

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

A Personal Learning and Career Plan

12th GRADE

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- Academic Record Review**
- Test Yourself on the ABC's of Higher Education**
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Name: _____ **Teacher:** _____

Revised: June, 2012

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.. 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.

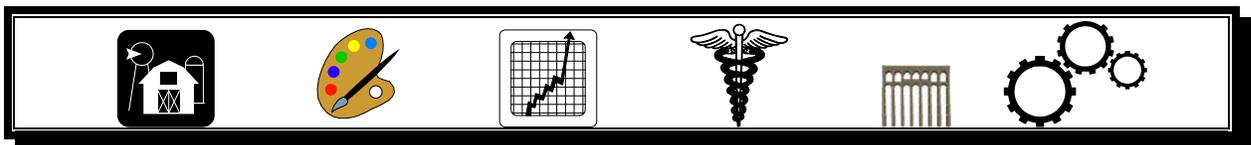
Mat-Su PEAK is produced by the Matanuska-Susitna Borough
School District's Career and Technical Education Department

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



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HIGH SCHOOL TO POST-SECONDARY CALENDAR

SENIOR YEAR

Use this calendar during your senior 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: This year provides an opportunity to confirm your readiness for the challenges after high school. Be sure you are enrolled in a strong academic program for the whole year.

AUGUST – SEPTEMBER

- ⇒ If you have not clarified your post secondary goals, needs and preferences or developed a preliminary list of next steps, do so now.
- ⇒ Review your transcript.
- ⇒ Narrow down your list of post-secondary options. Be sure the list includes “safe” schools as well as “reach” and “realistic” schools.
- ⇒ Most schools and training programs have their catalogs, requirements, applications and financial aid information online. However, if not, contact the Director of Admissions for information.
- ⇒ If you are interested in apprenticeships, determine if the school district has a School-to-Registered Apprenticeship program.
- ⇒ Analyze the application instructions to see what information is required and to learn about all due dates. You may have to submit admissions test scores, achievement test scores, an essay, application form, recommendations, transcripts, and a financial aid application form.
- ⇒ Create a complete checklist of test names and registration deadlines, fees, test dates, college application deadlines, financial aid applications and deadlines, and other materials that you will need.
- ⇒ If you took an admissions test last year and wonder whether or not you would benefit from taking it again, consult your counselor.
- ⇒ Register for any necessary tests.
- ⇒ Schedule test preparation time.
- ⇒ Actively search for scholarships including sports, activity, and academic scholarships.

IMPORTANT DATES:

OCTOBER

- ⇒ Take High School Qualifying Exam (HSQE) if needed.
- ⇒ Take WorkKeys test if needed.
- ⇒ Chances are, you will have to submit at least one essay as part of your application. Start to develop an outline of an essay this month. It is a crucial part of your application and deserves special attention.
- ⇒ If you decide to visit colleges or training programs, ask your high school counselor for the names of former students in your area who are enrolled at the schools or recently graduated from them. Talk to these people before your visits to get the most from them.
- ⇒ Update your resume – your list of accomplishments, involvements, and work experiences.
- ⇒ Decide whom to ask for recommendations and request that they do so in writing. Provide an addressed and stamped envelope with the appropriate forms and your resume.
- ⇒ Download a free copy of the Free Federal Student Aide (FAFSA) form at <http://www.fafsa.ed.gov/>.
- ⇒ Use the AKCIS Financial Aide section to select sources from which you may be able to get aid.
- ⇒ Begin applying for scholarships.

IMPORTANT DATES:

NOVEMBER

- ⇒ Find out from the schools to which you are seeking admissions exactly what forms you need to complete in order to start the process. Some schools also have their own financial aid applications that you must complete.
- ⇒ Complete the first draft of your essay this month and start to revise it.
- ⇒ November 1 - 15: Most colleges using “early decision” admissions require test scores and applications on these dates. There are two types of policies. One type requires a student to withdraw applications from all other colleges as soon as the first-choice college accepts him or her. The other type allows the student to apply only to the first-choice college, unless that college rejects the student. Students must apply by November 15 and are notified by colleges by December 15.
- ⇒ Fill out applications for early decision, early action or rolling admissions candidacy.
- ⇒ A counselor or registrar usually sends a transcript of your high school grades to colleges. Return the proper forms at least two weeks before colleges require them.

IMPORTANT DATES:

DECEMBER

- ⇒ Some schools may have their own financial aid application forms. Fill them out and return them when you apply for admission.
- ⇒ Check deadlines for state government-sponsored student aid programs with your counselor and obtain the forms you will need to apply.
- ⇒ Complete your essays if you have not already done so. Type them and be sure they are clean, neat, attractive, grammatically correct, interesting, and easy to read. Keep copies.
- ⇒ Give your counselor time to complete the “Secondary School Report” section of your college application forms.
- ⇒ December 15: This is the usual deadline to apply to some selective schools. Others have deadlines in February or later. Be sure to apply on time to schools you have selected.

IMPORTANT DATES:

JANUARY

- ⇒ Make sure you sign and date your financial aid applications and send them in as soon as possible after January 1. You can use the FAFSA to apply for all forms of federal aid including Pell Grants, as well as for state government-sponsored student assistance in many states.
- ⇒ Try to have all school applications completed.
- ⇒ Check that all recommendations, transcripts and test scores have been sent to schools.
- ⇒ Send mid-year grades to schools if needed.
- ⇒ Continue to research scholarship opportunities through counselor, Internet, libraries, and by contacting colleges directly.

IMPORTANT DATES:

FEBRUARY

- ⇒ Men who are 18 years old or older must prove draft registration in order to receive federal financial aid.
- ⇒ Inquire at your local post office about providing this information.
- ⇒ Be sure all necessary materials have been sent to your chosen schools
- ⇒ Don't get senioritis: schools want to see strong second semester grades.

IMPORTANT DATES:

MARCH

- ⇒ If you are applying to more than one school, carefully rank your preferences by location, academic program and other characteristics that are important to you. Does their final ranking match your "gut" feeling.
- ⇒ Take High School Qualifying Exam (HSQE) if needed.
- ⇒ Using your ranking, plan how to take full advantage of the academic, social, and other resources at your preferred school. Seek your school alumni and students for tips.

IMPORTANT DATES:

APRIL

- ⇒ Most selective schools start to announce their decisions this month. If you are accepted at more than one school, decide which one is best for you. Talk it over with your parents, counselor, family and friends, and think it through by yourself. Weigh any offers against the factors that are important to you.
- ⇒ If an accepting school requests a non-refundable deposit before you have heard from other schools that interest you, ask your counselor for advice.
- ⇒ Carefully review financial aid award notices from schools. Call or write to the financial aid office if you have questions. Don't just look at how much aid you are offered, look also at how much of your need the award will cover. If you don't get any or enough financial aid, ask the school if other financial aid is available.

IMPORTANT DATES:

MAY

- ⇒ Take AP Examinations, if applicable.
- ⇒ Keep up the academic momentum.
- ⇒ Notify the school you choose of your decision to attend and send deposit.
- ⇒ Thank people who wrote recommendations with written thank you notes.
- ⇒ Notify schools you did not choose so they can offer admissions to others.
- ⇒ Ask your high school to send a final transcript to the school or program you will attend. Make certain everything is correct, including awards that might be listed. File your transcript for future reference.

IMPORTANT DATES:

JUNE – SUMMER

- ⇒ Make sure that you accept the financial aid award from the school you decide to attend and decline all others so funds can be made available to other students. Find out from the school you choose what else you need to do, if anything, to establish and maintain your eligibility for financial aid.
- ⇒ During summer, read widely and review mathematics. You also may need to work to help finance your education.
- ⇒ Update your student resume one last time so that it shows your final GPA, class rank, and awards and scholarships. Make several copies for file for future use.

IMPORTANT DATES:



MSBSD HIGH SCHOOL GRADUATION REQUIREMENTS

DIPLOMA REQUIREMENTS (USE FOR GRADUATING CLASSES 2012 & 2013)

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..... 2 credits

Algebra ----- 1 credit from the following:
Algebra 1
Cognitive Tutor Algebra
Introduction to Algebra
Geometry ----- 1 credit from the following:
Geometry
Informal Geometry

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 8.5 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.**

Test Yourself on the ABC's of Higher Education

1. What percentage of high school students plan to attend college? _____
2. What percentage of college students drop out before their sophomore year?

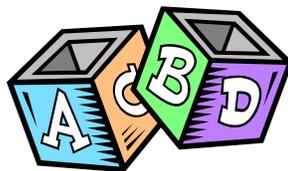
3. What percentage of college students drop out before they graduate? _____
4. How many years does it take the average student to complete their baccalaureate degree? _____
5. List three reasons why:

6. What is the average debt load of a four-year college graduate in Alaska?

7. What are the four most popular courses on college campuses today?

8. What percentage of all jobs requires some post-secondary and/or technical training? _____ A baccalaureate degree? _____
9. In 1997, what percentage of all jobs fell into the category of skilled trades, paraprofessional or technical occupations? _____ And in the year 2005? _____
10. What can you do to get the most out of your high school education and reduce college costs?

Adapted from *A Call to Parents*: Susan M. Quattrociocchi, 1998



Test Yourself on the ABC's of Higher Education

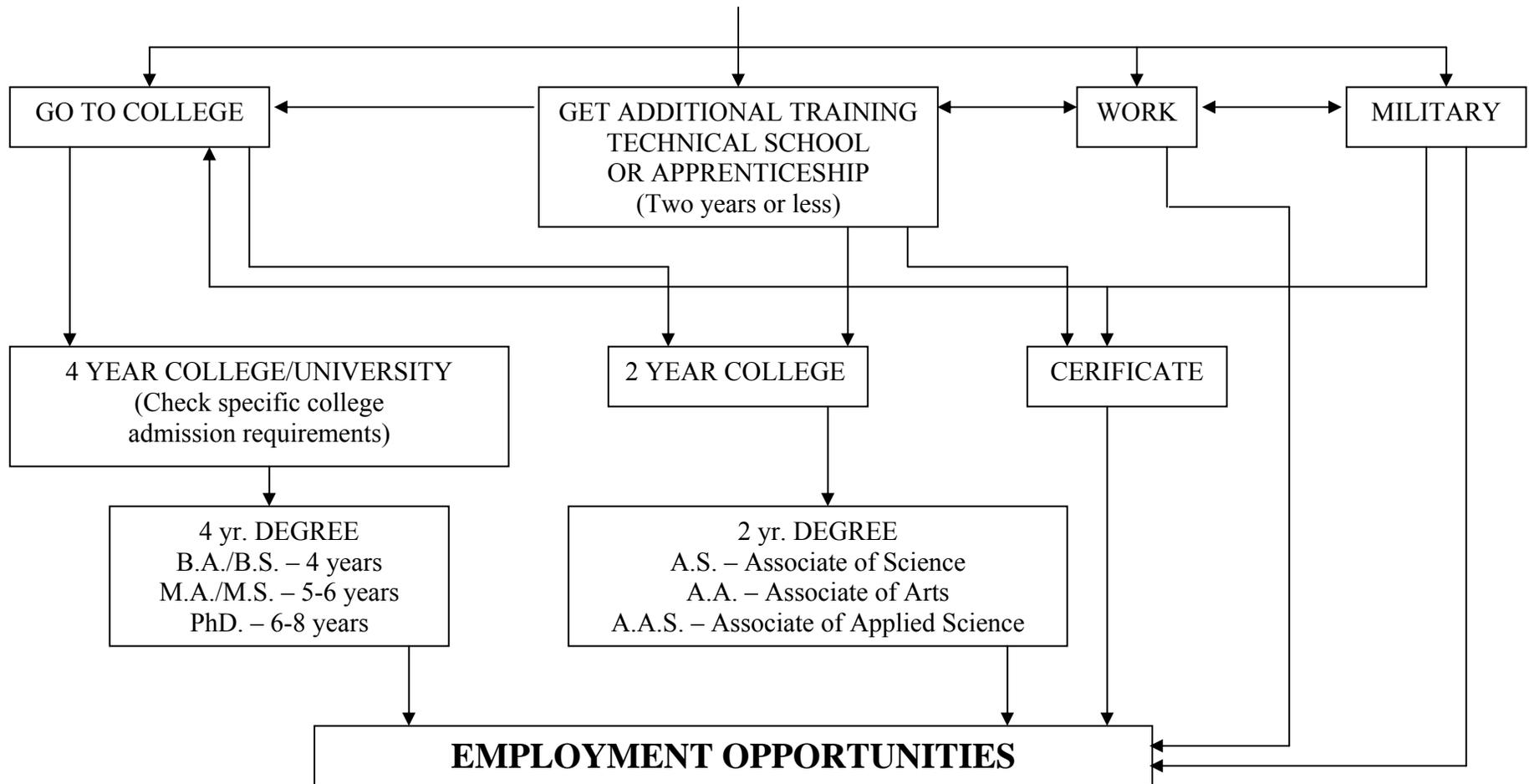
- 1. What percentage of high school students plan to attend college?**
81% of high school students PLAN to attend 2 or 4 year college...
62% ACTUALLY attend ... 1 in 2 students are underemployed after graduation.
Debra Mills, Cord Inc., Tech Prep Consortium 2006
- 2. What percentage of college students drop out before their sophomore year?**
33.3% of students drop out before their sophomore year. This is related to students' goals and educational background. Students in the top 10% of high school graduating class had the best record of staying in college (91%) while, students who went to colleges with "open door" admission policy had the lowest returning rate of only 54%. *National Associate of Colleges and Employers, NACE Salary Report, 2002*
- 3. What percentage of college students drop out before they graduate?**
45.8% *Newsweek, March 2004*
- 4. How many years does it take the average student to complete their baccalaureate degree?**
5 years.
- 5. Why?**
Lack of focus
Lack of skills
Lack of financial planning (*College Years: Inside the American Campus Today, Simon & Schuster, 1997.*)
- 6. What is the average debt load of a four-year college graduate in Alaska?**
University of Alaska - \$16,114 (Tuition and books)
Alaska Pacific University - \$82,462 (Tuition & books) (*Hot Jobs, Cool Careers, AGC of AK, 2006*)
- 7. What are the four most popular courses on college campuses today?**
Remedial English, Remedial Writing, Statistics, and U.S. History
Bright College Years: Inside the American Campus Today, Simon & Schuster, 1997.
- 8. What percentage of all jobs requires some post-secondary and/or technical training?**
65% Some post-secondary training/technical school
A baccalaureate degree? 20% Bachelors Degree (*US Bureau of Census, 2000*)
- 9. In 1997, what percentage of all jobs fell into the category of skilled trades, paraprofessional or technical occupations? 36% And in the year 2005? 43% (*Trends Magazine AK DOL, July, 2005*)**
- 10. What can you do to get the most out of your high school education and reduce college costs?**
 - A. Get your basic skills – for free-** in high school to avoid paying for non-credit remedial classes in college. Take a low cost placement test (Accuplacer) at local college to determine if you are ready for college level English and Math.
 - B. Get your technical skills – for free-** in high school. Take Career & Technical Education classes offered in your school or districtwide CTE classes
 - C. Get your career focus – for free –** in high school. Carefully consider information learned in P.E.A.K., available from your school counselor, and from your teachers.
 - D. Plan appropriate, affordable education.** Start a savings plan in high school.
 - E. Take advantage of all post-secondary education programs** available in the school district: Tech Prep, Advanced Placement, International Baccalaureate Program. These allow you to earn low-cost college credit while in high school.
 - F. Go to local college (MSC), use military college plans, enroll in school-to-apprenticeship programs, get technical skills, get a job which pays for your college, pursue all scholarship opportunities.**



SEE YOUR SCHOOL COUNSELOR TO GET MORE INFORMATION ON ANY OF THESE OPTIONS.

GRADUATE HIGH SCHOOL

POST-SECONDARY OPTIONS



What Is Your Choice?

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 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/eta_default.cfmdoletu.gov/atels_bat/
AK Apprenticeship Training Coordinators Association	http://www.aatca.org/

III. Military Information

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

IV. Post-Secondary Information:

AKCIS – Education & Training counselor)	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

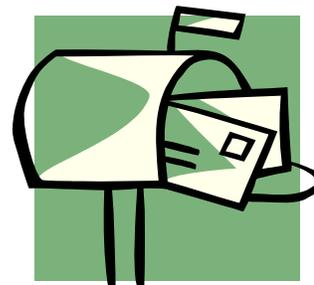
Letter of Request for Information From Post-Secondary School/Training Program

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. Information can be obtained directly from school website or sites such as AKCIS, 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

HINTS FOR A SITE VISIT

A campus visit is highly recommended. Before you visit the site, consider some of the options below. It is also important to develop a list of questions and plan specific activities in order to accomplish your goals.

- ⇒ 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.

SCHOOL COMPARISON WORKSHEET

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

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			

FINANCIAL AID INFORMATION

What is Financial Aid?

Simply put, it's money - but not just any money. Financial aid is the money you and your family can get for educational expenses. It's designed to supplement the amount you and your family contribute. You'll encounter four basic types of financial aid:

- ⇒ **Grants** are typically awarded based on need. You don't have to repay a grant.
- ⇒ **Scholarships** don't require repayment either. They're usually awarded based on special ability, academic achievement, religious affiliation, ethnic background or special interest.
- ⇒ **Work Study** is a federal program offering part-time jobs both on and off campus. You don't repay work study funds because you're trading work for financial aid.
- ⇒ **Education Loans** are funds borrowed from a financial institution or the federal government. You must repay education loans, so make sure you investigate all other alternatives before applying.

Where can you get Financial Aid?

Scholarships

You can get a scholarship from many sources, but you may have to do some detective work to uncover them. Your college financial aid office or high school guidance counselor can help you locate scholarships. Also check out businesses, unions, ethnic or minority organizations, churches, social clubs, and community groups.

Federal Programs

Most students rely on federal programs for funding. To apply for federal aid, complete a form called the Free Application for Federal Student Aid, or FAFSA. Remember, if you want to take advantage of maximum federal funding for the fall semester, you must turn in your form as early as possible after January 1 of that year. The following federal programs are available:

- **Federal Pell Grants:**
Awarded to part-time and full-time undergraduate students who show financial need. Like all grants, the Federal Pell Grant does not have to be repaid.
- **Federal Supplemental Educational Opportunity Grants:**
This federal grant program is a supplement to Federal Pell Grants. Funds are limited, so apply early.
- **Federal Work Study Program:**
This federal program gives you the opportunity to earn money for school, and gain valuable work experience. It's available to both undergraduate and graduate students with financial need. The amount you can earn depends on several factors: need, other aid received, and availability of school funds.
- **Federal Education Loans:**
These federal loan programs allow you or your parents to borrow money either through a bank or directly through the government. These low interest loan programs include Federal Perkins (student) Loans, Federal Stafford (student) Loans, and PLUS (parent) Loans.

State Aid

Most states offer grants and scholarships; some offer work study. Check with your school's financial aid office or your state's higher education board to find out what's available. Alaska offers a state student loan.

Institutional Aid

Many colleges and universities offer scholarships and grants. The programs offered and applications needed vary from school to school. Most schools automatically consider you for these awards when you apply for financial aid. However, it's always a good idea to check with your financial aid office to find out exactly what they offer and how to apply.

WEBSITES ABOUT FINANCIAL AID CAN BE FOUND IN
POST-SECONDARY WEBSITE INFORMATION
IN THIS PACKET.

ESTIMATED MONTHLY COST OF LIVING FOR SELECTED U.S. CITIES*

CITY	HOUSING (2 BR Apt.) <small>divide by 2 if with</small>	GROCERIES per person	UTILITIES divide by 2 if with roommate	MOVIE (approximate)
YEARLY EXPENSES		\$	YEARLY INCOME	\$
Tuition & Fees				
School Supplies & Books				
Room & Board				
Travel				
Personal Spending (clothing, Toiletries, etc.)				
Total for 4 years:			Total Available for 4 years	

MIDWEST				
Minneapolis, MN	1018	250	329	8.75
Cleveland, OH	888	392	380	8.50
Wichita, KS	556	280	317	8.25
SOUTHEAST				
Montgomery, AL	594	292	320	7.50
Atlanta, GA	757	304	306	8.75
Orlando, FL	730	404	417	9.00
Raleigh, NC	763	250	322	7.50
ATLANTIC				
New York City, NY	3560	420	497	12.50
Boston, MA	1115	332	396	10.50

*AK Department of Labor - 2007

ESTIMATED VEHICLE COSTS, 2007

Vehicle	Price	Amt. Down	Monthly Payment	Insurance	Routine Maint.	Repairs	Gas
New	\$35,000	\$12,000	\$455/ 7yr	\$255*/350**	\$45	0	\$275
	\$35,000	0	\$700/ 7yr	\$255*/350**	\$45	0	\$275
Used	\$10,000	\$1,000	\$350/3yr	\$220*/275**	\$45	\$85	\$275
	\$10,000	0	\$560/3yr	\$220*/275**	\$45	\$85	\$275
Transportation Vehicle (Junker)	\$3,500	0	0	\$175	\$55	\$275	\$275

*Insurance coverage required by State of Alaska

** Insurance coverage required by lending institution (bank)

YOUR ESTIMATED COST OF LIVING

Using the information on the previous page, fill in **your** cost of living information.

Rent/House \$ _____

Food \$ _____

Utilities \$ _____

Clothing \$ _____

Vehicle (payment +insurance
+ maintenance + repairs +gas) \$ _____

Entertainment \$ _____

Savings \$ _____

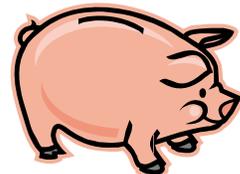
Total Expenses \$ _____

The amount of money I would need to earn on a job is:

_____ per month **OR** _____ per hour **OR** _____ per year
(divide total monthly expenses by 160) (total monthly expenses x 12)

NOTE: The US Department of Labor estimates that a person must earn \$22.00/hour in order to adequately maintain a household.

For more information go to AKCIS Junior =>Reality Check



FINANCIAL PLAN

Developing a plan to finance your first year out of high school is important for all students. There are expenses that you may have never thought about. Figuring out how to meet those expenses is vital to your future financial success. Below is a worksheet to help you calculate your income and expenses for next year. You will then know your estimated need whatever your plans might be.

YEARLY EXPENSES	\$	YEARLY INCOME	\$
Tuition & Fees		Student Savings	
School Supplies and Books		Student Earnings	
Room & Board		Scholarships	
Travel		Grants	
Personal Spending (clothing, toiletries, etc.)		Work Study	
		Loans	
		Parental Contribution	
Total for 4 years:		Total Available for 4 years:	

ESTIMATED NEED = INCOME – EXPENSES

ESTIMATED NEED = \$ _____

NOTE: Avoid the Credit Trap: Credit card companies send millions of applications to young adults each year. Because they want your business, each promotion is quick to explain the ease with which one can qualify for a card and the generous minimum monthly payment programs. Unfortunately, what looks like the key to financial freedom often becomes a trap to financial trouble. With many credit cards, the interest rates can be as high as 22% a year. If one only makes a minimum payment each month, the items he or she purchased on credit can end up costing twice the amount of the original purchase price.

Annual Expenses:	State Univ.	Community Tech.	State College	Private U.
Tuition & Fees	\$16,200	\$12,500	\$10,740	\$23,950
Room & Board / Meals	\$6,255	\$5,100	\$4,902	\$7,200
Books & Supplies	\$648	\$700	\$660	\$900
Travel	\$800	\$700	\$1,000	\$800
Personal Spending	\$1,710	\$1,600	\$1,600	\$1,600
<i>Total</i>	\$19,613	\$20,600	\$18,902	\$35,450
Total for 4 years	\$78,452	\$82,400	\$75,608	\$141,800
Source of Post Secondary Income:				
Student Savings	\$5,000	\$5,000	\$5,000	\$5,000
Student Earnings	\$1,200	\$1,200	\$1,200	\$1,200
Scholarships	0	8,040 x 4	6,516 x 4	0
Parents' Contribution	\$20,000	\$20,000	\$20,000	\$20,000
<i>Total available for 4 years</i>	\$26,200	\$58,360	\$52,264	\$26,200
Estimated need over 4 years	\$52,252	\$24,040	\$23,344	\$115,600

Hot Jobs, Cool Careers, Associated General Contractors of Alaska, 2006

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, 1999

Dear Mr. Smith:

I am applying for the C.J. Whitmore Scholarship. I have applied to the 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 on 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

Sue Student
Encl.



FINAL REVISION AND REVIEW OF STUDENT RESUME

A resume is a written document that attempts to communicate what you can offer an employer, a school admission board, a military recruiter, and/or a scholarship committee. It informs them of what you have already done, hope to achieve and motivates them to meet you. However, content alone cannot do that job. Presentation of your information is almost as important.

A resume usually includes your name, mailing address, phone number, e-mail address, education activities, awards, honors, and paid and unpaid work experiences. It should be written concisely and typed neatly, showcasing your abilities, achievements and ambitions. The following page lists a variety of verbs and descriptive phrases which can grab the reader's attention.

Remember that a resume is a direct advertisement of a product and **YOU ARE THAT PRODUCT!**

RESUME FORMAT

Name		High School Name
Mailing Address		Mailing Address
City, State, Zip		City, State, Zip
Telephone		Telephone
E-mail Address		
Grade 12	GPA cumulative	ACT Scores
	GPA latest	SAT Scores
	Class Rank	WorkKeys Scores

Academic Awards and Honors

Nonacademic Awards and Honors

Extracurricular Activities – school related

Extracurricular Activities – non-school related

Summer Programs/Travel Experiences

Service, Volunteer, and Work Experiences

Hobbies

Other – Include any other information that you feel is important for your reader to know: obstacles you have had to overcome, events that have had a marked impact on your life – special experiences not included under the above headings.

Include an objective if going right into the work force and tailor your resume for the specific job you are applying for.

RESUME VERBS

The following list of verbs will help you in describing your duties, skills, or abilities when writing your resume.

<p>ACCOUNTING SKILLS</p> <p>administered allocated analyzed appraised audited balanced budgeted calculated computed developed forecast managed marketed planned projected researched</p> <p>ARTISTIC SKILLS</p> <p>acted conceptualized created designed developed directed established fashioned illustrated instituted integrated introduced invented</p>	<p>originated performed planned revitalized shaped</p> <p>MECHANICAL SKILLS</p> <p>assembled built calculated computed designed devised engineered fabricated maintained operated overhauled programmed remodeled repaired solved trained upgraded</p> <p>OFFICE SKILLS</p> <p>approved arranged cataloged classified collected dispatched</p>	<p>executed generated inspected monitored operated organized prepared processed purchased recorded retrieved screened specified tabulated validated</p> <p>PEOPLE SKILLS</p> <p>adapted advised assessed assisted clarified coached communicated coordinated counseled demonstrated developed diagnosed educated enabled encouraged evaluated</p>	<p>expedited explained facilitated familiarized guided informed initiated instructed purchased referred rehabilitated represented set goals stimulated</p> <p>RESEARCH SKILLS</p> <p>clarified collected critiqued evaluated examined extracted identified inspected interpreted interviewed investigated reviewed summarized surveyed systemized</p>	<p>SUPERVISORY SKILLS</p> <p>administered analyzed assigned attained chaired contracted consolidated coordinated delegated developed directed executed increased organized oversaw planned prioritized produced recommended reviewed strengthened supervised</p> <p>VERBAL SKILLS</p> <p>addressed arbitrated arranged authored corresponded developed</p>	<p>directed drafted edited enlisted formulated influenced lectured moderated motivated negotiated persuaded publicized recruited reconciled spoke translated wrote</p> <p>MISC. SKILLS</p> <p>accelerated accomplished conceived conducted demonstrated eliminated equipped founded implemented improved motivated organized recommended revamped scheduled</p>
---	--	--	--	--	--

DESCRIPTIVE PHRASES

When an employer reads a resume, certain key phrases will catch his/her attention and describe the type of employee he/she would like to hire. A list of descriptive comments you may include in your resume that describes your personality, experience, and abilities follows. Most of these comments may be used in any type of resume, regardless of the position you are seeking.

- Strong sense of responsibility
- Flexible—willing to take on a variety of tasks
- Neat, efficient, thorough
- Strong managerial skills
- Able to prioritize a heavy work load
- Cheerful outlook, positive attitude
- Strong motivation and dedication to the job
- Extensive artistic background
- Able to make important decisions on my own
- Take pride in a job well done
- Committed to completing a job
- Self-motivated
- Goal-oriented
- Dedicated to highest quality of work
- Resourceful problem solver
- Good organizational skills
- Willing to do extra work to gain valuable experience
- Ability to learn quickly
- Open-minded and imaginative
- Reliable and prompt
- Get along well with others
- Excellent communication skills
- Accurate in spelling and grammar
- Able to work well unsupervised
- Outstanding leadership skills
- Good with numbers/figures
- Enjoy a challenge
- Well-organized
- Able to meet deadlines
- Enthusiastic team member

RESUME FOR FOUR YEAR COLLEGE

Sue Student
123 Her Street
Anytown, AK 12345
(907) 555-1234
sstudent@gci.net

Anytown High School
456 School Avenue
Anytown, AK 12345
(907) 555-5678

Grade 12	Cumulative GPA 3.71	ACT Score 28
	Latest GPA 4.0	SAT Score 950
	Class Rank 5 of 200	

ACADEMIC AWARDS AND HONORS

National Honor Society - 10, 11, 12
High Honor Roll (3.5) - 9, 10, 11, 12

NONACADEMIC AWARDS AND HONORS

School Letters; 1 for Volleyball, 1 for Drama, 3 for National Honor Society

EXTRACURRICULAR ACTIVITIES - School Related

Class Officer - 10,11,12
Thespian Club - Historian - 12
Business Professionals of America - State Treasurer - 12
Volleyball - C Team - 9
 Junior Varsity - 9, 10
 Varsity - 10, 11, 12
Business Professionals of America - 9, 10, 11, 12
Peer Counselor - 10, 11

EXTRACURRICULAR ACTIVITIES - Non-School Related

United Church Youth Group
Figure Skating Club

COMMUNITY SERVICE

Special Olympic Figure Swim Coach
Brother Francis Shelter Volunteer

PAID WORK EXPERIENCE

Burger King - Counter Person - 11, 12
YMCA Camp Counselor - summer 11
Babysitting - 8, 9, 10

REFERENCES Available upon request

RESUME FOR WORK

Sue Student
123 Her Street
Anytown, AK 12345
(907) 555-1234
sstudent@gci.net

CAREER GOAL

A secretarial or administrative position

SUMMARY OF SKILLS

Organizational

- Created responsibilities manual for hospital.
- Organized Steak Feed for Business Professionals of America.
- Planning committee for the Senior Prom.

Secretarial

- Experienced in document formatting, proofreading and administrative assistant duties.
- Skilled in Microsoft Works and Lotus 1-2-3 on IBM compatible system.
- Ability to type 70 wpm with no errors.

Communication

- Delivered speech to Chamber of Commerce to recruit new volunteers for hospital.
- Wrote articles for local newspaper on vocational achievements at district and state contests.

EDUCATION

Graduation expected June, 2007

- GPA is 3.5/4.0.

Related course work

- Bookkeeping I&II, Advanced Keyboarding, Document Formatting, Technical Writing

Award and Honors

- National Honor Society - 10, 11, 12
- High Honor Roll (3.5) - 9, 10, 11, 12

Memberships

- Business Professional of America - 9, 10, 11, 12
- Peer Counselor - 10, 11
- Youth Group - United church
- Special Olympics Figure Skating Coach

REFERENCES Available upon Request

RESUME FOR TWO YEAR COLLEGE

Sue Student
123 Her Street
Anytown, AK 12345
(907) 555-1234
sstudent@gci.net

OBJECTIVE

Acceptance at a two-year college offering a Business Accounting major

EDUCATION

June 2003 graduate, Anytown High School, Anytown, AK
GPA 3.2 Class rank: 95/245

ACTIVITIES

Thespian Club, Business Professionals of America, Volleyball, Peer Helpers,
Student Government

AWARDS

Class Officer, MVP for Volleyball

PAID WORK EXPERIENCE

Burger King - Counter Person, YMCA - Camp Counselor
Bigtime Insurance - Receptionist, Babysitting

INTERESTS

Volleyball, Reading, Coaching Special Olympics

SKILLS

Typing 65 wpm. Document Formatting

REFERENCES Available upon request

David Clark
101 St. Marks's Place
Houston, AK 99694
907-555-1111

OBJECTIVE:

Acceptance at a Career & Technical
College offering certification in electronic
technology

EDUCATION:

June 2007 Graduate, Houston High School
Houston, AK
Class rank 220/490
Commercial course.

ACTIVITIES:

SkillsUSA (president)
Varsity Football (manager)

AWARDS:

H.S. Emmys, Chief Stagehand/Electrician
Gold Prize, set design, 2006

EXPERIENCE:

Rockland Auto Radio, Assistant Mechanic
Summers 2005-07, after school (20
hours/week).

PERSONAL:

Build model airplanes and electronically
operated small sailing boats.

REFERENCES

Available upon request

EMPLOYABILITY SKILLS & WORK VALUES

This section will help you identify your **Employability Skills** (the skills employers want in perspective employees) and **Work Values** (the characteristics of a job which are important to YOU).

DIRECTIONS: Check the **Employability Skills** you consistently demonstrate at school and in your activities on the job or in community activities.

Adaptive Skills:

- | | | |
|---|--|--|
| <input type="checkbox"/> Good attendance | <input type="checkbox"/> Honesty | <input type="checkbox"/> Arrive on time |
| <input type="checkbox"/> Following instructions | <input type="checkbox"/> Meet deadlines | <input type="checkbox"/> Getting along with co-workers |
| <input type="checkbox"/> Hard-working, productive | <input type="checkbox"/> Ambition | <input type="checkbox"/> Flexibility |
| <input type="checkbox"/> Patience | <input type="checkbox"/> Maturity | <input type="checkbox"/> Assertiveness |
| <input type="checkbox"/> Dependability | <input type="checkbox"/> Learning quickly | <input type="checkbox"/> Completing assignments |
| <input type="checkbox"/> Sincerity | <input type="checkbox"/> High motivation | <input type="checkbox"/> Solving problems |
| <input type="checkbox"/> Intelligence | <input type="checkbox"/> Friendliness | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Good sense of humor | <input type="checkbox"/> Leadership | <input type="checkbox"/> Physical strength |
| <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Good sense of direction | <input type="checkbox"/> Persistence |
| <input type="checkbox"/> Self-motivation | <input type="checkbox"/> Accepting responsibility | <input type="checkbox"/> Results-oriented |
| <input type="checkbox"/> Asking questions | <input type="checkbox"/> Pride in doing a good job | <input type="checkbox"/> Willing to learn new things |

List your top three Adaptive Skills:

1. _____ 2. _____ 3. _____

Key Transferable Skills:

- | | | |
|--|---|---|
| <input type="checkbox"/> Meeting deadlines | <input type="checkbox"/> Planning | <input type="checkbox"/> Speaking in public |
| <input type="checkbox"/> Controlling budgets | <input type="checkbox"/> Supervising others | <input type="checkbox"/> Increasing sales or efficiency |
| <input type="checkbox"/> Accepting responsibility | <input type="checkbox"/> Instructing others | <input type="checkbox"/> Solving problems |
| <input type="checkbox"/> Managing money or budget | <input type="checkbox"/> Managing people | <input type="checkbox"/> Meeting the public |
| <input type="checkbox"/> Organizing or managing Projects | <input type="checkbox"/> Detail-oriented | <input type="checkbox"/> Synthesize |
| <input type="checkbox"/> Evaluate | <input type="checkbox"/> Take inventory | <input type="checkbox"/> Direct others |
| <input type="checkbox"/> Self-controlled | <input type="checkbox"/> Explain things to others | <input type="checkbox"/> Self-motivated |
| <input type="checkbox"/> Get results | <input type="checkbox"/> Solve problems | <input type="checkbox"/> Mediate problems |
| | <input type="checkbox"/> Take risks | |

Using your hands, dealing with things:

- | | | |
|--|---|--|
| <input type="checkbox"/> Assemble | <input type="checkbox"/> Make things | <input type="checkbox"/> Build |
| <input type="checkbox"/> Observe, inspect things | <input type="checkbox"/> Construct, repair building | <input type="checkbox"/> Operate tools and machinery |
| <input type="checkbox"/> Drive or operate vehicles | <input type="checkbox"/> Repair things | <input type="checkbox"/> Good with hands |
| <input type="checkbox"/> Use complex equipment | | |

Dealing with data:

- | | | |
|---|---------------------------------------|--|
| <input type="checkbox"/> Analyze data, facts | <input type="checkbox"/> Investigate | <input type="checkbox"/> Audit records |
| <input type="checkbox"/> Keep financial records | <input type="checkbox"/> Budget | <input type="checkbox"/> Locate answers, information |
| <input type="checkbox"/> Calculate, compute | <input type="checkbox"/> Manage money | <input type="checkbox"/> Classify data |
| <input type="checkbox"/> Negotiate | <input type="checkbox"/> Compare | <input type="checkbox"/> Inspect record facts |
| <input type="checkbox"/> Count | <input type="checkbox"/> Observe | <input type="checkbox"/> Compile |
| <input type="checkbox"/> Research | | |

Working with people:

- | | | |
|---|--------------------------------------|---|
| <input type="checkbox"/> Patient | <input type="checkbox"/> Care for | <input type="checkbox"/> Persuade |
| <input type="checkbox"/> Confront others | <input type="checkbox"/> Pleasant | <input type="checkbox"/> Counsel people |
| <input type="checkbox"/> Sensitive | <input type="checkbox"/> Demonstrate | <input type="checkbox"/> Sociable |
| <input type="checkbox"/> Diplomatic | <input type="checkbox"/> Supervise | <input type="checkbox"/> Help others |
| <input type="checkbox"/> Tactful | <input type="checkbox"/> Insight | <input type="checkbox"/> Teach |
| <input type="checkbox"/> Interview others | <input type="checkbox"/> Tolerant | <input type="checkbox"/> Kind |
| <input type="checkbox"/> Tough | <input type="checkbox"/> Listen | <input type="checkbox"/> Trust |
| <input type="checkbox"/> Negotiate | <input type="checkbox"/> Understand | <input type="checkbox"/> Outgoing |
| <input type="checkbox"/> Administer | | |

Using words, ideas:

- | | | |
|---|---|---|
| <input type="checkbox"/> Articulate | <input type="checkbox"/> Inventive | <input type="checkbox"/> Communicate verbally |
| <input type="checkbox"/> Logical | <input type="checkbox"/> Correspond with others | <input type="checkbox"/> Remember information |
| <input type="checkbox"/> Create new ideas | <input type="checkbox"/> Design | <input type="checkbox"/> Speak in public |
| <input type="checkbox"/> Edit | <input type="checkbox"/> Write clearly | <input type="checkbox"/> Ingenious |

Leadership:

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> Arrange social functions | <input type="checkbox"/> Motivate people | <input type="checkbox"/> Competitive |
| <input type="checkbox"/> Negotiate agreements | <input type="checkbox"/> Decisive | <input type="checkbox"/> Plan |
| <input type="checkbox"/> Delegate | <input type="checkbox"/> Run meetings | |

Creative, artistic:

- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> Artistic | <input type="checkbox"/> Music appreciation | <input type="checkbox"/> Dance, body movement |
| <input type="checkbox"/> Perform, act | <input type="checkbox"/> Drawing, art | <input type="checkbox"/> Play instruments |
| <input type="checkbox"/> Expressive | <input type="checkbox"/> Present artistic ideas | |

List your top three Transferable Skills:

1. _____ 2. _____ 3. _____

Write in the margin or on a separate sheet any other **Employability Skills** you have that were not listed. Then select the top **TEN Employability Skills** you possess.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |



WANT A GREAT CAREER?

Alaskan Employers Expect:

Skills/Competencies	Work Attitudes	Work Values (“Work Ethic”)
<p>Reading Able to comprehend written material and take appropriate action.</p> <p>Speaking Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.</p> <p>Writing Spells correctly; writes legibly; expresses ideas clearly and concisely; writes a business letter; & fills out forms properly.</p> <p>Listening Able to comprehend what is said and take action.</p> <p>Math Computation Able to apply basic skills with accuracy in action, subtraction, division, multiplication and use of fractions and percentages to accomplish work.</p> <p>Problem Solving Can identify source of problem; demonstrates good common sense; is creative and innovative.</p> <p>Information Management & Technology Able to use computers to process information; familiar with common technology applications & tools in the workplace.</p> <p>Knowing How to Learn Able to teach oneself new skills; able to seek and use new information appropriately.</p> <p>Applying What is Learned Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.</p> <p>Working with Others Able to work as a productive team member; able to share information.</p> <p>Business Process Eager to learn the principles of business.</p> <p>Looking for Work Able and confident to identify job opportunities, to complete a job application, to prepare a resume, and to promote himself/herself during an interview.</p>	<p>Responsible / Self-Disciplined Is a self-starter; is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.</p> <p>Willing to Learn/Pride in Doing a Good Job Is flexible, willing, and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he/she gets it done right.</p> <p>Safety-Conscious Always thinks about safety in every aspect of the job; takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use safe procedures; concerned for the safety of others.</p> <p>Manages Stress and Personal Problems Deals with job pressures in a positive way’ does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or be on time.</p> <p>Positive Outlook Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.</p> <p>Follows the Rules Performs tasks in the prescribed manner; doesn’t break rules but will help change rules if they should be changed.</p> <p>Good Team Member Shares information; works well and credits (praises) other workers; puts the team above personal interests.</p> <p>Respects Others Has good manners; shows common courtesy; appreciates multicultural diversity.</p> <p>Willing to Earn Reward Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.</p>	<p>Honesty and Integrity Bases actions on a personally held set of values; can be trusted to follow the rules even when supervisors are not present; keeps his/her word.</p> <p>Good Manners Always shows courtesy and respect toward others.</p> <p>Accepts Advice, Supervision, Criticism Has high self-esteem and does what is asked; accepts criticism and uses it to improve.</p> <p>Dependability / Follow Through Works diligently to complete tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.</p> <p>Good Attendance / On Time Can be depended upon to be at work except for very good reasons, such as illness or death in the family; ready to begin work on time.</p> <p>Accuracy of Work / No Waste Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.</p> <p>Pride & Productivity in Work Shows initiative; is ambitious; figures out how to get the job done; works as efficiently as possible to get the job done – well.</p> <p>These critical skills, values, & attitudes were identified by CEOs, personnel directors, and other employer representatives, and revised by Alaska’s Youth: Ready for Work, following review by parents, educators, students, & other community members.</p>

WORK VALUE CHECKLIST

Begin by reading the entire list, then rate each item, using the scale that follows:

1 = Not Important at All
3 = Somewhat Important

2 = Not Very Important
4 = Very Important

- ___ **Help Society:** Contribute to the betterment of the world I live in.
- ___ **Help Others:** Help others directly, either individually or in small groups.
- ___ **Public Contact:** Have lots of daily contact with people.
- ___ **Work with Others:** Have a close working relationship with a group. Work as a team toward common goals.
- ___ **Affiliation:** Be recognized as a member of an organization whose type of work or status is important to me.
- ___ **Friendship:** Develop close personal relationships with co-workers.
- ___ **Competition:** Pit my abilities against others. There are clear outcomes.
- ___ **Make Decisions:** Have the power to set policy and decide a course of action.
- ___ **Work Under Pressure:** Work in a situation where deadlines and high quality work are required by my supervisor.
- ___ **Power and Authority:** Control other people's work activities.
- ___ **Influence People:** Be in a position to change people's attitudes and opinions.
- ___ **Work Alone:** Do things by myself, without much contact with others.
- ___ **Knowledge:** Seek knowledge, truth, and understanding.
- ___ **Intellectual Status:** Be regarded by others as an expert or a person of intellectual achievement.
- ___ **Artistic Creativity:** Do creative work in any of several art forms.
- ___ **Creativity (general):** Create new ideas, programs, organizational structures, or anything else that has not been developed by others.
- ___ **Aesthetics:** Have a job that involves sensitivity to beauty.
- ___ **Supervision:** Have a job in which I guide other people in their work.
- ___ **Change and Variety:** Have job duties that often change or are done in different settings.
- ___ **Precision Work:** Do work that allows little tolerance for error.
- ___ **Stability:** Have job duties that are largely predictable and not likely to change over a long period of time.
- ___ **Security:** Be assured of keeping my job and a reasonable.
- ___ **Fast Pace:** Work quickly, keep up with a fast pace.
- ___ **Recognition:** Be recognized for the quality of my work in some visible or public way.
- ___ **Excitement:** Do work that is very exciting or that often is exciting.
- ___ **Adventure:** Do work that requires me to take risks.
- ___ **Profit, Gain:** Expect to earn large amounts of money or other possessions.
- ___ **Independence:** Decide for myself what kind of work I'll do and how I'll go about it, not have to do what others tell me to.

- ___ **Moral Fulfillment:** Feel that my work is contributing to a set of moral standards that I feel are very important.
- ___ **Location:** Find a place to live (town, geographic area) that matches my lifestyle and allows me to do the things I enjoy most.
- ___ **Community:** Live in a town or city where I can get involved in community affairs.
- ___ **Physical Challenge:** Have a job with physical demands that are challenging and rewarding.
- ___ **Time Freedom:** Handle my job according to my own time schedule; no specific working hours required.

List your top FIVE Work Values:



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 Service	Slippery floors
.....	Hot cooking equipment
.....	Sharp objects
Retail Sales.....	Violent Crimes
.....	Heavy Lifting
Office/Clerical.....	Stress
.....	Harassment
.....	Poor computer workstation 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.

HOW TO NETWORK

Networking is the process of turning to relatives, friends and acquaintances to secure the information that will help you find a job. Networking will help you identify where jobs are and give you the background and personal introductions necessary to pursue them.

Why Should You Network?

- ⇒ Someday you could return the favor. An ace insurance salesman built a successful business by offering low-cost coverage to first year medical students. Ten years later, these now successful doctors remembered the company (and the salesman) that helped them when they were just getting started. He gets new referrals every day.
- ⇒ They often need what you can offer. If you sense that your “brain is being picked” about the latest techniques of computer graphics, be forthcoming with your information.
- ⇒ You make them look important. Internal politics can be a powerful motivator. Some people will see you simply to make themselves appear powerful.
- ⇒ They know it’s better to be safe than sorry. Nobody knows better than today’s hiring managers how quickly things can change. Someone may give notice tomorrow. A new client may stretch staff resources to the limits. By maintaining a backlog of qualified candidates, they can move quickly to hire the best people.
- ⇒ They’ve been in your shoes. Some people will see you simply because they know how you feel. They’ve been there and they feel that giving back is the decent thing to do.
- ⇒ They want to keep their own “net” working. Most people are anxious to do a friend (who ever referred you) a favor. If a colleague is seeking new talent, you might represent a referral.

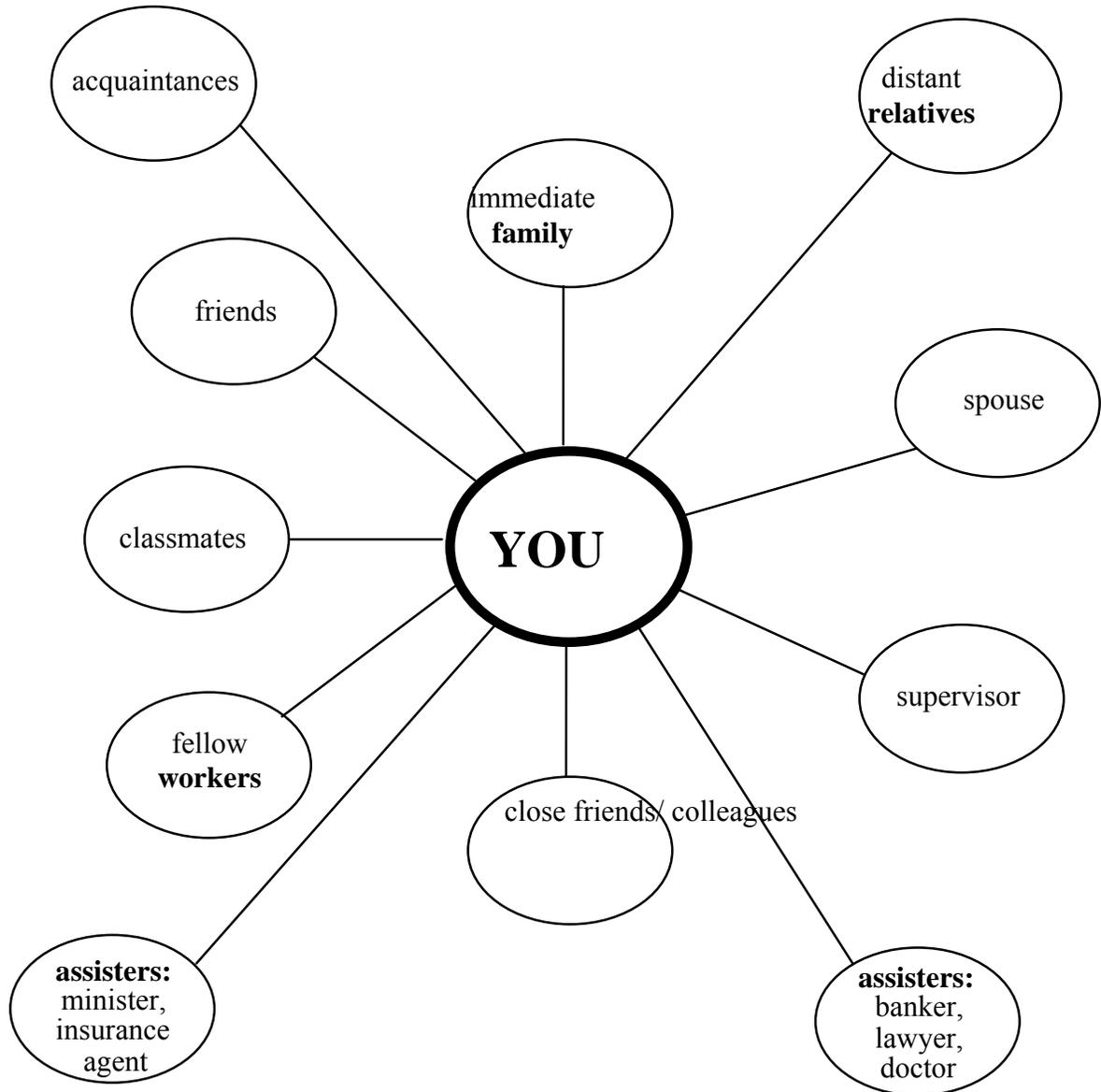
Creating Your Network

- ⇒ Your network should be as diversified and wide-ranging as possible. You never know who might be able to help you, so don’t limit your contacts to close friends and relatives.
- ⇒ Your first networking list should include just about everyone you know. Possibles for the list include:
 - Classmates
 - Friends
 - Neighbors (past & current)
 - Social acquaintances: team mates
 - Teachers (from elementary to present)
 - Manager of local bank
 - Representative of direct sales business (Avon, Herbalife, insurance, real estate)
 - Politicians (local leaders often are business people who know everyone in town)
 - Pastors, minister
 - Members of your Church
 - Professional organization executives
 - Speakers at meetings you’ve attended
 - Business club executives and members (Kwanis, Rotary, Elks, Jaycees)
 - Co-workers and former co-workers
 - Representatives of delivery services (UPS, FedEx, Postal Service)
 - Others
- ⇒ Make specific requests. Calling everyone and simply asking for “whatever help you can give me” is unfair to the people you’re calling – and not very effective. Instead, make a list of the kinds of assistance you’ll need from the people in your network. Then make specific requests of each person. Do they know of jobs at their company? Can they introduce you to someone in personnel? Have they heard anything about or know someone at the company you’re planning to interview with next week?

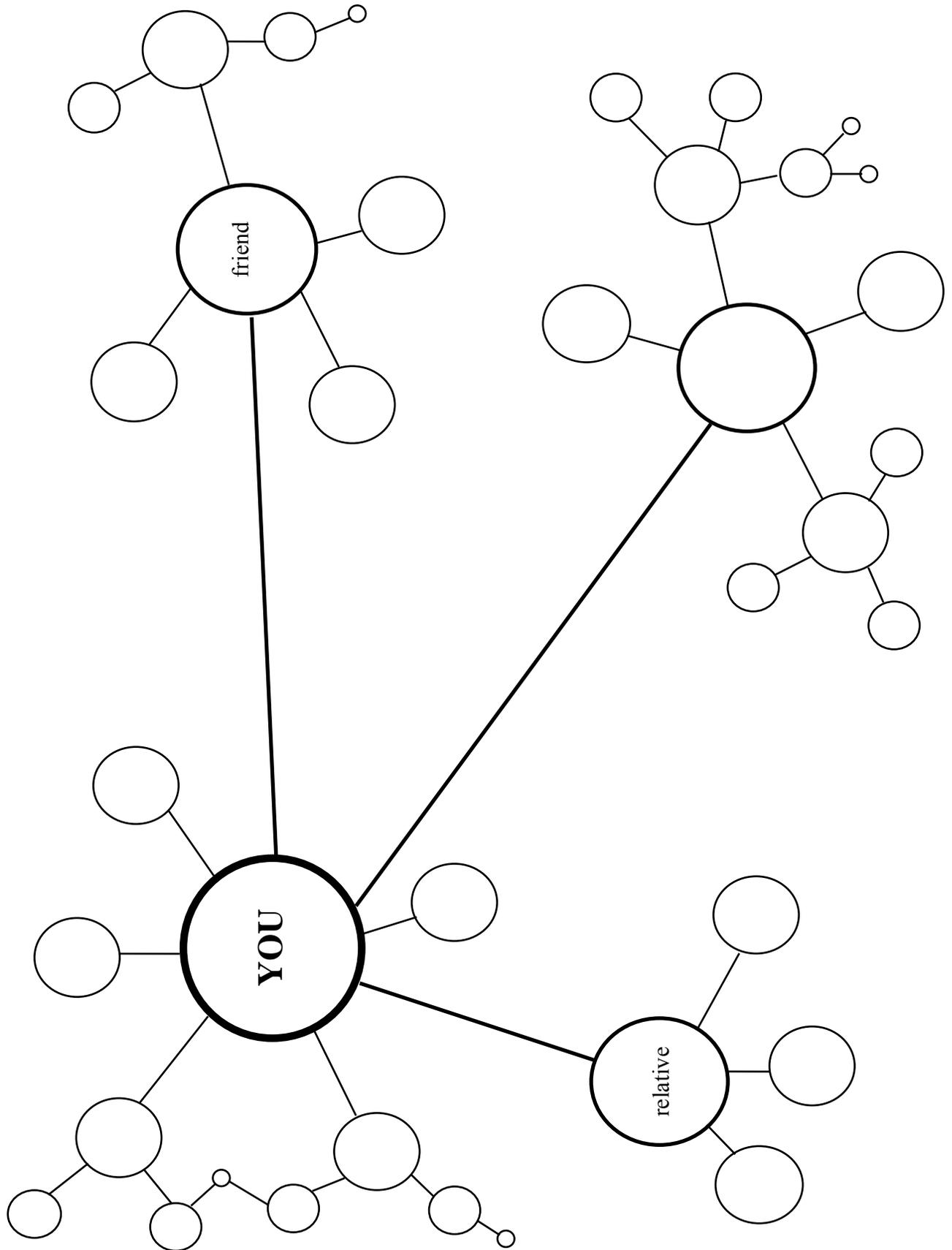
⇒ Value your contacts. Keep those who have provided helpful information or introductions informed about how it all turns out. Such courtesy will be appreciated and may lead to more contacts. If someone you call has nothing to offer today, make a note to yourself to call back in a few months.

Adapted from *Your First Resume* by Ron Fry

YOUR NETWORK OF RELATIONSHIPS



LINKING YOUR NETWORKS TO OTHERS



PERSONAL LEARNING & CAREER PLAN

SENIOR PORTFOLIO

You will want to prepare a **Senior Portfolio** that can be duplicated and submitted to perspective employers, post-secondary admission boards, and/or scholarship committees. Completed packets should be stored in a safe, easily accessible place.

You will want to be meticulous in the preparation of the packet as the materials will represent the qualities of the applicant – YOU!! Sincerity, enthusiasm, tact, and courtesy are qualities, which represent and reflect the personality of a good salesperson and your **Senior Portfolio** is a personal sales promotion for you.

All materials should be typed and, in most cases, double-spaced. If you are not an accurate typist, find someone who is. Keep margins as even as possible. Use a letter quality printer to print your packet. **SPELLING ERRORS ARE FORBIDDEN!** Avoid obvious erasures and mistakes. The complete portfolio should be bound in a paper or plastic cover.

NOTE: The enthusiastic, highly motivated applicant who puts together an attractive product and follows the directions to the letter including deadlines will have a better chance at getting a job, receiving a scholarship or being admitted into the post-secondary school of choice.

Portfolio Format

Your **Senior Portfolio** should include the following pages:

1. Cover Page
2. Blank Page
3. Application - Job, Post-Secondary School, or Scholarship)
4. Resume
5. Personal Career Essay
6. Financial Plan (Budget)
7. Letters of Recommendation
8. Supporting Documents:
 - Transcript
 - Certificates
 - Letters of Commendation
 - Newspaper Articles

NOTE: The **Senior Portfolio** is “truth in advertising” at its best! Too often society focuses on the negative aspects of ourselves and the positive aspects are left unrecognized or out of focus. The first step in building your portfolio is to **ACCENTUATE THE POSITIVE!**



PORTFOLIO ESSAYS

Your portfolio should include at least three essays. In general, one essay should cover your choice of “career” (i.e. why you have chosen this career field). Another essay should be “creative.” This essay may be in response to a creative prompt or demonstrate your creative writing style. A typical third essay is autobiographical in style.

The essays you write can make or break your application. When writing them, keep in mind that the readers and reviewers have probably already gone through hundreds of applications. A lot of essays are similar – they have to be because the application asks you to address a single question or topic. What you do to your essay and the approach you take on the issue is what will give you an edge. Make it interesting, creative, and realistic. A good ideal is to start writing essays now so that when the actual applying time arrives you will have a couple of very good pieces.

Common Essay Prompts

- **Personal history** – this can be recounting of your life or an essay about any specific aspect of your life that you feel is important. In fact this should be a creative statement that expresses YOU creatively and uniquely. It is an autobiography written in narrative style that includes your educational goals and a plan for attaining those goals. Avoid making a list. For example, if you know that you want to become a doctor there are certain formal steps that you will need to complete. In this essay you should relate a personal reason for choosing the path that you are writing about. For example, if you choose to attend the Berkeley Law School you should elaborate on why you are intent on this particular school.
- **Career goals** – this essay should discuss the aspects of a particular career that you find intriguing. You should discuss why you are attracted to a particular career and also show that you know something about the career you are interested in.
- **Obstacle overcome** – this is a great essay start to your portfolio. However, be careful to write about an obstacle that you have worked around, or overcome. For example, if you moved to a new school in 8th grade against your will, lost your spot on the winning basketball team, left all your friends behind, and found this a horrible obstacle; yet, through hard work and perseverance and deliberate effort you overcame this trial and became the star player on your new school’s team. This could be a great experience for you to write about! Your essay does not have to be about anything this dramatic however. You do not have to overcome blindness, or a crippling infant disease. You just need to show how you challenged yourself to overcome a difficulty in your life.
- **A person who has greatly influenced your life** – This essay should tell a story about someone in your life who you feel really affected your life; someone who might have given you the courage to try something you were afraid to attempt; maybe a teacher who inspired you. The person should be someone who at a critical junction in your life helped you to choose one path over another, or helped develop the person you are today.

• **Drawing upon some personal experience (Write a Fable)** – This is by definition a very creative essay. You must base your fable on fact and weave it into a creative and interesting tale.

• **If you could change something in your life, what would it be and why?** – This essay can also be quite creative and interesting to produce. Before writing this essay you need to really know yourself. Look at your timeline and see if there are any crossroads where you made decisions. What would it have been like to choose a different path? Alternatively, you can be really creative and change your sex, your species, your looks, your family, or your historical placement in time.

• **Describe the three hours of the day that are most important to you** – Again, this essay is looking to learn more about you, the real person. Analyze who you are. What information could you tell the admissions people that they won't find on your transcript? Are you a morning person? A stay-awake-at-night kind of person? Do you like to snuggle up with a book every morning? Expand their vision of who you are.

Things to Avoid

- The trip “broadened my horizons,” gave me a new perspective on my native land, increased my fluency and facility to speak a foreign language.
- My favorite things – a list.
- Front-page issues are usually plagiaristic and generic. Don't just repeat ideas of parents, teachers, or others. Speak from your heart.
- Through sports I have learned to set goals, to go all out, work with people. This approach is too often used.
- My room.
- The three D's – discipline, diversity, and determination. Boring.
- Pet Death – “as I watched Fluffy's life force ebb away, her whole life flashed before my eyes.”
- Autobiography – Trying to tell your whole life story in 500 words or less and starts with “Hello, my name is...” will have your essay rejected immediately.

Tips

- **Give the reader a sense of who you are** – Consider your audience and what they already know about you from transcripts and test scores. Give them something more.
- **Choose your subject carefully** – Spend time planning your essay. If you are asked to address a specific topic, make sure you do.
- **What's the hook?** – Make sure your essay has a strong angle that keeps the reader involved.
- **Stick to specifics** – Back up your points with a personal story, expand the discussion with descriptions.
- **Start with a “Free Write”** – Once you have decided upon a topic write for about 20 minutes about it – saying anything you can think of. Then go back and look for points to build upon for your structured essay.
- **Proofread, proofread, and proofread!** – After you have worked to develop the perfect essay, do not ruin it with typos and misspellings.

Personal Learning and Career Plan
TRANSITION CHECKLIST FOR SENIORS
MILITARY

Name _____ Date _____

Military Branch: _____

Complete High School Graduation Requirements: Yes No

Register with Selective Services (required for 18 year old males): Yes Date _____

Recruiter Visit: Yes No Date of Visit _____

Recruiter's Name _____ Telephone _____

Branch _____

Complete ASVAB with qualifying score: Yes No Date _____

Qualifications for Enlistment: (List)

Age _____

High School Diploma _____

Military Physical _____

(Including passing Drug Screen, Height, Weight Requirements)

Military Career Plan: (List)

1. _____

2. _____

3. _____

Military Educational Plan:

Pay/Benefits:

Advancement Opportunities:

Submit transcript: Yes Date _____
(See Records Secretary and complete release form)

Submit References: Yes Date _____

Personal Learning and Career Plan
TRANSITION CHECKLIST FOR SENIORS
POST-SECONDARY TRAINING PROGRAMS

Name _____ Date _____

Training Program Name _____

Address: _____ Telephone: _____

Register with Selective Services (required for 18 year old males) Yes Date _____

WorkKeys Scores: Applied Mathematics _____
 Reading for Information _____
 Locating Information _____

Complete required high school courses for admission requirements Yes

Research/Visit Technology Training Program Yes Date _____

Application Deadline and Fee Yes Date _____

Application Form Technology Training Program:

Requested Yes Date _____

Submitted Yes Date _____

Reply expected by _____

Application Process

Required Entrance Exams

ACT _____

SAT _____

ASVAB _____

Complete Test Registration Yes Date _____

Take Test Yes Date _____

Forward Test Results Yes Date _____

Submit Letters of Recommendation Yes Date _____

Early Decision Option Yes Date _____

Essay Needed Yes Date _____

Interview Needed Yes Date _____

Audition/Portfolio Yes Date _____

Personal Learning and Career Plan
TRANSITION CHECKLIST FOR SENIORS
APPRENTICESHIP

Name _____ Date _____

Desired Apprenticeship Trade _____

Register with Selective Services _____ Yes Date _____
(required for 18 year old males)

Complete High School Graduation Requirements: _____ Yes

WorkKeys Scores: Applied Mathematics _____
Reading for Information _____
Locating Information _____

Research Desired Apprenticeship Trade _____ Yes

Application Deadline _____ Yes Date _____

Update Resume _____ Yes Date _____

Obtain copies of following documents:

Birth Certificate _____ Yes Date _____

High School Transcript/Diploma) _____ Yes Date _____
(upon completion)

Alaska Drivers License/Driving Record _____ Yes Date _____

Meet all basic requirements:

Age (18+) _____ Yes

Physical, including passing Drug Screen _____ Yes

Education _____ Yes

Residency _____ Yes

Filled out Application completely and accurately and submitted by deadline:

_____ Yes Date _____

Personal Learning and Career Plan
TRANSITION CHECKLIST FOR SENIORS
COLLEGE/POST-SECONDARY EDUCATION

Name _____ Date _____

Institution Name: _____

Address: _____ Telephone: _____

Register with Selective Services (required for 18 year old males) Yes Date _____

Complete required high school courses for admission requirements Yes

Research/Visit Colleges/Post-Secondary Programs Yes Date _____

Application Deadline and Fee Yes Date _____

Application Form Post-Secondary Institution:

Requested Yes Date _____

Submitted Yes Date _____

Reply expected by _____

Application Process

Required Entrance Exams

ACT _____

SAT _____

SAT II _____

WorkKeys Scores:

Applied Mathematics _____

Reading for Information _____

Locating Information _____

Complete Test Registration Yes Date _____

Take Test Yes Date _____

Forward Test Results Yes Date _____

Submit Letters of Recommendation Yes Date _____

Early Decision Option Yes Date _____

Essay Needed Yes Date _____

Interview Needed Yes Date _____

Audition/Portfolio Yes Date _____