It’s Your Future...

An Educational and Career Planning Guide for High School and Beyond

- Arts & Communications
- Business & Marketing
- Engineering & Technology
- Health & Human Services
- Science & Natural Resources

Bainbridge Island School District
Bremerton School District
Central Kitsap School District
North Kitsap School District
North Mason School District
Peninsula School District
Shelton School District
South Kitsap School District
West Sound Technical Skills Center
Olympic College

A Regional Partnership

West Sound Education Consortium
Preparing Students for Their Futures

www.olympic.edu/techprep
# Important Information

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Address</td>
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<tr>
<td>Home Phone</td>
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<tr>
<td>email</td>
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<tr>
<td>School</td>
<td></td>
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<td>Date of Graduation</td>
<td></td>
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<tr>
<td>Pathway/Program of Study</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Go to [www.olympic.edu/techprep](http://www.olympic.edu/techprep) and select **Educator Resources**.
Introduction

“What are you going to do after high school?” This is perhaps the question most asked of students as they approach the end of their time in high school. It is also the question they often dread most, and for which they may not have an answer. In order to take much of the dread out of that question, the West Sound Consortium has adopted Portfolios as a means by which students plan for their time beyond high school. Portfolios are simply a tool which students use to develop plans for life beyond the halls of high school. Throughout their high school career students will be required to complete a number of different activities designed to help them better analyze their interests and abilities so that they can make informed and well planned choices for education and careers as they become adults. In addition to these activities students will be required to collect samples of their “best work” from their classes so they may gain a better understanding of their strengths and interests. The results of all the activities and the samples of best work will be placed in students’ portfolios. The students then use these portfolios as the primary tool to plan for what they are going to do after high school. The West Sound Education Consortium is highly invested in aiding students in developing goals and formulating plans so that they can pursue their dreams and aspirations and become happy, productive adults. Portfolios are a means by which students can start on the pathway to that result.

“The future isn’t something that you enter. It’s something you create.” – Anonymous
High School & Beyond Planning

High school students in the State of Washington have a unique opportunity to plan for their high school career and beyond. High schools in our state will be expected to engage students more in their learning, to connect learning to the real world, and require that each student have a plan for after graduation. This plan may include many options: four-year college, community college, technical college, specialty schools, apprenticeship programs, the military, or on-the-job training. To assist students to be responsible and engaged in their education, the 4 P’s have been established as a framework for addressing high school graduation requirements. This framework includes: a Plan, a Pathway/Program of Study, a Portfolio, and a Project/Presentation. This is designed to help students understand the “why” of their learning and how it will be applied in the future.

Plan
All students will have an individualized “high school and beyond” plan. Students must outline how they plan to meet their high school graduation requirements and how they will spend their first year out of high school. Creating a plan will help students start thinking about their futures and focus on the courses they need, to best prepare them for their career interests, no matter what direction they plan to take. The plan should be flexible with the goal being to help students understand what they are learning, why they are learning it, and how they can use this learning in their future.

Pathway
A pathway is an organized sequence of classes, experiences, and community-based activities, supporting students in career exploration and educational preparation. This is flexible and may change as the student progresses through their high school experience. (Note the symbol associated with each Pathway title)

- Arts & Communication
- Business & Marketing
- Engineering & Technology
- Health & Human Services
- Science & Natural Resources

Program of Study
A model sequence of courses that prepares a student for a career. Programs of Study help ensure that integration occurs between academic and occupational learning.

- Transitions are established between secondary schools and post-secondary institutions
- Students are prepared for employment in a broad career cluster
- Students receive a skill credential

Course
An instructional unit that includes a set of defined competencies, a syllabus or course outline and a measure of accountability, evaluation, or assessment. A course may be academic, exploratory, or preparatory.

Knowledge & Skills
Specific work tasks performed on the job. They are related to the Industry Standards and/or the Essential Academic Learning Requirements.

Portfolio
A portfolio is a collection of student work documenting knowledge, skills, and experiences in and out of school. It documents pathway progress. The portfolio will enable a student to keep a record of their progress in these areas:

- student as individual
- student as worker (career development)

Students who participate in a presentation of their portfolio will demonstrate how they have applied their skills and knowledge during their high school experience. They will also demonstrate self-advocacy skills and a connection between themselves and their community.

Project/Presentation
Your district may require a culminating project. This requirement offers students an opportunity to apply their learning in a “real world” way. School districts can set parameters for how students accomplish these projects.

For more information regarding Washington State High School graduation requirements: www.k12.wa.us and your district’s website for local requirements.

More detailed information and sample occupations within each of the five Pathways begins on page 11.
# High School Planning Worksheet

**Name:**

After High School Plan:

Career Pathway:

**Classes**

<table>
<thead>
<tr>
<th>Minimum credits required</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
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</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
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<tr>
<td>Career &amp; Technical Education (CTE)</td>
<td></td>
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<tr>
<td>Health &amp; Fitness (PE)</td>
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<tr>
<td>Fine/Visual &amp; Performing Arts</td>
<td></td>
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<tr>
<td>World Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><em>Required by 4-year colleges</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits (Minimum)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Post High School Plan

NAME: __________________________________________ Date ____________________
Career Pathway __________________________________________________________

List current career choices:
1) ___________________________________ 2) __________________________________ 3) __________________________________

My immediate plan after graduation is:
Complete at least TWO sections below (and on next page). Write “#1” next to your first choice plan and “#2” by your second choice plan.

☐ Community College/Choice # ___
Name/Location: ____________________________________________________________
Major: _________________________________________________________________
When should I apply? __________________________ Application Fee: $ ______
What is the required placement test? __________________________ Cost: $ ______
You will also need to fill out the FREE Application for Federal Student Aid (FAFSA) as soon as possible after January 1, your senior year, to help pay for school and be eligible for scholarships at the college.

These are the high school courses I will take to prepare for this path:
________________________________________

________________________________________

☐ Four-Year University/Choice # ____ · If you have not made your choices yet, you should visit schools ___
during spring break or summer. You should apply to more than one school: At least one “dream” school, one “target” school, and one “safety” school.
Name/Location: ____________________________________________
Major: _________________________________________________________
When should I apply?
List the school’s financial aid website:
List the school’s scholarship website:
Have you taken the SAT/ACT? ____________ If not, when will you take it?
(Recommendation: Take an SAT/ACT in the spring of the junior year and again the fall of senior year.)
SAT: www.collegeboard.org; Cost $ ____________ ACT: www.act.org; Cost $ ____________
You will also need to fill out the FREE Application for Federal Student Aid (FAFSA) as soon as possible after January 1, your senior year, to help pay for school and be eligible for scholarships at the college.

These are the high school courses I will take to prepare for this path:
________________________________________

________________________________________
Post High School Plan (cont’d)

☐ Technical College/Choice # ___
Name/Location: ____________________________________________________________
What certificate program or certificate? __________________________________________
When should I apply? _________________________________________________________ Application Fee: $ ________

You will also need to fill out the FREE Application for Federal Student Aid (FAFSA) as soon as possible after January 1, your senior year, to help pay for school and be eligible for scholarships at the college.

These are the high school courses I will take to prepare for this path:
________________________________________________________________________

☐ Military Service/Choice # ___
Branch ___________________________ Job Title ______________________________________
Circle one: Academy ___________ ROTC _______ Enlistment ______
Have you taken the ASVAB? ______ Have you and your guardian talked with a recruiter? ______
ROTC and Academy options require SAT/ACT scores. Have you taken the SAT/ACT? ______

These are the high school courses I will take to prepare for this path:
________________________________________________________________________

☐ Apprenticeship/Choice # ___
Which program? _______________________________ Website: __________________________
What are the program requirements? ____________________________________________
Where do you apply? ______________________________________ Application deadline ________
What qualifications do you have for this program? _________________________________

These are the high school courses I will take to prepare for this path:
________________________________________________________________________

☐ Employment/Choice # ___  ___ Full Time  ___ Part Time while attending school
Business ___________________________________________ Job Title __________________________
Have you secured this position? ______
What contacts have you made? _________________________________
What training/certifications do you have/need for this position? (food handlers card, 1st Aid CPR, etc.)
________________________________________________________________________

What qualifications do you have for this program? ________________________________

These are the high school courses I will take to prepare for this path:
________________________________________________________________________
Post High School Financial Plan

My College Choices and Deadlines

<table>
<thead>
<tr>
<th>School Name/Program</th>
<th>Application Deadline</th>
<th>Date Application Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Choice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paying for my Education/Training (One full year)

<table>
<thead>
<tr>
<th>Expenses</th>
<th>1st Choice School</th>
<th>2nd Choice School</th>
<th>3rd Choice School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room and Board</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL COST PER YEAR</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% The FULL cost of my educational plan, which completes my degree/program, will be:

TOTAL COST PER YEAR (from above) $ ____________

Multiplied by the length of my program (1.5 years, 4 years, etc.)

Equals the FULL COST OF MY DEGREE/PROGRAM $ ____________

% My financial plan to PAY for the FULL cost of my post high school degree/program will be:

________________________________________________________________________________________

________________________________________________________________________________________

% The steps I need to complete in order to apply for Financial Aid are:

☐ Utilize the www.washboard.org for scholarships (complete my profile and submit)
☐ Discuss with parent/guardian family resources available for my education
☐ Submit local scholarship applications by individual deadlines
☐ Complete the FAFSA January of my senior year
☐ Complete supplemental financial aid form (if required) January/February of my senior year (or by deadlines outlined by the college)
☐ Complete college specific scholarship applications by college deadlines
☐ Other ________________________________
# Post High School Action Plan

Steps I have taken, or will take, to prepare for my transition beyond high school:

*The It’s Your Future guide includes detailed steps for each type of post-high school plan. (Steps vary for each plan)*

<table>
<thead>
<tr>
<th>DONE</th>
<th>Will complete by (Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
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<td>______</td>
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<tr>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

Contact someone in each school, program or job in which I am interested.
Tour the schools or programs in which I am interested.
View website of schools or programs in which I am interested.
Identify application due dates.
Complete at least two school or program applications.
Identify local and state scholarships I qualify for.
Submit at least three scholarship applications.
Complete the FREE Application for Federal Student Aid (FAFSA).
Participate in a Career Day, Job Shadow or Internship experience.
Complete career research in my interest areas.
Take the needed tests to apply (SAT/ACT/ASVAB/Accuplacer, etc.)
Other: __________________________
Other: __________________________

These are the classes that I have taken, or will take, in high school that fit my interest areas:

________________________________________________________________________________

________________________________________________________________________________

Please explain in your own words why you have chosen the post high school plan that you have, and why you think it fits your personality, skills and interests: ________________________________

________________________________________________________________________________

________________________________________________________________________________

The type(s) of help I will need to make my plan a reality are: ________________________________

________________________________________________________________________________

________________________________________________________________________________

**ACTION PLAN:** (What I need to do next...) ________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Student Signature: __________________________ Date: __________________

Parent/Guardian Signature: __________________________ Date: __________________
# Arts & Communications

The pathway of Arts & Communications consists of programs related to the humanities and the performing, visual, literary and media arts. Students who enjoy artistic, innovative, or intuitive interests or display verbal, visual, and/or musical skills should consider this pathway. *If you prefer less structured environments that allow you to use your imagination or creativity, then Arts & Communications may be the pathway for you.*

## How do you feel about the following questions?

- Are you creative, innovative?
- Do you like to express your feelings and ideas visually, in writing or by performing?
- Do you like to create with your hands?
- Do you like to participate in music, theater arts, journalism, or creative design?
- Do you find that your solutions to problems are different from those of your friends?
- Do you like the challenge of solving problems?
- Are you comfortable speaking/performing in front of others?

## Careers in Arts & Communications

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>Skilled Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are examples of careers which usually require on-the-job training or special technical classes in high school:</td>
<td>These are examples of careers which usually require training beyond high school up to two years of study at a community or technical college:</td>
</tr>
<tr>
<td>• Artist</td>
<td>• Illustrator</td>
</tr>
<tr>
<td>• Printer</td>
<td>• Jeweler</td>
</tr>
<tr>
<td>• Photographer</td>
<td>• Graphic Designer</td>
</tr>
<tr>
<td>• Singer</td>
<td>• Fashion Designer</td>
</tr>
<tr>
<td>• Musician</td>
<td>• Photographer</td>
</tr>
<tr>
<td>• Actor and Actress</td>
<td>• Floral Designer</td>
</tr>
<tr>
<td>• Stage Technician</td>
<td>• Interior Designer</td>
</tr>
</tbody>
</table>

**NOTE:** The careers listed in each career pathway are examples and do not represent all careers in each pathway.

## Professional Level

These are examples of careers which usually require four or more years of specialized college study:

- Advertising Director
- Journalist
- Fashion Designer
- Graphic Designer
- Interior Designer
- Photographer
- Writer or Editor
- TV/Radio Broadcasting Director
- Musician
- Specialty Teacher
- Actor and Actress
- Singer and Dancer
- Architect

*If you answered “yes” to many of the questions see your Counselor and visit the Career Center for more information on these and other careers in the Arts & Communications pathway.*
Business & Marketing

The Business & Marketing Pathway may be for you if you like to work with data, have clerical/numerical interests or are detail oriented, or if you like to work with others by influencing, persuading, and leading for organizational economic goals.

Business & Marketing careers include a wide variety of occupations and professions from the entry-level jobs to the highest level of administrative and managerial positions. These areas require varied levels of ability, skill, and educational preparation. The minimum educational requirement, the high school diploma, is required for some careers. A four-year college degree is required for others.

Many careers are available in the areas of accounting, business administration, finance, real estate, insurance, merchandising and office occupations. Some of these jobs involve making decisions and supervising the activities of employees, while other jobs provide support services and assistance to executives, administrators and managers.

### Skilled Level
These are examples of careers which usually require training beyond high school up to two years of study at a community or technical college:
- Accountant
- Administrative Secretary
- Computer Operator
- Customer Service Representative
- Legal/Medical Secretary
- Insurance Agent
- Office Manager
- Sales Manager
- Bank Teller
- Small Business Operator
- Apartment Manager
- Real Estate Agent
- Claims Adjuster
- Restaurant Manager

### Professional Level
These are examples of careers which usually require four or more years of specialized college study:
- Accountant
- Economist
- Fashion Merchandising
- Marketing Manager
- Human Resources Manager
- Public Relations
- Small Business Manager/Owner
- Sales Manager
- Financial Planner
- Event Planner
- Public Relations Worker
- Urban Planner
- Lawyer

### How do you feel about the following questions:
- Do you enjoy planning and directing activities?
- Do you like working in a structured environment?
- Do you like talking and working with others?
- Is competition fun for you?
- Do you have the ability to think logically and make decisions?
- Are you enthusiastic and self-confident?
- Do you enjoy marketing products or ideas to others?

If you answered “yes” to many of the questions see your Counselor and visit the Career Center for more information on these and other careers in the Business & Marketing pathway.
Engineering & Technology

The Engineering & Technology Pathway consists of programs of study related to the technologies necessary to design, develop, install, or maintain physical systems. Students who prefer to work with objects, machines or tools and like to investigate, observe, learn, analyze or solve problems of a mechanical or technical nature should consider this pathway.

How do you feel about the following questions?

- Do you enjoy using facts and judgment to solve problems - "Figuring things out"?
- Do you like to tinker with objects and figure out how they work?
- Do you like to work with your hands, assembling, building, or repairing things?
- Are you comfortable working with machines or equipment?

Do you have:

- an aptitude in math and science?
- good eye-hand coordination?
- the ability to communicate and get along well with others?
- the ability to work accurately and precisely?
- the curiosity and ability to solve a problem creatively?
- the ability to complete projects?
- a preference to working with your hands?
- the ability to use logic to solve problems?
- the ability to understand and pay close attention to standards?

Careers in Engineering & Technology

Entry Level
These are examples of careers which usually require on-the-job training or special technical classes in high school:

- Locksmith
- Carpenter’s Helper
- Machine Tool Operator
- Heavy Equipment Operator
- Manufacturing Assembler
- Aircraft Assembler
- Bricklayer & Tile Setter

Skilled Level
These are examples of careers which usually require training beyond high school up to two years of study at a community or technical college:

- Aircraft Mechanic
- Drafter
- Appliance Repair Machinist
- Welder

Professional Level
These are examples of careers which usually require four or more years of specialized college study:

- Carpenter
- Auto Mechanic
- Auto Body Repair
- Electronics Technician
- Broadcast Technician
- Computer Programmer
- Computer Support Specialist
- Network Administrator
- Web Specialist

If you answered “yes” to many of the questions see your Counselor and visit the Career Center for more information on these and other careers in the Engineering & Technology pathway.
Health & Human Services

The Health & Human Services Pathway consists of programs of study related to the promotion of physical and mental health. If you like to observe, learn, investigate, analyze, evaluate or solve problems related to health issues this may be the pathway for you. If you like working with others by helping, informing, educating or healing, you may want to consider a career in Health and Human Services. The Health & Human Services occupations are among the fastest growing areas in our economy. The opportunities are varied and offer opportunities at all educational levels.

Development of strong “people skills” is critical to success in this occupational pathway. Classes in this pathway will enhance these interpersonal skills as well as provide a strong background in personal health issues.

How do you feel about the following questions?

Do you:
- like helping others learn new things or acquire information?
- get along with a wide variety of people?
- enjoy providing service to other people?
- enjoy learning about how society works and group interaction?

Are you interested in:
- family relations and child care and development?
- medicine and health?
- law enforcement?
- food services?
- teaching?
- recreation and entertainment?

<table>
<thead>
<tr>
<th>Careers in Health &amp; Human Services</th>
<th>Professional Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Level</strong></td>
<td>These are examples of careers which usually require on-the-job training or special technical classes in high school:</td>
</tr>
<tr>
<td>• Home Health Aide</td>
<td>• Dentistry</td>
</tr>
<tr>
<td>• Hospital Attendant</td>
<td>• Medicine (Human and Veterinary)</td>
</tr>
<tr>
<td>• Educational Assistant</td>
<td>• Chiropractor</td>
</tr>
<tr>
<td>• Social Service Aide</td>
<td>• Teacher</td>
</tr>
<tr>
<td>• Nursing Assistant</td>
<td>• Speech Pathologist</td>
</tr>
<tr>
<td>• Waitress/Waiter</td>
<td>• Physical Therapist</td>
</tr>
<tr>
<td>• Receptionist</td>
<td>• Nursing</td>
</tr>
<tr>
<td>• Secretary</td>
<td>• Pharmacist</td>
</tr>
<tr>
<td>• Child Care Worker</td>
<td>• Mental Health Therapist</td>
</tr>
<tr>
<td>• Home Health Aide</td>
<td>• School Counselor</td>
</tr>
<tr>
<td>• Postal Worker</td>
<td>• Forensic Scientist</td>
</tr>
<tr>
<td><strong>Skilled Level</strong></td>
<td>• Interpreter &amp; Translator</td>
</tr>
<tr>
<td>These are examples of careers which usually require training beyond high school up to two years of study at a community or technical college:</td>
<td></td>
</tr>
<tr>
<td>• Dental Hygienist</td>
<td></td>
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<tr>
<td>• Medical Assistant</td>
<td></td>
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<tr>
<td>• Surgical Technician</td>
<td></td>
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<tr>
<td>• Respiratory Therapist</td>
<td></td>
</tr>
<tr>
<td>• Child Care Worker</td>
<td></td>
</tr>
<tr>
<td>• Dental Assistant</td>
<td></td>
</tr>
<tr>
<td>• Licensed Practical Nurse</td>
<td></td>
</tr>
<tr>
<td>• Cosmetologist</td>
<td></td>
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<tr>
<td>• Firefighter</td>
<td></td>
</tr>
<tr>
<td>• Sign Language Interpreter</td>
<td></td>
</tr>
<tr>
<td>• Veterinary Technician</td>
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</tr>
</tbody>
</table>

If you answered “yes” to many of the questions see your Counselor and visit the Career Center for more information on these and other careers in the Health & Human Services pathway.
Science & Natural Resources

The *Science & Natural Resources Pathway* consists of programs of study related to the physical and natural sciences. Students who prefer to work in a laboratory setting and like to observe, learn, investigate, analyze or solve problems using scientific research methods should consider this pathway. Students who like to work outdoors or with plants, animals or nature are also candidates for a career in Science and Natural Resources.

How do you feel about the following questions?

**Do you like:**
- solving problems using facts and judgment?
- working with things and ideas?
- creating designs of items for work and life?
- developing solutions to scientific questions?
- reading and learning about medical problems?

**And do you have the ability to:**
- perform math problems quickly and accurately?
- apply math in formulas and word problems?
- read and understand factual material in magazines and texts?
- understand scientific principles?
- perform scientific experiments?
- work with mind and hand to solve complex problems?
- create or invent solutions to intricate technical questions?

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**Careers In Science & Natural Resources**

**Entry Level**
These are examples of careers which usually require on-the-job training or special technical classes in high school:
- Animal Caretaker
- Gardener
- Farm or Ranch Laborer
- Pest Control Worker
- Greenhouse Worker
- Well Driller

**Skilled Level**
These are examples of careers which usually require training beyond high school up to two years of study at a community or technical college:
- Animal Trainer
- Pet Groomer
- Floral Designer
- Fish Hatchery Worker
- Forestry Technician
- Landscape Contractor
- Pollution Control Technician
- Surveyor
- Soil Conservation Aide

**Professional Level**
These are examples of careers which usually require four or more years of specialized college study:
- Agricultural Scientist
- Astronomer
- Environmental Engineer
- Engineer
- Biologist
- Marine Biologist
- Food Scientist
- Forester
- Chemist
- Fish & Wildlife Specialist
- Meteorologist
- Landscape Architect
- Nuclear Engineer

*If you answered “yes” to many of the questions see your Counselor and visit the Career Center for more information on these and other careers in the Science & Natural Resources pathway.*
Career & College Readiness

Explore your career path now
Starting your career pathway can begin in high school with a part-time job in your pathway or with other experiences in the community. These activities could be considered as stepping-stones to post-high school employment, community college, professional/technical training, or entrance into a 4-year college or university. Prepare for your Career Path today:

- Maintain a good attendance record
- Take relevant courses in interst area
- Get involved; join teams, clubs, student government, etc.
- Be a positive role model to your peers
- Ask questions, all the time
- Volunteer in your community
- Set academic goals for yourself
- Meet and surpass those goals
- Read
- Talk with your teachers, career/guidance counselors, and parents
- Tour a skills center or post-secondary training facility.

Work-site Learning
Work-site Learning combines classroom learning with experience at a work site. These experiences are monitored by both a teacher and someone at the work site and can be part of a class you can take for credit at your school. Work-site Learning may be full-time or part-time. It can give you a sneak peek at a job that interests you and introduce the skills you would need to pursue that job as a career. If you don't like your experience at the work site, you can rule it out as a career. If you do, continue to explore the pathway, learn more and gain more experience.

Job Shadow
Job Shadow is a unique experience that can give any student an up-close look at the day-to-day work environment of a particular career. Job shadows are unpaid and usually last from a few hours to a day or more. Think of job shadows as a sample taste of a job. If you like the “taste,” you can seek an internship and experience a larger portion. For high school students, job shadowing can help connect what they are learning in school to real life. Friends, family, companies, hospitals, government offices, and industries are all great places to seek out a job shadow. Guidance counselors and career specialists are also very helpful in assisting students in identifying places to shadow.

Job Shadow Tips
- Investigate the occupation/company you want to shadow.
- Have a current résumé and references available.
- Dress professionally. Ask the person you are shadowing what would be appropriate to wear.
- Be respectful and flexible; you may have to reschedule.
- Get assistance from your career center or guidance office.
- Prepare questions ahead of time.
- Always remember to write a thank-you letter to the employer.

Internships
An internship is a great opportunity to learn more about a career during a set period of time and with a particular focus. Some internships are paid while others are not. Both offer great skill building experiences that will be beneficial when applying for jobs, scholarships, apprenticeships, and colleges. Some places to find out more about internships are:

- Career/Guidance Counselors
- Current Employers
• Parent/Guardian’s Employers
• Internet Searches:
  American Civil Liberties Union of Washington State
  www.aclu-wa.org
  Boeing Internship Information Manufacturing Technology Advisory Group (MTAG)
  www.mtag-wa.org
  Governor’s Internship Program
  www.dop.wa.gov
  U.O. School of Journalism and Communication
  jcomm.uoregon.edu
  Legislative Internships in Washington
  www.leg.wa.gov/internships/
  Science & Natural Resources Internships
  www.dnr.wa.gov

Practice employability skills in the classroom

Attendance: Attend classes and work site consistently according to assigned schedule.
Punctuality: Arrive on time to class and work site according to assigned schedule.
Organization: Record assignments in planner daily; keep class work throughout the term; organize classroom work area; clean up work area before leaving.
Time Management: Complete and turn in all assignments on time; help others or work on enrichment activities when assignments are completed; make constructive use of class time.
Safety: Observe safety rules; enforce safety regulations with peers; report defective equipment and potential hazards to your teacher.
Responsibility: Ask for clarification and feedback when necessary; communicate with your teachers ahead of time if an assignment cannot be completed on time; show initiative in picking up work after an absence; accept responsibility for mistakes.
Self-management: Use good manners and etiquette; maintain good hygiene, including appropriate attire; maintain self-control in difficult situations; use appropriate verbal and body language.

Integrity: Be honest; follow through on tasks; maintain confidentiality; use school supplies and equipment in an appropriate manner.
Teamwork: Understand the role of a team and how to function as part of a team; provide leadership; contribute to team effort; accept suggestions and constructive criticism without being offended.
Civility: Show a positive demeanor while focusing on the task; utilize active listening skills; use tact: limit socializing during work time; display compassion toward others.
Diversity: Listen and respect other points of view; acknowledge and accept students with different learning styles and abilities; use patience when communicating with others; refrain from making inappropriate comments.
Leadership: Set a good example; be a resource for others; give positive and constructive feedback to others; accept responsibility willingly.
Performance: Be aware of evaluation criteria for each assignment; modify behavior to improve performance; demonstrate proper listening skills while accepting feedback; put forth consistent effort.

Community service

What is Community Service? Community Service is providing assistance to improve the quality of life for the people in your community through personal, cultural, environmental, or civic involvement. Community experiences help you apply skills and knowledge, develop workplace skills, and gain valuable experience.
You will also make important contacts that may help you reach your career goals. Community experience also fosters the development of a sense of caring for others.

There is no question that we all want to make a difference. It is a natural human desire to want to know that our contributions have resulted in something or someone being better off. You may be involved in community or service activities throughout high school. This may be in the form of class or club activities such as food drives, tutoring younger students, organizing a campus clean up day, or coordinating events that promote good will.
GETTING STARTED
Every successful service project reflects four basic principles:
  • Preparation
  • Action
  • Reflection
  • Recognition

These principles maximize both the educational and personal benefits of the volunteer experience.

The next step is to research and identify a need in your community.
  • Identify the problem and set a project goal.
  • Develop goals and objectives.
  • Be sure everyone involved understands the service and objective.
  • Research your project.
  • Arrange to visit the volunteer site before you commit to it.
  • Contact organizations that may have dealt with similar problems.
  • Fine-tune your project.
  • Select your project and begin implementation.

• CELEBRATE YOUR SUCCESS

Keep a Record of Your Service and Volunteer Activities
A service log keeps track of your volunteer service project, dates, hours, duties and purpose of service, and the name of the organization providing your service opportunity.

Keep track of all service hours completed during high school (grades 9-12). This can be kept in your student portfolio and updated as service projects are completed. Many employers, many colleges and most scholarship applications will ask for this information.

The Importance of Reflection
Reflection emphasizes the learning in service and volunteer action. It helps to connect the service to your personal interests and goals as well as those whom you have helped. Reflection is also important feedback to identify quality projects, what is being done well, and what needs to be changed. The opportunity to review and evaluate an experience gives you the freedom, power, and responsibility to choose or adjust the direction of your life. Write down your experiences, what you liked, didn't like and what you learned. Reflection is at the heart of becoming a self-directed and lifelong learner. The following questions should be addressed when reflecting on your service or volunteer experience:
  • Why did you pick this particular community involvement experience?
  • Did this experience help answer questions about your career pathway?
  • What specifically did you do during your experience?
  • Did you have any problems or comments about the organization or staff? If so, describe.
  • Would you recommend this site/organization to other students? Why or why not?
  • What could be done to improve this opportunity?
  • Explain how you have made a difference.
  • What skills did you use in your community experience?
  • Which additional skills would have been valuable? Examples of volunteer services:
    – Drug abuse and prevention organizations
    – Community centers
    – Schools
    – Environmental groups
    – Hospitals and clinics
    – Parks and recreation
    – Retirement and senior centers
    – Animal rescue

Helpful Web Sites:
  • SERVEnet
    www.volunteermatch.org
  • DO Something
    www.dosomething.org
  • The Corporation for National & Community Service
    www.nationalservice.gov
  • United Way
    www.unitedway.org
### Dual Enrollment/Credit Programs in Washington State

The following programs help teens acquire useful college-level skills and earn college credit while still in high school.

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Benefits</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tech Prep</strong></td>
<td>A program that allows qualified high school students to take college-level Career and Technical Education (CTE) courses within their high school and earn both high school and college credit.</td>
<td>• Remain in high school &lt;br&gt; • Rigorous, college-level class &lt;br&gt; • Earn both high school and college credit &lt;br&gt; • May lead to industry certification, degree and/or employment &lt;br&gt; • TUITION FREE</td>
<td>No cost to student</td>
</tr>
<tr>
<td><strong>Running Start</strong></td>
<td>A program that allows qualified high school juniors and seniors to attend college classes and earn both high school and college credit at the same time.</td>
<td>• Accelerated class &lt;br&gt; • Earn both high school and college credit &lt;br&gt; • Determine transferability of college credits &lt;br&gt; • Ensure credits apply to high school graduation requirements &lt;br&gt; • Must meet application/registration deadlines</td>
<td>Tuition waived, student pays lab fees, transportation, and textbooks.</td>
</tr>
<tr>
<td><strong>College in the High School</strong></td>
<td>A program that allows qualified high school students to take college-level courses within their school and earn both high school and college credit.</td>
<td>• Remain in high school &lt;br&gt; • Accelerated class &lt;br&gt; • Earn both high school and college credit &lt;br&gt; • Meet college course standards</td>
<td>Variety of fees, including tuition and textbooks.</td>
</tr>
<tr>
<td><strong>Advanced Placement</strong></td>
<td>Identified courses that prepare high school students to take advanced placement tests, allowing advanced placement and/or credit at the postsecondary level.</td>
<td>• Remain in high school &lt;br&gt; • Accelerated class &lt;br&gt; • Advanced placement and/or college credit granted based on test score</td>
<td>Test fee</td>
</tr>
<tr>
<td><strong>International Baccalaureate</strong></td>
<td>Internationally recognized program which offers college credit for students completing a standardized curriculum and culminating exam.</td>
<td>• Remain in high school &lt;br&gt; • Maintain high degree of scholarship &lt;br&gt; • Apply for testing</td>
<td>Test fee</td>
</tr>
</tbody>
</table>

**Information available at:**

- Your High School Career/Guidance Counseling center
- Local Community College Running Start & Tech Prep offices
- Olympic College 360-475-7646 or 1-800-259-6718 · Running Start
- Olympic College 360-475-7353 · Tech Prep
WEST SOUND TECHNICAL SKILLS CENTER

“Creating Quality Candidates for Tomorrow’s Careers”

West Sound Technical Skills Center provides high school students with the skills, leadership, and employability training needed for success in school and the working world. Whether you’re continuing your education through university, community/technical college, an apprenticeship, or going directly into the workplace, West Sound Tech is well suited to jump start careers and prepare students for a smooth transition to life after high school.

Programs Offered

- Automotive Technology
- Collision Repair Technology
- Construction Trades
- Cosmetology
- Culinary Arts
- Engineering & Design
- Hospitality & Tourism
- Professional Medical Careers
- Public Safety Occupations
- Welding

How to Apply and Register

1. Meet with your counselor, review your schedule, and obtain approval to apply.
2. Complete WST application and get all required signatures.
3. Bring completed application to West Sound Tech, meet with staff, and view facility.
4. Obtain confirmation of enrollment from your school counselor or West Sound Tech.

* Students in all programs are eligible for college credit from local community/technical colleges.

* Students may also earn high school equivalency credits in art, English, math, science, social sciences, health and P.E. See your high school counselor for details.

101 National Avenue N, Bremerton, WA 98312
360-473-0550
www.westsoundtech.com
Preparing for Apprenticeship

When you have decided on a trade, apply to the Washington State approved apprenticeship program in your area offering training in that trade. There may not be immediate openings in that program and you may need to put your name on a waiting list. Apprenticeship programs usually only bring in new apprentices where there are enough jobs to keep all apprentices working. Some trades only accept applications at certain times of the year. Others require that you find a job in the trade before you are accepted into the program.

If you are interested in an occupation not listed here, and an employer is willing to hire you as an apprentice, the Regional Apprenticeship Coordinator for your area may be able to assist you. See the list of Regional Apprenticeship Coordinators for assistance for you and your employer in developing an apprenticeship program.

Apprenticeship is a rewarding but demanding choice that requires determination, commitment, attitude and physical conditioning to succeed. If you choose a career in construction, you will need to stretch your budget in preparation for layoffs because the work is often seasonal. You need to stay in excellent physical shape and remain drug and alcohol free even when you are not working.

For those who meet the challenges of apprenticeship, the rewards are substantial. A journey level worker is a highly trained and skilled worker whose qualifications are recognized and respected throughout the industry. Apprenticeship is one of the best ways to acquire the work experience and training to establish yourself in a career.

Are you apprentice ready? Do you have?

- Good work ethic
- Positive attitude
- Aptitude for the trade/occupation and some work history (paid or unpaid)
- Necessary physical condition
- Valid Washington State driver’s license and good driving record
- Good comprehension of the English language
- Education required of the trade - usually high school diploma
- Good basic math skills as some trades require geometry or algebra
- Good basic knowledge of hand and power tools and how to use them safely if going into a trades-related apprenticeship
- Stable living situation and a phone
- Meet the minimum requirements for chosen trade

Apprenticeship Program Planner

<table>
<thead>
<tr>
<th>Career Path</th>
<th>Career Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Junior Year

- Take relevant elective classes
- Research Apprenticeship options

Senior Year

- Investigate apprenticeship programs through Career Center
- Decide on an apprenticeship program
- Contact Regional Office and apply
- Attend Post-Secondary/College-Career Night
Washington State Registered Apprenticeship

Apprenticeship involves much more than getting a job: It is a career choice and a commitment.

To many, apprenticeships are the “Original 4-Year Degree.” Apprenticeship combines classroom studies with on-the-job training under the supervision of a journey level craft person or trade professional. Apprenticeship programs are a proven success in Washington State. They offer key benefits not normally found in other education and job training programs.

- You “earn while you learn” - earning a living wage with health care, retirement and other benefits while learning skills in a trade.
- Wages increase progressively as your skill level increases by learning the trade both in the classroom and working under the guidance of a journey level worker on the job site.
- After completing an apprenticeship program, your journey level status provides an additional benefit of nationwide mobility at journey level scale.

The address and website for the central apprenticeship office is:
Department of Labor and Industries
Specialty Compliance Services Division
Apprenticeship Section, PO Box 44530
Olympia, WA 98504-4530
(360) 902-5320/5323/5324 FAX (360) 902-4248
www.lni.wa.gov/tradeslicensing/apprenticeship/default.asp

At this website, descriptions and more detailed information may be obtained for specific apprenticeship programs listed below.

The website for the community technical colleges with apprenticeship programs in the state can be located through www.cis.ctc.edu/pub/colleges.htm.

Examples of Apprenticeship Programs in Washington State
Automotive Machinist
Boilermakers
Carpenters
Carpet, Linoleum,
    Soft Tile Layers
Cement Masons
Construction Teamster
Cosmetology
Culinary Arts
Dispensing Opticians
Early Child Care Education
Electrical Line Workers
Electrical Workers
Firefighter, Fire/Medic
Glaziers, Architectural
    Metal and Glass Workers
Heat and Frost Insulators
    and Asbestos Workers
Ironworkers
Laborers
Lathing, Acoustical, Drywall
    and Thermal Insulation
Machinists
Masonry (Bricklaying
    and Tile setting)
Meat Cutters
Millwrights
Operating Engineers
Painters and Decorators
Pile Drivers
Plasterers
Plumbers, Steamfitters,
    Pipe Fitters and
    Refrigeration Workers
Power Line Clearance
    and Tree Trimming
Roofers
Sheet Metal Workers
Sprinkler Fitters
Stationary Engineers
Puget Sound Naval Shipyard (PSNS) Apprenticeships

High Voltage Electrician
Production Machinery Mechanic
Production Machinery Electrician
Electronic Industrial Control Mechanics
Industrial Electrician
Ship fitter
Sheet Metal Mechanic
Welder
Machinist
Plate Shop (Electroplater)
Marine Machinery Mechanic
Marine Electrician
Marine Pipe fitter
Insulator
Shipwright
Electronic Mechanic
Painter
Temporary Services Electrician
Fabric Workers
Temporary Services Pipe fitter
Nondestructive Testing
Crane Electrician
Crane Mechanic
Rigger
Electronics Industrial Mechanic

The Helper Program is a one-year program that is accredited through Olympic College and leads to a Certificate of Completion. Helpers receive a broad, fundamental education and orientation to the industrial workplace. Tuition and books are paid for by the program, however, in this program students attend classes on their own time during evening hours. Classes are held at the Shipyard. The Helper Program places employees in an excellent position to compete for Apprentice openings. Approximately 85% of the new Apprentice class is selected from the Helper Program.

Puget Sound Naval Shipyard and Intermediate Maintenance Facility (PSNS & IMF) provides an accredited, cooperative education (Apprenticeship) program in a variety of industrial trades. Apprentices are paid while attending classes during regular working hours, Monday through Friday. They rotate between on-the-job learning and classroom studies, typically spending two weeks in class and two weeks on the job each month, and work full-time during breaks between quarters. This program is designed to provide journey-level trades people and normally takes four years to complete. All Apprentices take the same academic training. Trade Theory training is taught by trade experts and is where the knowledge and skills of a particular discipline are imparted. At the end of the third year, Apprentices are awarded an ATA degree from Olympic College. The fourth and final year is dedicated to on-the-job experience.

Information about jobs at PSNS & IMF can be found at www.donhr.navy.mil. Once at the website click on the Employment tab and then the USAJobs link. From there you will need to create an account before you can apply for any jobs. Be sure to read the Help/FAQs link at the bottom of the page. It contains valuable information to assist you in the application process. Make sure you follow all directions during the process and complete until you click the “Submit” button. See your career center for assistance with the USAJobs application process.
Employment Planner

**CAREER PATH**

**CAREER INTERESTS**

**Sophomore/Junior Year**
- Spring
  - Participate in Portfolio Conference
- Spring
  - Develop and/or update resumé

**Senior Year**
- Conduct career research
- Update resumé and cover letter
- Obtain three letters of recommendation
- Conduct a job search
- Complete job application(s)
- Write and/or update cover letter
- Practice job interviewing skills

**1st Semester**
- Meet with counselor for graduation/credit check

**Fall or Spring**
- Attend Post-Secondary/College-Career Night

**2nd Semester**
- Meet with counselor for graduation/credit check

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**WorkSource Centers**

Washington State provides job placement assistance through a network of WorkSource Centers. Job seekers are screened, offered employment counseling, job search assistance, testing and referral training, and other services. WorkSource also assists employers in special recruiting efforts for hard-to-fill jobs and provides special testing and employment screening. Pathways to Success is located at the local WorkSource Center and offers specific employment training programs for youth.

**WorkSource Kitsap County**
1300 Sylvan Way
Bremerton, WA 98310
360-337-4810

**Pathways to Success**
1300 Sylvan Way
Bremerton, WA 98310
360-337-4806

**Kitsap Community Resources**

**South Kitsap Family Services Center**

**WorkSource Affiliate**
3200 SE Rainshadow Court
Port Orchard, WA 98366
360-473-2159

**WorkSource Jefferson County Affiliate**
207 W. Patison
Shold Business Park
Port Hadlock, WA 98339
360-379-5036

**WorkSource Mason County Affiliate**
2505 Olympic Hwy N #420
P.O. Box 1428
Shelton, WA 98584
360-427-2242
Fax: (360) 427-2088
TTY: (360) 427-2249

**WorkSource Center Pierce**
1305 Tacoma Ave So., Suite 201
Tacoma, WA 98402
253-593-7300
Fax: (253) 593-7377
TTY: (253) 593-7319
worksourcepierce@esdwa.gov
Web Sites for Your Job Search

Washington State Employment Security
www.esd.wa.gov

WorkSource Joblinks-WA State Employment
www.go2worksource.com

Washington Employment Web Pages
www.washjob.com

Where are you going? Workforce Board
www.wtb.wa.gov

The News Tribune Classifieds
www.thenewstribune.com/classified-ads/

South Sound Jobs
www.thenewstribune.com/jobs/

Kitsap News Group/
Sound Publishing Newspapers
www.nw-ads.com
www.soundpublishing.com
www.bainbridgereview.com
www.northkitsapherald.com
www.centralkitsapreporter.com
www.portorchardindependent.com
www.bremertonpatriot.com

The Kitsap Sun
www.kitsapsun.com/

Kitsap County Employment
www.kitsapgov.com/jobline/default.htm

National Education and Wage Statistics
www.postsecondary.org

Peninsula Gateway
www.gateline.com

Want Ads
in local & regional newspapers

Phone Directory
Yellow Pages

For rules governing teen workers, go to:
www.lni.wa.gov/workplacertights/teenworkers

The Local Library
has business and industrial directories
that can be helpful in finding prospective
employers. Most libraries subscribe to
newspapers from various cities around
the country. Also, libraries have telephone
directories from all areas of the country, and
the Yellow Pages of these directories can be
used in a job search.

Civil Service Jobs
Local, State, or Federal Civil Service positions
are another source of jobs. Most government
jobs are competitive and require an application
to a Civil Service Commission.

Federal Employment
The United States Office of personnel
Management website: www.usajobs.gov
The Federal Government’s official one-stop
source for federal jobs and employment
information

Private Employment agencies
can help in locating job openings, and can
assist with the preparation of resumes and
applications. One possible disadvantage of
a private agency is the fee charged to
the applicant.

Chamber of Commerce or
Union Hiring Halls
www.lni.wa.gov/tradeslicensing/
apprenticeship/default.asp

High School Career Centers
Developing a Resumé

DEVELOPING A RESUME
A resume is a personal advertisement for your services and it has to be a good one. It is a job-hunting tool to help you get your foot in the door and obtain a job interview. It is what gets you noticed by a hiring manager. Include positive statements and highlight your strengths. Create a “master” resume and then update it as needed for different openings and as you gain additional skills and experiences.

INFORMATION INCLUDED ON A RESUME:

- Name, Address, Phone Number. And an “appropriate” email address is suggested.
- Job Objective – State the position you are applying for so it is clear to the reader.
- Work Experience – Describe paid and unpaid work. You develop skills and experiences through both.
- Education – Graduation year: include Tech Prep and other college credits you may have earned.
- Related Courses – That are relevant to the position you are applying for. World language courses could relate to any position.
- Skills and Abilities – That are relevant to the position you are applying for.
- Activities and Awards – As they related to the position. Define the skills you have because of your involvement in the activities and awards you earned. Spell out all acronyms, i.e. don’t list “FBLA”; list it as “Future Business Leaders of America”; “ASB” as “Associated Student Body”, etc.
- Volunteer and Community Service – Include skills and abilities you have gained through these experiences, don’t just list the group you volunteered or did community service with.
- References – Include three references, and either their title, or their relationship to you, on a separate sheet so you can change the information to be more relevant to the specific position you are applying for. Do not list relatives. Be sure you get permission to list someone as a reference.

SUBMITTING YOUR RESUME: Most employers will accept a “paper” resume with your application, but increasingly many employers ask you to submit your resume and application online. You may even need to create an “account” in order to submit.

ELECTRONIC FORMAT GUIDELINES: Follow the directions of the website, but generally simple fonts and aligning text to the left margin should help your resume display correctly. It is also a good idea to upload your resume as a whole document, rather than copy/paste.

KEY WORDS (ACTION VERBS) and PHRASES, USED IN A RESUME: Employers will list specific skills and abilities they are looking for in the job announcement or description. Include as many of the skills and abilities listed in the employment announcement as apply to your experiences and skills.
# Action Verbs Used in a Resume

## Communication Skills:
- Achieved
- Addressed
- Advertised
- Advised
- Arbitrated
- Authored
- Bargained
- Communicated
- Convinced
- Debated
- Edited
- Explained
- Extracted
- Influenced
- Informed
- Interpreted
- Interviewed
- Lectured
- Listened
- Mediated
- Motivated
- Negotiated
- Notified
- Paraphrased
- Persuaded
- Presented
- Promoted
- Published
- Read
- Reported
- Sold
- Scheduled
- Spoke
- Summarized
- Told stories
- Transcribed
- Translated

## Creative Skills:
- Arranged
- Composed
- Created
- Decorated
- Demonstrated
- Designed
- Developed
- Devised
- Discovered
- Displayed
- Drafted
- Entertained
- Experimented
- Explored
- Generated ideas
- Illustrated
- Imagined
- Invented
- Innovated
- Intuitive
- Mapped
- Modeled
- Observed
- Painted
- Perceived
- Photographed
- Played (instrument)
- Prepared
- Printed
- Styled

## Information Skills:
- Analyzed
- Appraised
- Assessed
- Balanced
- Checked
- Classified
- Compiled
- Computed
- Consolidated
- Copied
- Defined
- Detected
- Determined
- Diagnosed
- Drafted
- Evaluated
- Examined
- Filed
- Formulated
- Identified
- Inspected
- Investigated
- Judged
- Navigated
- Ordered
- Organized
- Processed
- Projected
- Proofread
- Questioned
- Related
- Researched
- Resolved
- Reviewed
- Selected
- Scheduled
- Surveyed
- Screened
- Tested
- Updated

## Leadership Skills:
- Accomplished
- Administered
- Chaired
- Coached
- Conducted
- Consulted
- Decided
- Delegated
- Directed
- Established
- Facilitated
- Implemented
- Instituted
- Initiated
- Lead
- Managed
- Monitored
- Motivated
- Oversaw
- Participated
- Planned
- Prepared
- Programmed
- Referee
- Represented
- Structured
- Supervised
- Umpired

## Manual & Mechanical Skills:
- Adapted
- Adjusted
- Assembled
- Built
- Catered
- Constructed
- Demonstrated
- Drove
- Fixed
- Handled
- Installed
- Lifted
- Made mock-up
- Manipulated
- Operated
- Overhauled
- Produced
- Remodeled
- Repaired
- Restored
- Serviced
- Sorted
- Tested
- Typed
- Unloaded
- Washed
- Weighed

## Mathematical Skills:
- Accounted
- Audited
- Bought
- Budgeted
- Calculated
- Collected
- Computed
- Counted
- Estimated
- Financed
- Formulated
- Maintained
- Marketed
- Money-managed
- Purchased
- Took inventory

## Interpersonal Skills:
- Aided
- Assisted
- Babysat
- Cared for
- Coordinated
- Consulted
- Educated
- Enforced
- Guarded
- Helped
- Hosted
- Initiated
- Instructed
- Obtained
- Protected
- Recruited
- Rehabilitated
- Served
- Supported
- Trained
- Taught
# SAMPLE RESUMÉ

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Your email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Street • Your City</td>
<td>Your Home Phone</td>
</tr>
</tbody>
</table>

**Objective:**
A challenging position with a growing company (or An interesting position as a __________ (list position title) with ________________ (list the specific company).

**Experience:**

**Starbucks Coffee**
Barista
- Brewed coffee, tea and chocolate, using coffee urns, drip and vacuum coffee makers, teapots, drink mixers and other kitchen equipment.
- Performed various duties to assist in filling customers’ orders, such as cooking hot cakes and waffles, boiling eggs and making toast.
- Cleaned and polished utensils and equipment used in food and beverage preparation.
- Prepared and served iced beverages, such as coffee, tea and fountain or bottled drinks.
- Served coffee and other hot beverages.
- Received payment by cash, check, gift and credit cards, vouchers, and automatic debits.
- Accurately tabulated bills using calculators, cash registers, and optical price scanners.
- Counted money in cash drawers at the beginning of shifts to ensure that amounts were correct and that there was adequate change.
- Prepared coffee shop for opening.

**Bremerton High School Counseling Office**
Office Assistant/Teacher Asistant
- Answered telephones, directed calls and took messages.
- Accurately compiled, copied, sorted and filed records of office activities, business transactions and other activities.
- Promptly delivered messages and ran errands.
- Efficiently operated office machines, such as photocopiers and scanners, facsimile machines, voice mail systems and personal computers.

**Kitsap County Humane Society**
Volunteer
- Fed and watered animals according to schedules and feeding instructions.
- Performed animal grooming duties such as washing, brushing, clipping, and trimming coats, cutting nails, and cleaning ears.
- Observed and cautioned children petting and feeding animals in designated areas in order to ensure the safety of humans and animals.
- Mixed food, liquid formulas, medications, and food supplements according to instructions, prescriptions, and knowledge of animal species.
- Cleaned, organized, and disinfected animal quarters.
SAMPLE RESUMÉ (CONT’D)

Education:  
Bremerton High School  
Diploma (or Graduating)  
Bremerton, WA  
2015

Olympic College  
Fifteen Tech Prep College Credits  
Bremerton, WA  
2013 - Present

- Accounting, Marketing, Beginning Computer Assisted Drafting (CAD), Child Development, welding,

Classes of interest: (list courses relevant to the position you are applying for).
- Spanish I and II, Child Development, Health, Early Childhood Education
- Business Law, Marketing/Schools Store, Accounting
- Beginning and Advanced Athletic Medicine, Anatomy and Physiology, Advanced Placement Biology

Activities:  
(List details about your involvement in clubs and/or sports or church/community events).
- Organized Key Club food drive for local food bank; collected 600 lbs of canned goods.
- Active participant in creating the backdrops and props for community play; 30 hours

Awards:  
Lettered in tennis; Lettered in baseball and Athlete of the Year Awards; Selected by rotary as Student of the Month for September.

Abilities and Skills:
- Earned above average grades while working part-time and participating in campus activities.
- On Honor Roll for four consecutive semesters.
- Tutored elementary students in English, twice a week.
- Dependable, able to work independently and with others toward a team goal.
- Strong telephone, communication and leadership skills
- Able to recognize client needs, and meet them.
- Basic knowledge of Windows, MS Word, Excel, Power Point and Internet.
- Strong training skills; quickly learn procedures and methods.
- Well-organized and efficient; capable of handling multiple projects concurrently.
- Professional demeanor; cheerful personality.
- Experience working with diverse groups.
- More than two years hands-on experience in landscape maintenance.
- Able to create a workable schedule to meet deadlines efficiently.
- Able to work under pressure and meet deadlines.
- Computer literate – can quickly learn new software.
- Honest, friendly, outstanding communication skills.
- Auditioned and accepted the section leader position for the bass players.

This sample is two pages; try to keep resume to a single page. Add, drop, change “categories” to highlight your experiences. If you have less “experiences”, increase the details under activities, awards, classes of interest, abilities and skills. This is a sample resume; your resume should reflect your qualifications.

List skills and abilities you have related to the specific opening as well as “transferable” skills, for example: customer service skills, dependable, on-time, honest, etc.

Include three References on separate page listing each person’s name, address, phone number, and job title or their relationship to you. Do not include relatives. Update your references to people who know your skills relative to the opening you are applying for. Ask permission before you list someone as a reference.
RESUMÉ WORKSHEET

Name ____________________________________________________________
Address __________________________________________________________
Phone Number ___________________________________________ email: __________________________

**Job Objective:** List the types of work you would like to do, i.e. courtesy clerk, receptionist, laborer, etc., and the types of businesses where you are planning to apply: i.e. grocery store, music store, retail store, restaurant, etc.

________________________________________________________________________

**EXPERIENCE** *(List most recent job first)*

Name of Employer ___________________________________________________ City/State __________________________
Dates of Employment (mm/yy-mm/yy) ___________________ Position/Job Title __________________________
Job Responsibilities/Duties (briefly describe what you did and how you did it) __________________________

________________________________________________________________________

**EDUCATION**

School Name ______________________________________________________ City/State __________________________
Graduation Date ____________________________________________________
Classes of Interest ___________________________________________________
Activities __________________________________________________________

________________________________________________________________________

Awards ______________________________________________________________
________________________________________________________________________
Activities ____________________________________________________________

________________________________________________________________________

**ACTIVITIES**

Organization or Activity ______________________________________________ Dates __________________________
Position Held/Skills Learned/Responsibilities ____________________________

**Abilities and Skills:** List the different skills and abilities you have that would help you do the job. This can include how you work with customers, computer skills (list the programs you are familiar with) or character traits that would make you a valuable employee. These skills can come from any area of your life.

________________________________________________________________________

________________________________________________________________________

**REFERENCES (on a separate sheet)**

Have a minimum of THREE references, their addresses, phone numbers, and job titles or their relationship to you.
Cover Letter

A cover letter is just what it implies. It is a letter that answers or spells out why that employer should use his/her time and money to interview you. It differs from a resumé in that it targets a specific company and a specific position. The cover letter allows the applicant to stress certain abilities, skills, and experience that make him/her ideally suited for the position. A cover letter can be used to explain certain questionable areas of the application or resumé such as unsteady work history, health problems, etc.

Tips to make Your Letter Professional:

- Research the company and the specifics about the position so you can tailor your letter to the needs of the organization.
- Avoid using too many sentences that start with “I” or writing in the passive voice (ex. “This experience enabled me to...” or “Through my internship, I was responsible for.”); instead, make yourself the subject of each sentence and use active descriptions (ex., “In this internship, I demonstrated sound judgment and problem-solving skills on a daily basis.”).
- Do not use contractions (I’d, didn’t, it’s).
- Spelling, grammar, or punctuation mistakes are out of the question! Cover letters are a reflection of your writing skills, so make each cover letter an example of your best work.
- Be sure to sign your letters. (Black ink is suggested)
- Keep your letter short and simple. This is not the time to tell your whole life’s story. Your cover letter should be no longer than one page!
- Visit the Career Center to have someone review your cover letter—you can drop in OR you can make an appointment anytime.
- Use good quality paper that matches your resume paper and envelopes.
Sample Cover Letter

YOUR NAME GOES HERE
STREET ADDRESS
CITY, STATE, ZIP CODE
PHONE NUMBER

NAME OF PROSPECTIVE EMPLOYER (Use Mr. or Ms.)
BUSINESS NAME/TITLE OF PROSPECTIVE EMPLOYER
STREET ADDRESS OR P.O. BOX
CITY, STATE, ZIP CODE

DATE

DEAR MR. (OR MS.) ____________________:

FIRST PARAGRAPH: This is the “why I’m writing to you” paragraph which immediately tells the employer the position you want to be considered for. This is short - usually 2-3 sentences. Points to cover:
• Why you are writing and which position you are applying for.
• How you heard about the position is irrelevant unless it is a mutual contact or recruiting program. Do not write, “I learned of this opportunity through the Career Services Office.”
• Show from your research why you are interested in this position or organization. The goal is to make a connection - do this Briefly and Specifically or leave it out; sweeping statements will not work.

SECOND PARAGRAPH: This is the ‘why I’m qualified’ paragraph. Highlight some of your most relevant experiences and qualities as they relate to the position for which you are applying. Choose 2-3 points you want to make about specific experiences/accomplishments or about general qualities you have exhibited, and provide specific examples to support those points. This paragraph will change according to the job/employer for which you are applying. This is usually the longest paragraph of the letter. You may break this paragraph into two if it looks too lengthy or if your points work best in separate paragraphs. Pints to ponder:
• The first sentence should be a hard-hitting opener. It is a quick introduction, which is accomplishment-oriented and directed at the skills and qualifications needed for the job.
• The rest of the paragraph should provide evidence to back up what you’ve just claimed. Cite specific jobs/internships/activities/projects and accomplishments associated with those experiences. Use your resume to come up with some specifics, but NEVER reiterate passages from your resume word for word. Discuss why what you did is relevant to the employer (relate the facts to the job). Tell them what makes you different from other applicants. Strong examples are important!
• The final sentence is a summary of what you’ve discussed above. It’s a good idea to mention the position title and company name to bring the reader back to the specific job in question.

FINAL PARAGRAPH: This is a short 2-4 sentences paragraph where you summarize your top selling points, close the letter, and call for action. You should refer to the enclosed resume/letter of recommendation, request an interview and let the reader know what will happen next (Contact them within specific period of time unless it is a recruiting program). It is vital that you thank the reader for his/her time and consideration.

Sincerely,

[Signature]

Your proper name here

Enclosures: (list what is accompanying the letter … this would be your resumé and letters of recommendation.)
The Job Application

Most employers see your job application before they see you. If you want to be interviewed, your application must make an outstanding impression. Messy, illegible, or incomplete forms can easily end up in the waste basket. The way you fill out your application and what you put on your resume has a great deal to do with whether you get the interview and the job. Employers often make assumptions about the quality of work you would do by the way you fill out an application. Always follow the directions for completing the application and check it carefully before submitting it. Use information from your resumé to help you complete the job application form.

A Social Security Number will be required.

Letters of Reference or Recommendation are very helpful. They can be written by teachers, professors, employers, work associates, clergy, or counselors. Avoid asking family members for references or letters of recommendation. Such letters are addressed “To Whom It May Concern” and copies can be attached to your resumé or taken to a job interview. Documents Verifying Education or Training may be necessary: high school diplomas, transcripts, or other certificates of training.

Copies of Special Awards can be included as well.

PROPERLY COMPLETING AN APPLICATION

- When picking up or returning an application, make sure you are dressed and groomed appropriately for an interview. The employer may interview you “on the spot” or may later ask the receptionist for an impression of your appearance.

- READ THE APPLICATION AND THE INSTRUCTIONS COMPLETELY BEFORE STARTING TO FILL IT OUT!

- Pick up two copies of the application, if possible one to practice on, one to return. DO NOT fold or crumple the application. Keep it out of the reach of children and pets and away from food and drinks.

- USE A PEN. Always use black ink. Pencil is too easy to smear or smudge. In addition, many interviews are done by a panel every panel member will need a copy of your application. Pencil and many colored inks are invisible to copy machines.

- PRINT. Do not write. Printing is much easier to read. Use your best penmanship.

- Neatness counts. A neat looking application says that you take pride in your work.

- DO NOT USE SLANG on the application.

- Be accurate. Make sure all the names are spelled correctly and all addresses, phone numbers, and dates are accurate. An inaccurate application says that you are an inaccurate worker.

- ANSWER EVERY QUESTION. A blank on an application creates a problem for the reviewers. This may result in your application being eliminated. If a question does not apply to you, write ‘n/a’, for not applicable, or ‘none’.

- If you list a message phone number, be sure to notify that person that you are using their number for that purpose.
PROPERLY COMPLETING AN APPLICATION (CONT’D)

• Make sure that the address you use for yourself is one that you will be using for several months. If you know that you may be moving, it may be better to use a ‘message address’.

• KNOW THE POSITION for which you are applying. If you leave this blank or write “anything”, you will probably get nothing.

• When writing down your work history, put present or last employer first and work backward. Be specific with the addresses, telephone numbers, supervisors’ names, and dates of employment. Write a thorough job description and be specific about your skills and the tools you used/equipment you operated. REMEMBER, IF YOU DO NOT TAKE THE TIME TO DESCRIBE YOUR SKILLS, THE EMPLOYER WILL NOT ASSUME YOU HAVE THE SKILLS!

• Avoid negative words whenever possible, but DO NOT LIE! Instead of using “Quit” or “Fired”, use “Lacked advancement opportunities”, “Moved to a new area”, “Left to continue education”, or other positive-sounding phrases.

• DO NOT GIVE AN EXPECTED SALARY. You may price yourself out if the amount is too high or undercut yourself if the amount is too low. Instead, write “open”, “scale”, “negotiable”, or “To be discussed”.

• If listing honors and awards, list only recent ones that are relative to the position for which you are applying.

• MAKE SURE YOU HAVE PERMISSION TO USE A PERSON’S NAME AS A REFERENCE. You do not want your reference to receive a large number of calls or to be surprised.

• MAKE SURE THAT YOU SIGN AND DATE YOUR APPLICATION. Your application will not be processed otherwise.

The Job Interview

The employment interview is the most important part of your job hunt. Those 20 or 30 minutes may determine your future. Yet employers are constantly amazed at the number of applicants who drift into job interviews without any preparation, and only a vague idea of where they are going or what they are doing.

The job interview is your showcase for merchandising your talents. During the interview an employer judges your qualifications, appearance, and general fitness for the job opening. It is your opportunity to convince the employer that you can make a real contribution. Equally important, it gives you a chance to appraise the job, the employer, and the firm. It enables you to decide if the job meets the job meets your career needs and interests and whether the employer is of the type and caliber you want to work for.

Before each interview, though, you should assume that the job you are applying for is precisely the one you want - because it may be. To present your qualifications most advantageously, you will need to prepare in advance. You should have the needed papers ready and the necessary information about yourself firmly in mind; and you should know how to act at the interview to make it an effective device for selling your skills.
Hints for a Successful Interview

Prepare for the interview:
• Practice answering difficult questions.
• Be well groomed, showered and dressed in proper business attire.
• Arrive at least ten minutes early.
• Know the location of the interview.
• Bring your resumé, reference lists, and portfolio.

During the interview:
• Be friendly and professional • SMILE!
• Introduce yourself.
• Use proper grammar and vocabulary.
• No gum.
• Use good posture.
• Pace yourself.
• Emphasize your best skills and experience.
• End the interview with a summary of your strengths.
• Ask questions if invited.
• Thank the employer for the opportunity.

After the interview:
Follow up with a thank you note within 24 hours of the interview.

Questions to expect in an interview:
• Tell me a little about yourself. Talk about your experience, qualifications, and accomplishments as they relate.
• Why do you want to work as? Talk about the interesting details of the job and why they interest you. Interview others who have same/similar employment.
• What qualifications do you have? Name your skills, list your qualifications.
• Why do you want to work for us? You’ve researched the company, right? You’ve talked with others?
• What contribution can you make to our company?
• Where do you see yourself in the next five years? Ten years?
• Tell me about your current (or last) job. List your duties and responsibilities. Explain your accomplishments.
• Why are you leaving that job? Job stagnation, demotions due to down-sizing, career exploration, or simply having made a bad choice are all good reasons. Use common sense.
• Tell me about your education and training. Explain your education and training and tell how it helped prepare you for this job.
• What is your best subject in school? Worst? Favorite? Be prepared.
• What do you enjoy about school? Why? The manager may want to know if you enjoy learning and whether you might benefit from a training program.
• Describe your involvement in extracurricular activities. School activities show that you are sociable, that you enjoy being part of a group, and that you can work with other people.
• How are your grades and attendance in school? The job may require basic skills like math, reading, etc. Attendance is always important on the job.
• Do you plan to continue your education? Lifelong learner right?
• Give an example of any major problem you faced and how you solved it. Pick something related to work, school, civic or leisure activities and give details.
• What is your greatest strength and your greatest weakness? Emphasize strengths. Try to put a positive spin on your weakness.
• Have you ever been convicted of a crime? If you have a conviction, admit it. Explain what happened and admit that you made a mistake.
• What motivates you to do a great job? Money is not a good answer.
• Are you at your best when working alone or in a group? The correct answer is, "Both".
• Would you rather be in charge of a project or work as part of the team? Why? The correct answer is, "Either".
• What would you do if one supervisor told you to do something now and another supervisor told you to do it later? Tell how you would handle it.
• Do you have any questions for me? Always ask any questions that you may have. See list on next page.
Sample questions to ask interviewer at end of interview:

- Would you describe a typical work day and the things I’d be doing?
- Which duties are most important for this job? Least important?
- How would I be trained or introduced to the job?
- What are the department’s goals for the year?
- How many people work in your department? In the company?
- Who are the people I’d be working with and what do they do?
- Can someone in this job be promoted? If so, to what position?
- How would I get feedback on my job performance, if hired?
- If you were to offer me this job, where could I expect to be in five years?
- Could you give me a brief tour? I’d enjoy seeing where your people work.
- I want this job. Would you consider hiring me on a 30-day trial period to prove that I could do the job?

Requesting a Letter of Recommendation

STUDENT RESPONSIBILITIES

When you request a letter of recommendation from a teacher, community member, or employer, be sure to:

1. Make sure that the person that you have selected to write your recommendation knows you well. The best letters are written by people who know you well.
2. Make personal contact with the writer. Never leave a request in their mailbox. Asking is courteous and will ensure that the writer’s schedule will allow him/her to respond before your deadline.
3. Always give the writer at least TWO WEEKS NOTICE. It takes time to create a quality letter, and you want the best.
4. Let the writer know what to do with the completed letter when you will return for it or where they mail it on your behalf. (If it is to be mailed, attach a stamped, self addressed envelope)
5. Attach a copy of your resume to the recommendation information sheet.
6. Attach a brief description of yourself. Your statement may include strengths, attitudes, skills, and or interesting talents.
7. Write a THANK YOU NOTE to the writer. The writer has taken personal time to assist you and will appreciate being recognized.
# Explore Your Options

<table>
<thead>
<tr>
<th>Program/Degree</th>
<th>Description</th>
<th>How Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>Going straight to work. Generally pays minimum wage.</td>
<td>Varies</td>
</tr>
</tbody>
</table>
| Technical College | **Provides training for workplace skills:**  
  - **Certificate:** training for entry-level work in a technical field  
  - **Degree (Associate of Technical Arts):** training to work at the technician level | Certificate  
  1 quarter to 1 year  
  Associate of Technical Arts Degree  
  2 years |
| Community College | **Provides either a Certificate or a Degree:**  
  - **Certificate:** learn specific skills for employment  
  - **Associates Degree:** require 90 credits & develop skills for employment in a specific field OR with a Transfer Associates Degree: you may transfer to a 4-year university with junior status | Certificate  
  1 quarter to 1 year  
  depending on program  
  Associates Degree  
  2 years minimum |
| 4 Year College or University | **Provides several degrees:**  
  - **Bachelor’s (Baccalaureate) Degree . . .**  
  Requires general and specific courses. Students choose one or two subjects to study in depth. These subjects are called majors. Teachers, writers, engineers, and most managers have these degrees.  
  - **Master’s Degree . . .**  
  Students have a Bachelor’s and a desire to continue studying a subject. Classes add to the information you already have and help you advance your career.  
  - **Professional & Doctoral Degrees . . .**  
  Require advanced study with a specific focus. Doctoral candidates must research an original topic, write a lengthy research paper, and defend their research in front of a panel of experts. | Bachelor’s Degree  
  4 years minimum  
  Master’s Degree  
  1 to 3 years beyond Bachelor’s Degree  
  Professional & Doctoral Degree  
  3 to 4 years university study beyond a Bachelor’s Degree |
| Advance Degrees | | |
| Apprenticeship | Combines classroom study with on-the-job training. Apprentices learn skilled trades such as: Electrician, Carpentry, and Jeweler. | 2 to 4 years |
| Military | **Provides training, housing, food, and employment:**  
  - **Option 1 – Attend a military academy (college)**  
  - **Option 2 – Join ROTC in college**  
  - **Option 3 – Direct enlistment (must be 18 years old)**  
  - **Option 4 – National Guard** | 2 to 25+ years depending on your agreement |
| Specialized Career Training | Specific career training from a community college, technical college, skill center or private career school. | Varies |
| Job Corps | Job Corps is a national training and employment program administered by the U.S. Department of Labor. Job Corps is designed to assist young people who both need and can benefit from the wide range of services provided in the residential setting of Job Corps Center campuses. These services include academic programs, technical training, social and employment skills development, health care, counseling, and related support services. Must be at least 16 and not yet 25 years of age, a U.S. citizen or legal resident, meet income guidelines, and be in need of additional education and training. | Several months to years |
Specialized Career Training

Choose a Career School

Specific career training is available through a community college, a technical college, skill centers, or a private career school. Each has strong points.

Before enrolling, you should analyze your skills and talent, gather information about present and future job markets, and seriously investigate the school you are thinking about attending.

How To Choose A School: The first step is to write to three or more schools offering training in your chosen career. Ask for their catalogs, applications and financial materials. Then compare each school according to the following:

State Licensing: Is the school licensed by your state’s post-secondary school licensing bureau?

Accreditation: An important indicator, accreditation means the school has passed a thorough examination of its educational quality, teaching ability, and administrative integrity by an accrediting agency recognized by the U.S. Department of Education.

Curriculum: Are the curricula offered up-to-date, well-rounded, and of high quality? Will their program adequately prepare you for your field? Do the instructors have professional experience in the career? How long will training take? Can I start class immediately or is there a waiting list? If there is a wait list, how soon can I start my training? What am I required to do while waiting to start class? Do I have to obtain a state license or be bonded before practicing this occupation?

Facilities and Equipment: What type of buildings, classrooms, facilities, and equipment does the school offer? Is the equipment current with that being used in the field?

Hands-On-Training: Does the school have a laboratory or shop set up which duplicates a real work environment?

Placement Assistance: Does the school offer regular placement assistance? How does it help find jobs for graduates? What types of jobs are graduates placed in? What is the school’s placement record?

Cost: What is the total cost of tuition, supplies, and fees? Can you realistically afford the school? What is the school’s refund policy?
Washington State Career & Technical Training Opportunities

Following is a list of career and technical training institutions located in the state of Washington. Students who are interested in applying for any of these training programs should contact the school directly or request additional data from their career center or counselor. Professional - Technical degrees and certificate options are offered at all public community and technical colleges in Washington.

Career Schools

ALEXANDAR MASSAGE SCHOOL
Tacoma, WA 98418
www.secretsofisis.com

ANTHONY’S BEAUTY SCHOOL
Tacoma, WA 98404
www.anthonybeautyschool.com

ART INSTITUTE OF SEATTLE
Seattle, WA 98121
www.ais.edu

B.J. BEAUTY & BARBER COLLEGE
Tacoma, WA 98409
www.bjsbeautyandbarbercollege.com

CORNISH COLLEGE OF THE ARTS
www.cornish.edu

DIGIPEN INSTITUTE OF TECHNOLOGY (ANIMATION)
Redmond, WA 98052
www.digipen.edu

EVEREST COLLEGE
multiple locations
www.everest.edu

GENE JUAREZ ACADEMY
Seattle, WA 98125
www.genejuarezacademy.com

H&R BLOCK INCOME TAX SCHOOL
Spanaway, WA 98387
www.hrblock.com

INTERNATIONAL AIR & HOSPITALITY ACADEMY
Vancouver, WA 98661
www.airacademy.com

ITT TECHNOLOGY
Seattle, WA 98168
www.itt-tech.edu

JOHN CASABLANCA MODELING
Bellevue, WA 98004
www.jcasablanca.com

KNOPP SCHOOL OF TAXIDERMY
Spokane, WA 99218
(509) 466-4900

MASER’S Academy of Fine Pet Grooming
Seattle, WA 98155
www.masers.com

NW INSTITUTE OF DENTAL TECHNOLOGY
Renton, WA 98055
nw10@msn.com

NORTHWEST GEMOLOGICAL INSTITUTE
Bellevue, WA 98004
www.nwgem.com

NORTHWEST SCHOOL OF WOODEN BOAT BUILDING
Port Hadlock, WA 98338
www.nwboatschool.org

PHOTOGRAPHIC CENTER
Northwest, Inc.
www.pcnw.org

PIMA MEDICAL INSTITUTE
Seattle, WA 98102
http://pmi.edu/

SCHOOL OF VISUAL CONCEPTS
Seattle, WA 98109
www.svcseattle.com

WHERE ARE YOU GOING?

Where Are You Going provides information on more than 400 occupations in Washington State, and on various educational programs, financial aid, and related services. It is available online at: http://www.wbwa.gov/WhereAreYouGoing-CareerGuide.asp

SPRING VALLEY MONTESORI SCHOOL
Teacher Ed. Program
Federal Way, WA 98003
www.springvalley.org

THE KIM BROOKE GROUP
MODEL MARKETING
Seattle, WA 98102
www.kimbrooke.com

THE WELLNESS INSTITUTE
Issaquah, WA 98029
www.wellnessinstitute.org

WEST COAST TRAINING
Woodland, WA 98674
www.wct@heavyequipmenttraining.com
Factors to Consider

In the fall of your senior year, begin thinking about applying to approximately three or four schools. You should consider at least the following factors in selecting a college:

■ Location
■ Environment
  (busy city life or quieter atmosphere)
■ Admission requirements
■ Type of program
  (consider a school that offers more than your first choice of a major)
■ Size
  Some advantages often attributed to large institutions:
  • More areas of instruction
  • Selection of courses of study in each field
  • Selection of extracurricular activities and organizations
  • Bigger library and better laboratory facilities

Some advantages often attributed to smaller institutions:
  • More emphasis on individual guidance
  • Smaller classes
  • Smaller groups participating in each extracurricular activity
  • Opportunities to become better acquainted with other students on campus

■ Student/Faculty ratio
■ Men, women, or co-educational
■ Public or private
■ Library facilities
■ Expenses
■ Financial Aid
■ Percentage of students returning to the school for sophomore year

IMPORTANT!

Listen to the announcements every day and check in the Counseling Career Center for information concerning college visits and scholarship information. Plan to attend some or all of the area college fairs during your junior and senior years!
Finding the Right College: Questions to Ask

Academics
- Do you accept Advanced Placement test credit? If so, what scores are required?
- Do you accept college credits for courses taken under the Running Start program?
- How is the academic year arranged? Semesters or quarters? When are holidays/breaks?
- How many classes do I have to take to be a full-time/part-time student?
- Are professors available for students on a regular basis?
- Are there courses taught by teaching assistants or graduate’s assistants?
- What is the student-faculty ratio? What is the average class size? What is the average class size for a freshman?
- How are faculty advisors assigned to a student?
- What are the most popular majors?
- When must I choose a major?
- What are the graduation requirements?

Admission
- What is the application deadline?
- What type of high school background are you looking for in applicants? What does the college consider when admitting students?
- How are the various admission criteria weighed?
- Are interviews available or required?
- What is the average high school GPA of the entering freshman class? What are the average SAT Verbal and Math or ACT of the entering freshman class?
- What is the middle 50% range of GPA and SAT I/ACT test scored for the entering freshman class?
- How many students applied for admission? How many were accepted? Of those accepted what percentage attended your institution?
- When can I expect to be notified of the admission decision?

Financial Aid
- What is the deadline for financial aid?
- What forms are required?
- What percentage of students received financial aide based on need? What percentage received financial aid based on merit or academic ability?
- Of the students who received need-based aid, what was the average package?
- What percent of a typical financial aid offer is in the form of a loan?
- What kinds of merit/talent scholarships are available? Are there separate application forms for these scholarships?
- How does the financial aid office handle outside scholarships? Will the financial aid package be reduced?
- If you registered and qualified for the College Bound Scholarship in 7th or 8th grade, do you still qualify?

Residence and Campus Life
- What percentage of the total student body resides on campus? Is yours a “suitcase college” where students go home on the weekends?
- What kind of residential options are available? What are the residence halls like?
- Is there a requirement to live on campus?
- How many years will I be required to live on campus? Is housing guaranteed for students?
- How are roommates selected?
- Are there “quiet hours” in the residence halls?
- Are there coed dorms?
- Are the bathrooms coed?
QUESTIONS TO ASK continued)

- Are pets allowed in the residence halls?
- Can we have microwaves, refrigerators, computers and phones in our rooms?
- Are there laundry facilities in the residence halls?
- Can my friends stay over in my room?
- Can I eat in the cafeteria anytime I want or are there specific dining hours?
- What is the food like?
- What is the alcohol policy on campus?
- What types of extra-curricular activities are there on campus?
- Is there a Greek system (fraternity/sorority), and what role does it play on campus?
- What is there to do off-campus?
- What kinds of campus jobs are available?

Safety

- How safe is your school? Where can I obtain statistics about crimes on your campus?
- What are security arrangements like? Are escorts available, including in the evening?
- What is the biggest crime problem on campus?

Student Services

- What academic services do you offer to students (tutoring, career counseling, study skills workshop, etc)?
- What are the library hours?
- Are computer labs available for all students? What hours are they open?
- Is there a counseling center on campus?
- What kinds of support/services are available for students with learning disabilities?
- What type of internship/co-op experiences is there on campus?
- What kinds of services are available in the Career Center?

Other/General

- Is the school religiously affiliated?
- How can I arrange a campus visit? Are there any special visitation days or open houses on your campus?
- What percentage of a typical freshman class will actually graduate from your college?
- How many of last year’s freshman returned for their sophomore year?
Financial Aid

Community, Technical, Specialized and 4-Year Colleges

What is financial aid?
Grants, Scholarships, Loans, and Work Study: Grants and Scholarships are called ‘gift aid’ because they are not repaid.

- **Grants** are awarded on need.
- **Scholarships** are based on need and/or other criteria.
- **Loans** may be subsidized by the government or private aid sources and carries lower interest rates than commercial loans. They have to be repaid before or after leaving college.
- **Jobs** are called **Work Study**. Work Study means having a job on campus that pays the college for any college expense. Students often work 15-19 hours per week. Try to match the job with your program of study.

Who supplies the aid?
80% of aid comes from the federal government. 12% of aid comes from the state of Washington. 8% of aid comes from colleges, corporations, public and private donors. Of the aid from the federal government, 60% is in the form of loans.

Who is eligible?
A student whose expected family contribution (EFC) is not equal to the cost of attendance at the college where she/he has been admitted and wants to attend is eligible. EFC is the total amount your family is expected to pay. Young men, once 18 years of age, must comply with the Selective Service registration (see [www.sss.gov](http://www.sss.gov) for more information) to be eligible for Financial Aid.

How is EFC calculated?
The amount of funding is derived from a needs analysis of your family’s overall financial circumstances. A formula approved by Congress is used to determine your eligibility for federal student aid. Colleges, state agencies, and private aid programs may use different formulas in determining eligibility for other sources of aid. The FAFSA Forecaster can give you an estimate of the type of financial aid you can expect to receive, based on your financial circumstances. Visit this website: [http://studentaid.ed.gov/fafsa/estimate](http://studentaid.ed.gov/fafsa/estimate)
What is FAFSA?

Free Application for Federal Student Aid. Your EFC (expected family contribution) is derived from information on your FAFSA. There are questions about the income tax returns filed by you and our parents. FAFSA forms are printed by the Department of Education and available at high schools and colleges in December. Submit your completed FAFSA as soon as possible after January 1 of your graduation year.

Financial Aid Information

- [www.finaid.org](http://www.finaid.org) Financial aid calculator

Financial Aid Checklist

- **Apply** for admission to the colleges you are considering.
- **Estimate** the cost of attendance for each college you are considering. You could do this by contacting the financial aid offices, doing research on the college’s website, or using the net price calculator at [http://netpricecalculator.collegeboard.org/](http://netpricecalculator.collegeboard.org/)
- **Attend** Financial Aid Night at your high school for instructions on how to complete the FAFSA. The largest sources of financial aid are offered through the FAFSA form. Don’t miss out on this money.
- **Check** with your college for their financial aid deadline date.
- **Begin** working on your FAFSA as soon as possible after January 1st. Go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov) to begin the application.
- **Complete** the FAFSA using completed income tax information or make estimates.
- **Make a copy** of your FAFSA for your records.
- **Submit** the FAFSA as soon as possible after January 1. Do not mail before January 1 of your graduating year and do not include any other communication. Special circumstances need to be explained to the college financial aid office, not the federal government.
- Your FAFSA should be processed within 3-6 days. Make sure to follow up with the individual financial aid offices at your intended colleges to complete additional financial aid paperwork they may have.
- **Compare** costs of attendance and financial aid packages from the colleges you have applied to. If you have special circumstances that you wish to have considered, call or write the financial aid office at the college.

**NOTE:** Many students lose financial aid money by failing to meet priority deadlines.

Need HELP completing the FAFSA?

**CALL 1-800-4-FED-AID**

[www.studentaid.ed.gov](http://www.studentaid.ed.gov) or contact your high school counseling office.
Types of Financial Aid

Grants (Not Repaid)

• **Federal Pell Grant:** designed to be the “floor” of an eligible student’s financial aid package. For 2014-15 school year, the maximum award will be $5730. The amount you get depends primarily on your financial need, cost of attendance and your status as a full or part time student. All exceptionally needy students who are eligible receive a Pell Grant.

• **Federal Supplemental Educational Opportunity Grant (SEOG):** designed for exceptionally needy students. College financial aid administrators determine student eligibility. Funds are limited in each college so there’s no guarantee that every eligible student will receive SEOC.

• **Washington State Need Grant:** designed for low income students. College financial aid administrators determine amount based on EFC and cost of attendance.

• **College Bound Scholarship:** part of the WA State Need Grant. “Pays for Washington state college tuition for eligible students to complete training and/or a Bachelor’s degree within four years. Contact: www.wsac.wa.gov.”

Loans (Must Be Repaid)

• **Federal Perkins Loan:** low interest loan for students with exceptional financial need. Some colleges do not participate in this program.

• **Federal Stafford Loan:** low interest loan for students with and without need. The loan may be repaid after schooling has ended for those students who meet the federal definition of need. Payment deferred loans are subsidized by the government. If the loan must be paid back immediately the student has not met the federal definition of need and the loan is unsubsidized.

• **Direct Parent Loan:** loans not to exceed 6.41% interest for parents of dependent students. It is generally considered non-need based and should only be used by parents after the student has been considered for all other grants and loans. The loan must be repaid immediately. Parents may borrow an amount equal to the cost of attendance minus any other financial aid for which the student is eligible.

• **Nursing-Student Loans:** loans (5% interest) for nursing students with financial need. Special options are available for nurses. Some colleges do not participate in the program.

Work Study

• **Federal Work Study:** jobs on or off campus for students with financial need. Pay is minimum wage or better. Efforts are made to place students in community service or work related to their Program of study.

• **Washington State Work Study:** similar to federal work study but with more emphasis on matching students’ jobs with program of study.

Other Sources

• **Veterans Survivor Benefits, Vocational Rehabilitation Programs, Bureau of Indian Affairs:** Some students may be eligible for other government assistance through these programs.

• **Parents:** In some cases parents have taken private loans through their lenders, personal lines of credit and home equity loans. Interest on a home equity loan taken out to finance an education may be deducted on your family’s income tax.
Scholarship SEARCH Information

- Searching for scholarships is similar to a part-time job and can take three or four hours a day.
- **The Scholarship Myth** - The mythical “free ride” is an unrealistic expectation but scholarships can offer substantial financial help.
- **Be prepared** to complete MANY applications.
- **Utilize your portfolio** to gather this information before you begin:
  - Leadership information
  - Academic information - GPA and class rank
  - Extra-curricular activities
  - Volunteer work
  - Test scores - ACT or SAT
  - Unique challenges & experiences
- **Packaging yourself**
  - Good self assessment
  - Typed and carefully organized
  - Correct grammar and spelling
  - Be sure to follow directions
  - Have someone (a teacher or counselor) check everything before it is sent
  - Address the questions
  - Be creative
  - Be sure you are an appropriate applicant
  - Well written essay
- **Know your audience**
- **Present yourself** as unique and describe why you should receive the scholarship
- **Check a variety** of sources for scholarship information
- **Know and meet** deadlines
- **Don’t forget** to file a FAFSA

Scholarship INTERNET Information

the [www.washboard.org](http://www.washboard.org) - guide and access to Washington State scholarships

[www.fastweb.com](http://www.fastweb.com) - guide to national scholarships

[www.salliemae.com](http://www.salliemae.com) - student loan information

[www.collegeplan.org](http://www.collegeplan.org) - guide to local scholarships

[www.finaid.org](http://www.finaid.org) - not just financial aid, but great scholarship info as well

[www.ftc.gov/bcp/edu/microsites/scholarship/](http://www.ftc.gov/bcp/edu/microsites/scholarship/) - scholarship scams

[www.college-scholarships.com](http://www.college-scholarships.com) - scholarship search

*Notify your high school Counseling Office of any scholarships you receive.*
College Admission Tests

PSAT/NMSQT

The PSAT/NMSQT is the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Tests. It is a standardized test that provides firsthand practice for the Scholastic Aptitude Test (SAT) Reasoning Test. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:
- Critical reading skills
- Math problem-solving skills
- Writing skills

Students have developed these skills over many years, both in and out of school.

The most common reasons for taking the PSAT/NMSQT are:
- to receive feedback on one’s strengths and weaknesses on skills necessary for college study
- to see how one’s performance on an admissions test might compare with that of others applying to college
- to enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11)
- to help prepare for the SAT. One can become familiar with the kinds of questions and exact directions that will be seen on the SAT

The PSAT/NMSQT is given in October and can be taken during your sophomore and junior years.

SAT

The SAT is the Scholastic Aptitude Test. (It’s also called the SAT Reasoning Test.) It is a college entrance test that measures reading, writing, and math. Students are encouraged to take the SAT in the SPRING of their junior year. Multiple testing dates are offered throughout the year. For more information go to www.collegeboard.com.

Subject Tests (formerly SAT II: Subject Tests) are designed to measure your knowledge and skills in particular subject areas, as well as your ability to apply that knowledge.

Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests are independent of any particular textbook or method of instruction. The tests’ content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year.

Many colleges use the Subject Tests for admission, for course placement, and to advise students about course selection.

Some colleges specify the Subject Tests they require for admission or placement; others allow applicants to choose which tests to take.

Which Subject Tests should you take?
Before deciding which tests to take, make a list of the college you are considering. Then review school catalogs, College Search Engines, or College Handbooks to find out whether the schools require scores for admission and, if so, how many tests and in which subjects.

ACT

The ACT is administered by the American College Testing Program and is another college entrance exam. It assesses high school students’ general educational development and their ability to complete college-level work.

- The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
- The Writing test, which is optional, measures skill in planning and writing a short essay.
The ACT is offered to students in the SPRING of the junior year; thereafter, several testing dates are scheduled for the senior year. For more information, go to www.act.org/.

You MUST take the SAT or ACT if:
• You are going to a 4-year college or university.
• You are applying for a ROTC scholarship.
• You are applying to one of the military academies.
• You are going to play a NCAA Division 1 or 2 sport. For more information go to www.ncaa.org.

Some colleges use SAT Subject Tests for admission and/or placement.

If you need BOTH the SAT Reasoning and SAT II, you must plan ahead and take one of the tests early (either June of the junior year, or November of the senior year), as both may not be taken on the same testing date.

ACCUPLACER
The level of preparation for course work in English and Mathematics is determined by the Accuplacer assessment. Many courses require an assessment score in reading, sentence skills or mathematics as a prerequisite. If you are planning on attending Olympic College, see pg. 53.

If you qualify for free/reduced lunch or are experiencing a financial hardship, talk with your counselor about a test fee waiver.
College Application Procedures

1. Be sure the correct college admissions test is taken. It is recommended students take either the SAT or ACT in the spring of their junior year, allowing time for a retake in the fall if necessary. Most colleges and universities accept either test.

2. Decide on the colleges or universities to which you wish to apply. The majority of applications are completed on-line. Consult with the college/universities to which you are applying for detailed information. The Common App is a not for profit organization that streamlines the application process for colleges and universities that choose to use it. Students fill out one application and can apply to multiple colleges, if they use the Common App.

3. With each on-line application, you will create a user name and password for that college. Keep track of this information carefully. Fill out the information completely; check spelling and do not omit information.

4. Request an official copy of your transcript to send with your application.

5. Be prepared to pay your application fee when you submit your application. If you qualify for Free or Reduced lunch, see your counselor about an application fee waiver.

6. In-state four-year colleges: Apply from September until individual college’s deadline. Colleges will start sending notification to those who are automatically accepted in early December. Others will not be notified until after the college’s application deadline.

7. Out of state schools: Each publishes its own deadline. Read instructions carefully.

8. Community Colleges: Registration appointments are based on the order in which applications are received, so it is advantageous to apply early.

9. Most state schools do not require letters of recommendation. But if a student’s admissibility is in doubt, a letter should be submitted with the application. The student should indicate clearly why the school should consider his/her application.

10. Most highly selective schools do require letters of recommendation. Request these letters as specified on the application, but choose people who know you well and can represent you very personally, supporting their statements with concrete examples. Provide the writer with a pre-addressed, stamped envelope. Provide the writer with a form giving as much specific information as you can. Allow the writer plenty of time and follow-up with a note of appreciation.

11. Some applications also require that the counselor write an evaluation of an applicant’s potential for success at that school. These evaluations are typically sent via email from the Common App or SendEDU. Notify your counselor ahead of time if you are using them as a reference for your application.

12. Many colleges require a sample of your writing. They are looking for originality, clarity of thought, creativity, as well as college-level writing skills.

13. Apply to more than one school. You may not be accepted to your first choice.

14. Students cannot afford to slack off in their senior year. Colleges carefully consider senior year performance and the academic rigor of courses taken. Colleges and universities may withdraw an offer of admission if a student does not continue college prep work in their senior year.
College Application Guide

Top 10 Tips for a Winning College Essay

Let the admissions office see your personality through your essay.

1. Don’t “recycle” essays. Nothing will land your application in the trash faster than an essay that sounds like it has been used before.

2. Don’t overextend. Don’t take on too big a topic and don’t adopt a “preachy” tone. The admissions office does not want a lecture.

3. Be yourself. Choose a topic that is meaningful to you. Speak in your own voice. Write what you feel, not what you think the admissions committee wants to hear.

4. Accentuate the positive. You can describe the negatives, but emphasize how the experience changed your (for the better) and what you learned from it.

5. Write in the active voice. The passive voice implies that things happened to you, instead of you taking charge. Example: “I have been taught many lessons about life through volunteering,” should be “I have learned many lessons about life through my volunteer work.”

6. Captivate your audience. Your essay should be engaging and memorable. Draw the reader in with a quick, enticing introduction and give them a reason to finish your essay.

7. Ask people for input. Whether it’s a teacher, counselor, friend or parent, ask someone you respect for some candid feedback. Is it confusing? Boring?

8. Leave time for rewriting. Write a first draft and let it sit for a few days. Look for weak or dull spots and spelling and grammatical errors. Never let your first draft be your final draft.

9. Revise, reword. Put your draft into shape through various rewrites. Read the essay aloud to find awkward sentences or problems.


College Application Checklist

Before you mail your applications, make sure you haven’t left anything out:

___ The General Application: Make sure all information is accurate and legible. Don’t leave questions blank unless the application tells you to.

___ Academic Transcripts: Make sure they are sealed.

___ Letters of Recommendation: Check with college admissions office if letters of recommendation are required. If so, the number of recommendations required. Many colleges require these to be sealed.

___ Work Samples/Portfolios
Include your name, social security number and the project name on every item. Send copies, not originals.

___ Application Essays: Make sure your name, social security number and essay title are on every page.

Ace Your College Interview

Impress the admissions office with your preparations and confidence.

Know the basics. Read through the school’s brochures and Web site. Learn as much about the college or university as possible before you go in.

Practice your answers to possible questions. Common questions are: “Why do you want to go to this college?” “What do you expect to gain from college?” Also, think of your answers ahead of time. Be ready to talk about some of our extra curricular activities, hobbies and/or career plans.

Prepare some questions to ask. Show your interest in the school by asking specific questions that go beyond the college brochure.
Personal Statement

The personal statement helps post-secondary schools become acquainted with you as an individual in ways different from course work, grades, test scores, and other objective data. Essays are usually written on a topic of your choice or on one of the options listed below. Essays are generally 250-500 words. Listed below are the sample scholarship questions from Washington State University. Use these for practice in writing your personal statements.

- **Leadership/group contributions:** Describe examples of your leadership experience and share how you have significantly influenced others, helped resolve disputes, or contributed to group efforts over time. Consider responsibilities you have taken for initiatives taken in or out of school.
- **Knowledge or creativity in a field:** describe any of your special interests and how you have developed knowledge in these areas. Give examples of your creativity: the ability to see alternatives; take diverse perspectives; come up with many, varied, or original ideas; or willingness to try new things.
- **Dealing with adversity:** Describe the most significant challenge you have faced and the steps you have taken to address this challenge. Include whether you turned to anyone in facing that challenge, the role that person played, and what you learned about yourself.
- **Community service:** Explain what you have done to make your community a better place to live. Give examples of specific projects in which you have been involved over time.
- **Handling systemic challenges:** Describe your experiences facing or witnessing discrimination. Tell us how you responded, what you learned from those experiences, and how they have prepared you to contribute to the WSU community.
- **Goals/task commitment:** Articulate the goals you have established for yourself and your efforts to accomplish these. Give at least one specific example that demonstrates your work ethic/diligence.

## WASHINGTON 4-YEAR COLLEGES

<table>
<thead>
<tr>
<th>Central Washington University (Ellensburg)</th>
<th>Saint Martin's College (Lacey)</th>
<th>Washington State University (Pullman)</th>
<th>Western Washington University (Bellingham)</th>
<th>Whitman College (Walla Walla)</th>
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<td><strong>Seattle Pacific University (Seattle)</strong></td>
<td><strong>Seattle University (Seattle)</strong></td>
<td><strong>University of Puget Sound (Tacoma)</strong></td>
<td><strong>University of Washington (Seattle)</strong></td>
<td><strong>Go to <a href="http://www.washingtoncouncil.org">www.washingtoncouncil.org</a></strong></td>
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<td><strong>Application fees in the State of Washington vary from $0 to $50.</strong></td>
<td><strong>Check college for the appropriate amount.</strong></td>
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**Admission requirements vary.**

Check college for information.

**Application fees in the State of Washington vary from $0 to $50.**

Check college for the appropriate amount.
GETTING STARTED AT OLYMPIC COLLEGE

New Students and New Transfer Students

How to get Started:

Plan Early! Research educational programs and financial aid or other funding options. Consider programs of study, skills and abilities, likes and dislikes and career goals. Students should meet with educational advisors well in advance of registration to develop an educational plan. The OC website at www.olympic.edu lists the programs offered. Click on OC’s quarterly class schedule, The View (www.olympic.edu/ClassSchedule), for current course information.

1. Apply for Admission

- Online: www.olympic.edu/GettingStarted
- Paper: Application is available in the quarterly schedule, The View, at all campuses, or mailed upon request. Review “Application Process” on page 7.

High school transcripts are not required for admission. An application fee is not charged. When received, an admissions letter will be sent by email or postal mail and will contain the identification number (SID) and important information.

2. Fund Your Education

- Information about financial aid, scholarships, veteran and other funding options available at www.olympic.edu/financialAid and www.olympic.edu/ForStudents/funding
- Apply for Financial Aid, Military and/or Veterans Benefits
- Financial Aid application instructions/material available at all campuses, online at www.olympic.edu/FinancialAid or call 360.475.7160. Submit the Free Application for Federal Student Aid (FAFSA) immediately. (See page 8 for more information)
- Active Duty Military and family members: Call 360.394.2725 for individual appointment at NBK Bangor, NBK Bremerton, or OC Poulsbo.
- Veterans Services: www.olympic.edu/Veterans or call 360.475.7560

3. Take the Assessment (Accuplacer)

- To schedule an appointment to take the Accuplacer and to pay the $20 online, go to www.olympic.edu/Accuplacer. If space is available, some “walk-ins” may be accepted. Students may also visit their local campus for information.
- Arrive early to fill parking, pay $20 (non-refundable) fee online to the cashier. Payment receipt, SID, and photo ID are required to take the assessment. Special accommodations for testing contact Access Services, 360.475.7540 or go to www.olympic.edu/AccessServices

4. Attend a New Student Advising Session

- Schedule an appointment to complete the Student Orientation to Advising and Registration (SOAR).
  - OC Bremerton: 360-475-7230 or go to www.olympic.edu/students/advising/new
  - OC Poulsbo: 360-394-2725
  - OC Shelton: 360-432-5400
- Students may register for an online version of this session. Meet with an advisor after completing SOAR. Bring assessment scores, transcripts and ideas for programs and classes.
- Transfer students: If five or more credits have been completed at another college/university, students must take copies of their transcripts (official or unofficial) to an advisor for review. Additional information at www.olympic.edu/Advising.

- Running Start students must contact the Running Start Office for orientation/advising: 360.475.7646, www.olympic.edu/RunningStart
- Active Duty Military and family members may participate in orientation and advising at any campus, or schedule an appointment to meet with a Military Education advisor: 360.394.2725, www.olympic.edu/militaryed
- International students must contact the International Student Services for orientation/advising: 360.475.7412 or go to www.olympic.edu/InternationalStudents

5. Register

- New students register in person following their new student advising session at any OC campus.

6. Pay Tuition and Fees

- Online: www.olympic.edu/OASIS
- In Person: OC Bremerton cashier, Poulsbo or Shelton campus
- By Phone: Cashier, 360.475.7181 or 1800.259.6718, ext. 7181
- Payment due within two business days or by the deadline for fall quarter.

- Registration is not complete until tuition and fees are paid or payment arrangements are recorded at the Cashier’s Office. Payment arrangements may include financial aid, sponsorship by an outside agency, scholarship, veteran benefits, military tuition assistance, or STEPP (a payment program).

7. Buy Books

- Online: http://ocbookstore.com
- In Person: Purchase books at the OC Bremerton, OC Poulsbo, or OC Shelton bookstores.

Attend Class, Add or Drop:

- Attendance is required. Students must attend the first three class sessions to keep their name on the class roster or wait listed students may be admitted by the instructor.
- To add or drop a course. Use OASIS or submit an “Add/Drop” form.
Two-Year College Planner

CAREER PATH _______________________________
CAREER INTERESTS ____________________________

Junior Year

___ Sept. · Dec. Attend Community and/or Technical College Representative presentations
___ Spring Participate in Portfolio Conference
___ Spring Consider taking SAT/ACT Test (for four-year colleges) or Accuplacer or Compass Assessments (for two-year colleges).

Senior Year

___ September List possible college choices, collect information
___ Sept. · Nov. Prepare and organize scholarship notebook
___ Sept. · Dec. Attend College Representative Presentations
___ Sept. · Mar. Apply to your “choice” colleges
___ Sept. · April Check Counseling Center for Scholarships (weekly)
___ Sept. · May Obtain Letters of Recommendation (Use Personal Data Sheet, allow 2 wks. for counselors/teachers)

___ 1st Sem. Meet with counselor for graduation/credit check
___ Fall or Sprng Attend Post-Secondary/College Career Night
___ Oct. · Dec. Compare Colleges
___ Nov. · April Make Final Decisions
___ Dec. · Jan. Attend Financial Aid Night Apply for financial aid (Grants, scholarships, loans, work-study)
___ Jan. · Mar. Submit FAFSA form (must submit to be eligible for financial aid)
___ Jan. · Mar. Complete assessment testing for course placement at your intended two-year college of choice
___ 2nd Sem. Meet with counselor for graduation/credit check

Community & Technical Colleges

Washington’s two-year colleges offer a wide range of programs for students to help them prepare to transfer to a university, get job training, gain basic education skills and take continuing education classes. There are 34 public two-year colleges including 29 community colleges and 5 technical colleges.

Community and technical colleges are dedicated to providing access to and quality educational programming for individuals of all backgrounds, experiences and statuses. As a system, community and technical colleges served nearly half a million people · 471,145 students in 2008-2009. More than half all recent high school graduates pursuing higher education enroll at a community or technical college within 1-2 years of graduation.

For help finding a training or degree program, search schools and explore careers to to: CheckOutACollege.com. Additional information on the Washington state two-year system is available at: www.sbctc.ctc.edu.

1 http://sbctc.edu/public

Community and Technical Colleges of Washington

Bates Technical College
Bellevue College
Bellingham Technical College
Big Bend Community College
Cascadia Community College
Centralia College
Clark College
Clover Park Technical College
Columbia Basin College
Edmonds Community College
Everett Community College
Grays Harbor College
Green River Community College
Highline Community College
Lake Washington Institute of Technology
Lower Columbia College
North Seattle College
Olympic College
Peninsula College
Pierce College Fort Steilacoom
Pierce College Puyallup
Renton Technical College
Seattle Central College
Shoreline Community College
Skagit Valley College
South Puget Sound Community College
South Seattle Community College
Spokane Falls Community College
Tacoma Community College
Walla Walla Community College
Wenatchee Valley College
Whatcom Community College
Yakima Valley Community College
Transferring from a Community or Technical College to a Four-Year College or University

Each year approximately 20,000 Washington state students attend community college and then transfer to a four-year college or university. You can also transfer from one four-year college to another four-year college. There are several important things to remember if you are planning to be a transfer student:

- Classes numbered 100 or above are college-level courses and are generally transferable
- Classes offered at WA state community and technical colleges which contain an ampersand symbol in the title (e.g. ENGL& 101) are common and easily transfer between two-year colleges
- Obtain advising/planning worksheets outlining the requirements for your two-year program of study
- Maximize your two-year elective credits by identifying and taking prerequisite coursework required for your intended major by your transfer institution
- Take advantage of two-year college resources such as counselors, career workshops, and career assessments to explore career pathways and identify your interests and related majors
- Attend transfer fairs and speak with transfer colleges reps where you are considering attending
- Ask questions! Develop a list of important transfer questions to ask your transfer institution:
  - How many credits can I transfer?
  - Is there a minimum number of credits I have to earn before I transfer?
  - Is there a GPA requirement? For some classes, or all of my classes?
- Do your research using transfer resources such as:
  - Talking with four-year transfer or department advisors
  - Request or review the catalog, brochures, FAQs
  - Read through the transfer institution and/or department website
  - Attend information sessions

It is recommended that a student earn the Direct Transfer Agreement (DTA) Associate Degree, sometimes called the Associate in Arts (AA) or Associate in Arts and Sciences (AAS) before transferring. The Associate Degree will satisfy the general education requirements for the first two years at many four-year colleges. An Associate of Technical Arts or Associate of Applied Science are a degree in a specific technical or vocational field of study. Credits may transfer, depending on receiving institution.
Four-Year College Planner

CAREER PATH ________________________________
CAREER INTERESTS ___________________________

Junior Year

_________ September
_________ Sept. · Dec.
PSAT Testing
Research/Visit Colleges
Attend College Representative Presentations

_________ Fall or Spring
ASVAB Testing
(Armed Services Vocational Aptitude Battery)

_________ Fall or Spring
Attend Post-Secondary/
College Career Night

_________ May/June
SAT and/or ACT Testing

_________ Spring
Participate in Portfolio conference

_________ Summer
College Campus Visits

Senior Year

_________ September
Obtain College Applications from Counseling Center or college websites

_________ September
List possible college choices, collect information

_________ Sept. · Nov.
Prepare and organize scholarship notebook

_________ Sept. · Dec.
Attend College Representative Presentations

_________ Sept. · Jan.
Apply to your “choice” colleges

_________ Sept. · April
Check Counseling Center for Scholarships (weekly)

_________ Sept. · May
Obtain Letters of Recommendation (Use Personal Data Sheet, allow 2 wks. for counselors/teachers to complete)

_________ Sept. · Dec.
SAT/ACT Testing

_________ 1st Semester
Meet with counselor for graduation/credit check

_________ Fall or Spring
Attend Post-Secondary/College Career Night

_________ Oct. · Dec.
Compare Colleges

_________ Nov. · April
Make Final Decisions

_________ Dec. · Jan.
Attend Financial Aid Night

_________ Jan. · March
Apply for financial aid (Grants, scholarships, loans, work-study)

_________ Jan. · March
Submit FAFSA form (must submit to be eligible for financial aid)

_________ 2nd Semester
Meet with counselor for graduation/credit check

College Admissions Guidelines

Washington State high school graduation requirements are typical of those required by public four-year institutions across the nation. Public college admissions officers note three criteria: the types of courses a student has taken, the student’s cumulative grade point average, and his/her SAT or ACT scores. Check with the college of your choice to determine which test scores are required.

Admissions officers from highly selective colleges note the following criteria are reviewed in accepting applicants for admission:

• The academic rigor of courses the student has taken for four years compared to leadership positions, activities, and community service

• Letters of recommendation, which provide anecdotal affirmation of the student’s academic/intellectual ability and promise; and, the student’s personal essay and response to specific questions.

Colleges and universities process applications for admission in one of two ways:

1. Rolling · process applications as they are received and notify applicants immediately of their status.

2. Batched · accumulate all applications, review them at one time and notify all applicants sometime after the school’s deadline of their admission status.

Baccalaureate programs culminate in students earning a Bachelor’s Degree. Students typically spend the first two years of their baccalaureate study taking general university requirements in a variety of subject areas. The last two years are generally spent taking classes in the student’s major field of study.

• When applying to a post-secondary school, request financial aid information as well. This enables you to get in touch with the school directly and quickly.

• Gentlemen, before you can receive any sort of financial aid you must register with the selective service.

• The Career Center houses a great wealth of additional information · use it!
Military Enlistment

Recruiters from the various branches of the Armed Services visit high schools. You are encouraged to talk with them about the advantages, benefits and disadvantages of life in the military. The Counseling and Career Centers have information and brochures available for you to review.

All students wishing to enlist in the military should take the Armed Services Vocational Aptitude Battery (ASVAB) during their junior or senior year. The ASVAB is given in many high schools. See your Career Counselor or a military recruiter for test dates. The results of the tests will help you determine your eligibility for military careers. The ASVAB measures your skills in General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Informations, Auto and Shop Information and Mechanical Comprehension. In order to qualify for specific career training schools, you must score high enough on the ASVAB for those schools. Opportunities vary with each branch of the service and the Recruiters will be able to assist you in determining if your scores match the requirements for specific types of training. The following is a list of local military recruiters and their locations. Do not hesitate to call them to inquire about what they have to offer. The Counseling and Career Centers will also assist you.

<table>
<thead>
<tr>
<th>AIR FORCE</th>
<th>(360) 698-2900</th>
<th><a href="http://www.airforce.com">www.airforce.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR FORCE RESERVE</td>
<td>1-800-257-1212</td>
<td><a href="http://www.afreserve.com">www.afreserve.com</a></td>
</tr>
<tr>
<td>AIR NATIONAL GUARD</td>
<td>1-800-344-0539</td>
<td><a href="http://www.goang.com">www.goang.com</a></td>
</tr>
<tr>
<td>ARMY NATIONAL GUARD</td>
<td>1-800-872-1328</td>
<td><a href="http://www.1-800-go-guard.com">www.1-800-go-guard.com</a></td>
</tr>
<tr>
<td>ARMED SERVICES</td>
<td>1-800-678-800</td>
<td><a href="http://www.armservices.com">www.armservices.com</a></td>
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</tbody>
</table>

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<tr>
<th>NAVY</th>
<th>(360) 876-4989</th>
<th>(360) 692-2271</th>
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<tbody>
<tr>
<td><a href="http://www.navy.com">www.navy.com</a></td>
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</table>

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<tr>
<th>NAVAL RESERVE</th>
<th>1-800-USA-USNR</th>
<th><a href="http://www.navalreserve.com">www.navalreserve.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>MARINE CORPS</td>
<td>(360) 692-8811</td>
<td><a href="http://www.usmc.com">www.usmc.com</a></td>
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<tr>
<th>COAST GUARD</th>
<th>(425) 203-3058</th>
<th><a href="http://www.gocastguard.com">www.gocastguard.com</a></th>
</tr>
</thead>
</table>

ASVAB Study Help
www.march2success.com
www.4tests.com
www.military.com
www.asvabprogram.com
(select ASVAB test information)
Opportunities of Military Service

IMMEDIATE Opportunities:
- Educational and career training (technical and professional)
- College degrees: associate, bachelor’s, and graduate
- Technical training certificates
- Certificate of completion of civilian apprenticeship programs
- Opportunity to become a commissioned officer through ROTC, Officer Candidate School, or military academies
- Travel
- Specific guaranteed training upon entry
- A community with a variety of attractions
- Medical and dental care
- Lower cost commissary and Base Exchange services
- Guaranteed pay

- Promotion opportunities
- A cadre of trained consultants and counselors, wide resources and references

LONG-TERM Opportunities:
- Post 9-11 GI Bill
- Scholarships and fellowships
- Pay bonuses
- Thirty day paid vacation every year
- Certain housing, medical, and educational services for families
- Low cost life insurance
- Insured loan for buying a home
- Lifetime retirement benefits after 20 years of service
- In career civil service, the veteran has absolute job retention rights over all non-veteran federal workers

Military Academies

LOCATIONS
United States Military Academy
West Point, New York, 10996
www.usma.edu/admissions

United States Naval Academy
Annapolis, Maryland, 21402
http://www.usna.edu///admin.htm

United States Air Force Academy
Colorado Springs, Colorado, 80840
www.usafa.af.mil

United States Coast Guard Academy
New London, Connecticut, 06320
www.cga.edu

Merchant Marine Academy
Kings Point, New York, 11024
www.usmma.edu

COSTS
Full U.S. Government scholarships are awarded which cover tuition, room, and board.

ADMISSION REQUIREMENTS
Apply spring semester of your junior year. You must request and receive a nomination from your U.S. Senator or U.S. Congressman. For information on the individual academy requirements, log-on to the academy website or contact your Career Counselor.
• NOTES •
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♦ Manufacturing Technology - Precision Machining
♦ Electronics

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OLYMPIC COLLEGE  Air Washington

For more information, contact Olympic College’s WorkForce Development Department at 360.475.7555

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