path = Arts and Communication

- A. **Artistic** – Interest in creative expression of feelings and ideas.
- L. **Physical Performing** – Interest in physical activities performed before an audience.

Career Path = Natural Resources

- B. **Scientific** – Interest in discovering, collecting, and analyzing information about the natural world, and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.
- C. **Plants and Animals** – Interest in activities involving plants and animals; usually in an outdoor setting.

Career Path = Human Services

- D. **Protective** – Interest in the use of authority to protect people and property.
- I. **Accommodating** – Interest in catering to the wishes of others, usually one-on-one.
- J. **Humanitarian** – Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
- K. **Leading-Influencing** – Interest in leading through high level verbal or numerical activities.

Career Path = Industrial and Engineering Technology

- E. **Mechanical** – Interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques.
- F. **Industrial** – Interest in repetitive, organized activities in an industrial setting.

Career Path = Business, Management and Technology

- G. **Business Detail** – Interest in organized, clearly defined activities requiring accuracy and attention to detail.
- I. **Accommodating** – Interest in catering to the wishes of others, usually one-on-one.
- H. **Selling** – Interest in persuading others, using sales and promotion techniques.
- K. **Leading-Influencing** – Interest in leading through high level verbal or numerical activities.

Career Path = Health Services

- B. **Scientific** – Interest in discovering, collecting, and analyzing information about the natural world, and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.
- J. **Humanitarian** – Interest in helping others with their mental, spiritual, social, physical, or vocational needs.

Listed above are six career pathways and the Career Interest Areas that relate to each career path. Some Career Interest Areas will relate to more than one career path, so look at all career paths for your Career Interest Areas. Your interests will probably change over time, but the answers you gave in the career Interest Survey indicates that you are interested in one or more of the pathways you circled.

USING AKCIS

You will use the Alaska Career Information System (AKCIS) to further explore Career Pathways. To do start exploring:

- Launch your internet browser (Netscape or Explorer)
- Go to www.akcis.org
- Click on *Logon AKCIS*
- Logon using the following information obtained from your counselor or teacher:
User Name: _____
Password: _____

TO FIND A SPECIFIC OCCUPATION

Click on ***Occupations*** at the top of the column on the right titled “Occupations & Employment”

- Click on the first letter in the name of occupation you want to research
- Click on the name of the occupation **or** type in the occupation in ***Keyword Search*** field.
- Click on various topics to answer questions
- Click on [***Occupations Index***] or the Back Arrow in the toolbar to return to the Occupation Index.
- Occupations may also be found by career cluster or pathway.

TO CREATE YOUR AKCIS PORTFOLIO

“My Portfolio” allows you to establish your own folder to track, save, and personalize your career exploration journey. Your portfolio will be available to you throughout your enrollment in Mat Su school district as you move from one school to another.

- Log on to AKCIS using your school’s user name and password
- Click on “Create My Portfolio” at the left of the home page.
- Required fields are first name, last name, user name and password. To create “My Portfolio” *you must determine your own unique user name and password*, which you will then be able to use to log directly into AKCIS. If you choose to allow your school counselor or teacher to view your information, he or she can give you your username and password if you forget it. Enter the optional contact information (i.e., address, phone) if you plan to generate resumes. Enter the year you will graduate in the Graduation Year box.



CAREER RESEARCH

Directions: Choose a career from one of the career pathways you explored on page 7. Using a career research tool (eg. AKCIS™, O-NET™) formulate your responses to the following questions:

Name of Career: _____ **Pathway:** _____

I. Tasks done in this career:

1. _____
2. _____
3. _____

II. Skills/abilities needed in this career:

1. _____
2. _____
3. _____

III. Knowledge needed for this career:

1. _____
2. _____
3. _____

IV. Preparation:

What types of courses in high school will help you prepare for this career?

What post-secondary training/schooling is needed for this career?

Can either a man or a woman do this job? _____ Why or why not? _____

V. Wages:

What are average wage expectations in this career? _____ per _____

What are other possible benefits (e.g. insurance, retirement)

VI. Working Conditions:

Interpersonal Relationships:

Physical Work Conditions:



Work Performance:

Hours and Travel:

Health and Safety: Are there any health hazards involved? Yes ____ No ____

If yes, what kind?

VII. Outlook:

How many people are employed in this career in Alaska? _____

Nationwide? _____

What is the outlook for this job over the next few years? _____

VIII. Can either a man or a woman do this job? _____ Why or why not? _____

IX. Explain if you consider this a career you would like to pursue:

X. List 3 related occupations:

1. _____
2. _____
3. _____

X. List at least 3 (three) schools or post-secondary training programs.

1. _____
2. _____
3. _____

XI. List one reference (address or website to get more information about a training program).

XII. Describe what you will be required to do during your training program.

CAREER AND POST-SECONDARY WEB SITE INFORMATION

Alaska Career Information System (AKCIS -www.akcis.org (obtain user name and password from your counselor) has information about all of these topics.

I. Job and Career Information

AK Department of Labor	http://www.labor.state.ak.us/
JobSmart	http://www.jobsmart.org/tools/career/spec-car.html
Yahoo – Hot Jobs	http://hotjobs.yahoo.com/
The Riley Guide	http://www.rileyguide.com/
Occupational Outlook Handbook	http://www.bls.gov/oco/
America’s Job Bank	http://www.ajb.dni.us
CareerCity	http://www.careercity.com
The Monster Board	http://www.monster.com
Career Builder	http://www.careerbuilder.com/
Job Hunter’s Bible	http://www.jobhuntersbible.com/
USA JOBS	http://jobsearch.usajobs.opm.gov/index.asp



II. Apprenticeship Information

US DOL Apprenticeship	http://www.doleta.gov/oa/
Alaska Apprenticeship	http://www.jobs.state.ak.us/apprentice/index.html
	http://earnandlearnak.org/

Alaska Apprenticeship Training Coordinators Association <http://www.aatca.org/>

III. Military Information

Today’s Military	http://www.todaymilitary.com/
Military Careers	myfutures.com

IV. Post-Secondary Information:

AKCIS – Education & Training	www.akcis.org (obtain user name and password from your counselor)
College & Universities	http://www.clas.ufl.edu/CLAS/american-universities.html
Princeton Review	http://www.princetonreview.com/home.asp
Peterson’s Handbook	http://www.petersons.com/
University of Alaska	http://www.alaska.edu
Univ of AK, Anchorage	http://www.uaa.alaska.edu
Univ of AK, Fairbanks	http://www.uaf.alaska.edu
Alaska Pacific University	http://www.alaskapacific.edu/
Dept of Education Alaska	http://www.labor.state.ak.us/
U.S.Dept. of Education	http://www.ed.gov/students/landing.jhtml
College View	http://www.collegeview.com/
College Board	http://www.collegeboard.com/student/index.html?students

V. Testing – Information, Study and Preparation

College Board (SAT)	http://www.collegeboard.org
Register for the ACT	http://www.act.org

VI. Financial Aid & Scholarship Information

AK Commission on Post Secondary Education – Student Grants and Loans	http://alaskaadvantage.state.ak.us/
FAFSA Express electronic app	http://www.ed.gov/offices/OPE/express.html
Fast Web	http://www.studentservices.com/fastweb
Financial Aid	http://www.fafsa.ed.gov/
	http://www.finaid.org/
	http://www.salliemae.com/
	http://www.embark.com/
Profile financial aid application	http://www.collegeboard.org/profile.html
Financial Aid -US Dept of Ed	http://ed.gov/prog_info/SFA/StudentGuide/19989/index.html
FinAid	http://www.finaid.org
Financial Aid at UAA	http://www.uaa.alaska.edu/financialaid/



POST-SECONDARY VISIT

Military Recruiter and Post-Secondary School Representative Visits

Representatives from the military and post-secondary schools visit high schools each year to visit with students. Listen to school announcements and check in the counseling office to determine the date and time of various visits and how to sign up for their sessions and get an excused absence from your classes. Use the *School Comparison* worksheet to assist you in comparing data.

The Site Visit

The best way to learn about a college, training program, or organization is asking questions and visiting the site, if possible. Before you leave home, you can begin the quest for information about schools by writing or calling for the following information:

- ▶ General information
- ▶ Application forms, including financial aid
- ▶ About site visits

Letter of Request for Information From Post-Secondary School/Training Program

It is important to gather information about post-secondary schools and training programs. Below is a sample Letter of Request for Information which may be sent to obtain information. Websites such as embark.com or usnews.com can be used to directly email information requests to many colleges and universities.

123 Some Street
Anytown, AK 12345

Date

Office of Admission
Another Street
Bigcity, AK 12346

To Whom It May Concern:

I am a student at Anytown High School and will graduate in June of this year.

Please send me an application for admission and information about your school including general information, costs, and program descriptions. I am considering _____ as my major field of study.

My parents and I also want to investigate all possible sources of financial aid. Please send us an application form, instructions about application procedures (how and when to apply), and any other information that might be helpful.

I am interested in visiting your site, taking a tour, and meeting with an Admissions Counselor. I would also like to meet with an advisor in the (department of major), if possible. Please advise me of a time on (date/month) that would be convenient.

Sincerely,

Sue Student

Sue Student



HINTS FOR A SITE VISIT

- ◆ Meet with admission officer
- ◆ Verify admission requirement (test and high school preparation)
- ◆ Discuss your chances for success
- ◆ Obtain a school calendar and a catalog
- ◆ Determine school costs including tuition, housing, and food plans
- ◆ Ask about financial aid opportunities, as well as deadlines, forms required, etc.
- ◆ Meet with faculty in the academic area of interest to you
- ◆ Ask questions about academic requirements/offering
- ◆ Attend a class or training session to get an idea of typical size, teaching style, academic atmosphere
- ◆ Ask about the placement record for graduates in the field you might study as well as co-op and internships opportunities
- ◆ Identify career planning services for undergraduates
- ◆ Tour the campus (Be sure to check out the housing, dining hall, library, etc.)
- ◆ Talk to other students about the general academic environment and the study commitment necessary for success
- ◆ Find out what student activities (clubs, organizations, intramurals, etc) are available
- ◆ Inquire about campus life and social activities
- ◆ Investigate transportation options
- ◆ Investigate surrounding community

Tips for Making the Most of the College & Career Fair

- ◆ **Plan ahead.**
- ◆ **Do your homework.**
Decide what booths you want to visit and research them beforehand. Set up a game plan so you won't waste your time on schools and programs that may not fit your needs.
- ◆ **Bring supplies.**
Bring a bag with handles to hold all of the literature you will collect. Most importantly, bring a small notebook and pen to jot down your impressions of a certain school or representative and the answers to your questions.
- ◆ **Bring your parents.**
Don't stay with them, but go in a different direction, then meet them afterwards to compare notes.
- ◆ **Make a good impression.**
The representatives that you meet could be the same people who will see your application. Dress up and look nice. An impressive thing to do is get a business card from each representative that you talked with and send a letter thanking him/her for his or her time. Reiterate your interest in their school or program.
- ◆ **Have fun!**
When you have seen all the colleges on your list, go back and explore other schools and programs. You might find an interesting one that you had not considered before.

WHAT TO LOOK FOR IN CHOOSING A POST-SECONDARY SCHOOL/TRAINING PROGRAM

1. PROGRAM

- ◇ Does the school offer a good program in your area of interest?
- ◇ Study the specific course offerings in your field.
- ◇ What program is the school known for?
- ◇ Are honor programs available? What are they? Who is eligible?
- ◇ Does the school accept AP credits?
- ◇ Are there opportunities to study abroad?
- ◇ Are there opportunities for “hands on experience”?



2. LOCATION OF SCHOOL

- ◇ Do you want to go to school near home or a distance from home?
- ◇ Will travel costs offer a problem?
- ◇ Do you want to attend school in a particular geographic area?
- ◇ Is the school near home, one hour away, 300 miles away or farther?
- ◇ Is the school in a rural or metropolitan area?

3. TYPE AND SIZE OF SCHOOL

- ◇ Is it coeducational or men’s or women’s school?
- ◇ Is it a private, church-related or state-supported school?
- ◇ What is the size of the student body? Do you prefer a large or small school?
- ◇ Should you consider a junior school?

4. ADMISSION REQUIREMENTS

- ◇ What specific subjects are required?
- ◇ Is rank and grade point average specified?
- ◇ What entrance examinations are required?
- ◇ If a foreign language is not required for admission, is it required for graduation?
- ◇ What are the deadlines for application and entrance examinations?
- ◇ Is the college most competitive, highly competitive, etc.?
- ◇ What are your chances of getting in?

5. COSTS

- ◇ Tuition
- ◇ Special fees
- ◇ Room and Board
- ◇ Books and class materials
- ◇ Personal expenses
- ◇ Travel
- ◇ Hidden costs



6. HOUSING

- ◇ Does the campus provide residence facilities?
- ◇ Are there restrictions on off-campus housing for freshmen?
- ◇ Does the school provide assistance for locating off-campus housing?
- ◇ Is housing on campus guaranteed for four years?
- ◇ Are the dorms secure and locked?

7. FINANCIAL ASSISTANCE PROGRAM

- ◇ Scholarships offered by the school
- ◇ Student loan funds available
- ◇ Opportunities for part-time work

8. OTHER

- ◇ What kind of reputation does the school have?
- ◇ What is the social status of the student body?
- ◇ Is it fraternity or sorority oriented?
- ◇ Is there an office for job placement after training?
- ◇ Do students remain on campus on weekends or is it a suitcase school?
- ◇ What are the workout facilities like? Is there a swimming pool?
- ◇ How many books are in the library? Is it computerized?
- ◇ What types of athletic programs do they have?
- ◇ Are computers required of incoming freshmen?
- ◇ How many computers are on campus and where are they located?

SCHOOL COMPARISON WORKSHEET

Directions: Using information from school, post-secondary school visits, literature, or websites, fill out the following school comparison worksheet. Websites such as *embark.com* or *usnews.com* or *fastweb.com* will do online comparisons for you. AKCIS will also do school comparisons.

SCHOOL NAME			
LOCATION -distance from home			
SIZE -enrollment -physical size of campus			
ENVIRONMENT -religious affiliation -type of school (2yr/4yr) -school setting (urban/rural) -location & size of nearest city			
ADMISSION REQUIREMENTS -deadline -test required -average test scores, GPA, class rank -special requirements -notification			
ACADEMICS -your major offered? -special requirements -accreditation -student-faculty ratio -typical class size			
COLLEGE EXPENSES -tuition, room & board -estimated total budget -application fee, deposits			
FINANCIAL AID -deadline -required forms -% financial aid -scholarships			
HOUSING -residence hall requirement -availability -types & sized -food plan			
FACILITIES -academic -library -recreational -computer lab -other -tutorial center			
CAMPUS LIFE/ATMOSPHERE -clubs, organizations -Greek life -athletics, intramurals -commuter college -special opportunities -other			

LETTER OF REQUEST FOR RECOMMENDATIONS

A letter of recommendation is a letter of support written about you to be given to employers, post secondary schools, scholarship committees, training programs, or military recruiters. The most effective recommendations are usually those written by individuals who are well acquainted with you and can provide an analysis of your abilities and work habits, personal characteristics, and post secondary potential.

Identify three to five responsible individuals with whom you are well acquainted who might be willing to recommend you for consideration. Always make your request for letters of recommendations personally, followed up with a request in writing.

It is advisable to include in your references, people of differing backgrounds and perceptions. For example, in addition to requesting a recommendation from a teacher, include a family friend, a community leader, or a professional person.

Your request for a letter of recommendation should:

- Be typewritten and clearly state the reason for the request, date it needs to be done, specific information so the person can write it to your needs (if it should be generic to be used for multiple applications or written for a specific application), and a summary of your post secondary plans (school, military, and/or career goals).
- Include a resume.
- Be personally delivered, if possible, one month before the date you have stated as a dead-line. It is acceptable to give gentle reminders to your reference.
- Be followed up with a thank you note.

Sample Letter of Request for a Recommendation

123 Any Street
Anytown, AK 12345

Mr. John Smith, Manager
Big Store
456 Some Avenue
Othertown, AK 12345

September 20, 2007

Dear Mr. Smith:

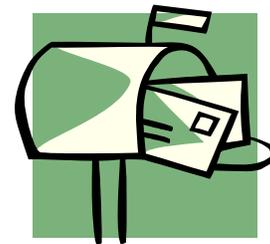
I am applying for the C.J. Whitmore Scholarship. I have applied to University of Alaska, Anchorage and to the University of Wyoming, and if I receive the Whitmore Scholarship, I shall use it to help pay for my college expenses. I am planning becoming an elementary special education teacher.

I have selected you to write one of my letters of recommendation since I feel you know me well. I am enclosing a copy of my student resume and a stamped envelope addressed to the Whitmore Foundation. Your letter of recommendation needs to be postmarked no later than October 22.

I know how busy you are, and I appreciate your taking the time to write this letter.

Thank you very much,

Sue Student
Encl.



SAMPLE STUDENT RESUME

Christopher B. Jobless

One Opportunity Highway, Anytown, US, 00000
Tel. 000 - 0000 E-mail: Jobless@Corecom.net

My High School
2 School Road
Anytown, US 00000

Grade 11 GPA: 3.4

ACADEMIC AWARDS AND HONORS

National Honor society - 10, 11; secretary - 11
Academic Award for Excellence in History
(Anytown H.S. Academic Award)
3.5 and above Honor Roll - 10, 11

NONACADEMIC AWARDS AND HONORS

Eagle Scout - 11
American Legion Boys' State Delegate - 11
Regional Wrestling Champion 11; District Team Champions - 11
CO-Captain, Wrestling Team - 11

EXTRACURRICULAR ACTIVITIES - School-Related

Varsity Wrestling Team - 11
Jr. Varsity Wrestling Team - 9, 10
Jr. Varsity Basketball Team - 9, 10
Drama Club - 9,10

EXTRACURRICULAR ACTIVITIES – Non-school Related

Boy Scouts of America - 9 - 11
Church Youth Group - 9 - 11

SUMMER PROGRAMS/TRAVEL EXPERIENCES

Wrestling Camp, UAA - 9, 10
Boy Scout state camp - 9, 10
Trip with family to visit historical sites: Arizona, California

SERVICE, VOLUNTEER, AND WORK EXPERIENCE

Boy Scouts of America - eight community projects; city park clean up and beautification, wild fire assistance, Christmas tree sales, two blood drives, work on Habitat for Humanity, two food collection and distribution projects
National Honor Society - continuing service project, mentoring and tutoring
Cystic Fibrosis Marathon Dance - co-chairperson 11
Yard Work - created small business (six yards per week); sublet business when attending camps - summer 9, 10

HOBBIES

Camping, visiting museums of history and historical sites; reading biographies of historical figures; woodworking, and photography, weight-lifting

ARE YOU A WORKING TEEN?

What You Should Know About Safety and Health on the Job

Every year about 70 teens die from work injuries in the United States. Another 70,000 get hurt badly enough that they go to a hospital emergency room.

Teens are often injured on the job due to unsafe equipment or stressful conditions. Also teens may not receive adequate safety training and supervision. As a teen, you are much more likely to be injured when working on jobs that you are not allowed to do by law.

By law, your employer must provide:

- A safe and healthful workplace
- Safety and health training, in many situations, including providing information on chemicals that could be harmful to your health.
- For many jobs, payment for medical care if you hurt or sick because of your job. You may also be entitled to lost wages.
- In Alaska, the minimum wage of \$7.15 per hour.

You also have a right to:

- Report safety problems to OSHA
- Work without racial or sexual harassment
- Refuse to work if the job is immediately dangerous to your health or life
- Join or organize a union



What Hazards Should I Watch Out For?

- Janitorial.....Toxic chemicals in cleaning products
-Blood in discarded needles

- Food ServiceSlippery floors
-Hot cooking equipment
-Sharp objects

- Retail Sales.....Violent Crimes
-Heavy Lifting

- Office/Clerical.....Stress
-Harassment
-Poor computer work station design

Minors 17 and under cannot be employed in:

- Occupations in manufacturing, handling or use of explosives.
- Occupations of motor vehicle driver or helper.
- Mining operations including coal.
- Logging or occupations in the operations of any sawmill, lathe mill, shingle mill or cooperage.
- Operation of power-driven woodworking machines.
- Occupations with exposure to radioactive substances and to ionizing radiation.
- Operation of elevators or other power-driven hoisting apparatus.
- Operation of power-driven metal forming, punching and shearing machines.
- Occupations involving slaughtering, meat packing or processing or rendering.
- Occupations involved in the operation and cleaning of power-driven bakery machines.
- Occupations involved in the operation of power-driven paper products machines.
- Occupations involved in the manufacture of brick, tile and kindred products.
- Occupations involved in the operation and cleaning of circular saws, band saws, guillotine shears.
- Occupations involved in wrecking, demolition, and shipwrecking operations. \
- Occupations involved in roofing operations.
- Occupations involved with excavation operations.
- Electrical work with voltages exceeding 220, or outside erection or repair and meter testing including telegraph and telephone lines.

Benefits

- An employee under 18 years of age who is *scheduled* to work six consecutive hours is entitled to a 30-minute break during the work day.
- A youth under 18 who works five consecutive hours is entitled to a 30-minute break before continuing to work.
- An employer is *not required* by law to pay for Holidays, Sick Leave or Vacation. These benefits *may be* offered as fringe benefits by the employer.

Be Aware

- Tips or gratuities may not be used to satisfy the minimum hourly wage.
- Tips belong to the employee and may not be taken by the employer.
- Employers may raise or *reduce* an employee's pay with proper notice.
- An employee should keep records of the daily and weekly hours that s/he works.
- The employer must give employees written notice of their pay rate.
- An employee must receive a statement of earnings and deductions listing all deductions from his/her wages each pay day.
- An employee must be paid at least once a month.
- An employer may not make deductions for cash shortages.
- An employee is entitled to overtime if s/he works over eight hours in a day or 40 hours in a week.

Name _____

PERSONAL LEARNING & CAREER PLAN ESSAY

Use and update information from your **Tenth Grade Personal Career Statement** as well as this year's information.

PERSONAL HISTORY

- Places you have lived (city, state, country)

- Hobbies/Sports

- School Clubs/Activities

- Favorite School Subjects

- Honors and Awards

Best Personal Qualities

- Personal Strengths _____
- I Feel Good About _____
- My Proudest Moment _____
- Obstacles I Have Overcome _____
- Qualities to Develop _____

Best Employability Skills

- Personal Skills _____
- Academic Skills _____
- Job Finding Skills _____
- Skills to Develop _____

Most Important Job Choice Factors

WORK EXPERIENCE

Family Responsibility Work Experience

Volunteer Based Job Experience

Work Based Job Experience

CAREER RELATED INFORMATION

Career Pathway Interest(s)

Information Career from Career Research

Preliminary list of Post-Secondary Training Programs

Location

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

- Specific Programs of Study (example – automotive, sports medicine)

- Career Assessments (Career Pathway Interest Inventory, Quest, ASVAB)

- Testing Information (CAT 5, PLAN, PSAT, SAT, ACT)

PERSONAL CAREER ESSAY

Use the above information to write a **one page *Personal Learning & Career Plan Essay***.