TUCSON UNIFIED
SCHOOL DISTRICT

Senior Handbook

ON TRACK TO GRADUATE

Tucson Unified School District
School Counseling Department

TUCSON UNIFIED
SCHOOL DISTRICT

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TUCSON UNIFIED
SCHOOL DISTRICT

TUSD School Counseling Dept.
(520) 225-6211

TUSD Counseling Centers

Catalina On-line Learning Experience (COLE) 232-8600
Office 232-8600, SAT/ACT H.S. Code: 030695

Catalina High School 232-8400 http://tusd1.org/catalina
Counseling Office 232-8414; SAT/ACT H.S. Code: 030475

Cholla High School 225-4000 http://tusd1.org/cholla
Counseling Office 225-4118; SAT/ACT H.S. Code: 030478

Palo Verde Magnet High School 584-7400 http://tusd1.org/paloverde
Counseling Office 584-7418; SAT/ACT H.S. Code: 030493

Project MORE High School 225-2600 http://tusd1.org/projectmore
SAT/ACT H.S. Code: 030491

Pueblo High School 225-4300 http://tusd1.org/pueblo
Counseling Office 225-4303; SAT/ACT H.S. Code: 030500

Rincon High School 232-5600 http://tusd1.org/rincon
Counseling Office 232-5600; SAT/ACT H.S. Code: 030502

Sabino High School 584-7700 http://tusd1.org/sabino
Counseling Office 584-7743; SAT/ACT H.S. Code: 030503

Sahuaro High School 731-7100 http://tusd1.org/sahuaro
Counseling Office 731-7210; SAT/ACT H.S. Code: 030504

Santa Rita High School 731-7500 http://tusd1.org/santarita
Counseling Office 731-7511; SAT/ACT H.S. Code: 030513

Teenage Parent High School (TAP) http://tusd1.org/tap
Counseling Office 225-3250; SAT/ACT H.S, Code: 030594

Tucson Magnet High School 225-5000 http://tusd1.org/thms
Counseling Office 225-5125; SAT/ACT H.S. Code: 030530

University High School 232-5900 http://tusd1.org/uhs
Counseling Office 232-5903; SAT/ACT H.S. Code: 030488

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SENIORS!

Welcome "Upperclassmen"! Your senior year will be filled with great opportunities and challenging academic classes. We hope the next months are exciting, fun and fulfilling for you. Keep the following in mind:

- Stay focused on academics. We know you are busy with extracurricular activities and outside jobs, but you must keep your schoolwork your priority! Stay focused on academics. Your GPA counts!

- Keep an accurate calendar/planner. You will need to keep track of many things: testing dates, admission dates, and scholarship deadlines.

- You must begin to decide what you are going to do after you graduate and prepare for that choice. Be it at a university, community college, apprenticeship, or the military, there are steps you must begin now to be prepared for entrance.

- Career exploration activities can be helpful. These include, but are not limited to talking to relatives, job shadowing someone in a position you have an interest in, and researching careers on the internet. Ask your counselor for assistance.

- Continue to develop your hobbies and interests.

- Research your options for next year.

- Know where to find scholarship information at your school.

- Talk to your counselor early and often!

- Make use of the many resources available to you: this handbook, the internet, the Career Center.

- Listen to or read the announcements everyday!

- Refer to counseling website often for updated information, deadlines, college visits, scholarships, etc.

We cannot over emphasize the importance of your continued success and achievements during this year.

> A Dean at the University of Arizona said*, "A student's most important year of college is his/her senior year in high school."*

This handbook contains valuable information for you. Keep it handy and refer to it often during the school year. Now is the time to begin creating the life you have envisioned for yourself.

Have a great year!

SECTION ONE

ACADEMIC DEVELOPMENT

This section will focus on the standards that will help you become successful in high school – getting good grades and graduating on time. You will also learn about your options for continuing your education after you graduate.

Here are the standards we will teach to help you:

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Now to help you learn these standards we will make sure that you can do all of these competencies or abilities:

12.1.1	Evaluates transcript to confirm completion of credits for high school graduation and post-secondary options.
12.1.2	Completes entrance exams for post-secondary education or programs.
12.1.3	Applies to post-secondary programs of interest after high school.
12.1.4	Applies for financial aid and scholarships for post-secondary programs, if applicable.
12.1.5	Demonstrates academic preparation for a wide range of post-secondary options, including college.

Adapted from the ASCA National Model Standards

SENIOR PLANNER

AUGUST AND SEPTEMBER:

- Make decisions regarding post-secondary education.
- Visit your school guidance counselor to see if you are on track for college.
- Continue college search and print out admission applications to selected colleges to use as a draft.
- Work on college applications and outline essay topics.
- Organize your calendar with deadlines.
- Check your transcript for correct credits.
- Finalize resume. Develop and organize a scholarship folder.
- Begin to apply for available scholarships.
- Register online for the ACT, SAT I SAT II: Subject Tests if trying to raise scores or if you didn't take as a junior.
- Contact colleges you hope to attend and arrange on-campus visits.
- Continue checking your school's website for scholarship and apply for scholarships that you are interested in and qualified for.

OCTOBER:

- Apply to colleges with early admission application deadlines by November.
- Continue the college application process and visit schools.
- Complete online FAFSA. Check with the college to find out priority deadline for FAFSA. If you need to complete paper version of FAFSA, see your counselor.
- Apply for (FAFSA) **Free Application for Federal Student** Aid PIN number. Your parents and you will need a PIN number to complete the process online. FAFSA website: https://fafsa.ed.gov
- Attend post-secondary school rep meetings at your campus.
- Attend TUSD College Night at the Tucson Convention Center.
- Mail ROTC and military academy applications.

NOVEMBER:

- Continue to apply for scholarships.

DECEMBER:

- Plan to attend Financial Aid Night at a local high school, Pima College, or U of A.

JANUARY:

- Continue to apply for scholarships.

FEBRUARY:

- Request that the school registrar send your seventh semester transcript to the college(s) where you have applied and which require this record.

MARCH:

- Continue to apply for scholarships.

APRIL:

- Complete Senior Survey and continue to notify your counselor of additional scholarships after survey deadline.

MAY:

- Last chance to notify your counselor of scholarships or outstanding academic awards.
- Attend awards night and graduation.
- Remember to thank scholarship donors, teachers and others who have helped you.
- Request that the high school registrar mail a final copy of your official transcript to the college of your choice.
- Register for college summer orientation programs.

TUSD HIGH SCHOOL GRADUATION REQUIREMENTS

There are basic graduation requirements that will allow you to attain your diploma from TUSD. However, these requirements will not provide you with the needed curriculum necessary to be admitted to most 4-year colleges/universities, including our Arizona state universities. Please note the information listed below is for high school core classes.

Each high school has its own specific requirements and credit evaluation, and each college has their own specific entrance requirements. Please talk to your counselor to receive that specific information.

Curriculum Subject Areas	**Minimum Graduation Plan**	**College Prep Program Arizona State Universities**	**Rigorous College Prep Program**
	Credits	**Credits**	**Credits**
English	4	4	4
Mathematics	4 Algebra I, II, Geometry & 4th credit	4	4-5
Science	3 Biology by end of soph. year	3	4-5
Social Studies	3 Amer. Govt., Amer. History, World Hist. & Econonics	2	3
Physical Education	1		
Health	.5		
World Language	0	2	4-5
Fine Arts or Career & Tech. Education	1	1*	1*
Electives	6.5		Computers
Total Credits	**23**	**Minimum of the above 16**	**24 or more**

*Arizona Board of Regents requires one credit of Fine Arts or CTE. Assured admissions to state universities is dependent upon being ranked in the top 25% of the graduating class, with no deficiencies.

High School Graduation Checklist

Student Name:_____ Counselor:_____

I. Graduation Checklist

1. Student Academic Involvement Report
   _____Review student demographic information for accuracy and completeness

2. Preliminary Review Checklist:
   _____ Credits Earned #_____
   _____ Credits currently in progress #___
   _____ Total number of credits remaining: #___
   _____ Review cumulative credit history
   _____ GPA/Class Rank _____
   _____ SAT/ACT/ _____/_____/_____
   _____ Review detailed test record if available (on back)
   _____ Community Service 9 10 11 12

II. Post High School Plan - Circle One

4 Year College	**2 Year College**	**Technical School**	**Military**
Application Process	Application Process	Application Process	Enlistment Process
Transcript release	Transcript release	Transcript Release	Take the ASVAB
Scholarship/FinAid	Scholarship/FinAid	Scholarship/Fin/Aid	Branch: _____
AzCIS	AzCIS	AzCIS	AzCIS

Begin Work Full Time **Schools:**_____ **Career Focus**: _____
Application Process _____ _____
Process for employment _____ _____

III. Action Plan: Due Date

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____

_____ _____
Student Signature Date

_____ _____
Counselor Signature Date

HOW TO CALCULATE YOUR SEMESTER G.P.A. (GRADE POINT AVERAGE)

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

AP classes may add 1 point (i.e., A = 5.0, B = 4.0, etc.)

In calculating your Semester's G.P.A., see the points above. You may notice that a 4.0 is an A average.

1. Place your grade and points on the lines provided
2. Add all points for your classes and place in the total
3. Now divide the total number of classes taken (6, 7, or 8) by the total points you have earned.
4. See the following example and fill in your grades and points.

Worksheet

Sample **Class**	**Semester #1 Grade**	**Points**	**Semester #2 Grade**	**Points**
English	B	3	C	2
Math	A	4	B	3
Science	D	1	B	3
Social Studies/Tech/Elect.	B	2	B	3
Elective	A	4	B	3
Elective	B	3	C	2
		17		16

17 (S #1) **+ 16** (S #2) **= 33 ÷ 12** (# of classes) **= 2.75 G.P.A.**

Now it's your turn:

Your Classes	**Semester #1 Grades**	**Points**	**Semester #2 Grades**	**Points**
English	_____	_____	_____	_____
Math	_____	_____	_____	_____
Science	_____	_____	_____	_____
Social Studies/Tech/Elect.	_____	_____	_____	_____
Elective	_____	_____	_____	_____
Elective	_____	_____	_____	_____
		_____ Total		_____ Total

_____ (S #1) **+** _____ (S #2) **=** _____ **÷** _____ (# of classes) **=** _____ **G.P.A.**

THE QUESTION: WHAT'S NEXT?

Life is full of questions. Some are relatively easy to answer, such as what to wear or what movie to see; but answering questions about your future can be confusing. There are so many things to think about, it's difficult to know where to start. For instance:

- Do I want to go to college? Do I want to go directly to work? Maybe it isn't an either/or situation.
- Will I be happy with a job I can get right out of high school? Do I want a job that requires more training? Can I get on-the-job training?
- Should I go directly to a four-year college? Should I go to a community college for two years? Could I transfer after two years if I decide that I want a four-year degree?
- Do I want to look only at in-state colleges? Would I like to look at colleges farther away? What about an international school?
- Will I go away to college? Will I live at home and commute?
- Should I go to work to earn money for college? Should I obtain a loan to pay for college? Could I get a paid internship or co-op while attending school?
- Should I enlist in military service? What can the military provide in terms of education, training, financial aid, and benefits?
- Do I want to go to a technical or specialized school? Should I check out the community college?
- Do I want to live at home? Should I get an apartment with my friends?
- How can the classes I choose now influence future decisions?
- What can I do in high school that could help me prepare for the workplace of tomorrow?

The more you know about your interests and abilities, your career possibilities and educational options, the easier it will be to make sound decisions about your future. Since the U.S. Department of Labor predicts that you will make five to ten career changes in your lifetime, the decision-making skills you develop now will be valuable to you throughout your life. The purpose of this handbook is to help you understand the career decision-making process and explore the options available to you after high school.

THE ANSWER: THE 5 GATEWAYS*

High school graduation is just around the corner! Most students don't realize there are 5 options to consider after high school. These options are called "**gateways"** and are listed below:

1. POST-SECONDARY EDUCATION

- *4- year Colleges and Universities*
- *2- year Colleges and Community Colleges*
- *Technical and Professional schools and colleges*

2. MILITARY

- *Army*
- *Navy*
- *Air Force*
- *Marine Corps*
- *Coast Guard*

3. WORKFORCE

- *Full-time permanent jobs*
- *Combination of two or more part-time jobs*
- *Contract services on short-term basis*

4. APPRENTICESHIP AND INTERNSHIPS

- *Carefully monitored work experiences with intentional learning goals*

5. SELF-EMPLOYMENT AND ENTREPRENEURSHIP

- *Start a business*
- *Buy a business*
- *Take on a franchise*
- *Consult or freelance*

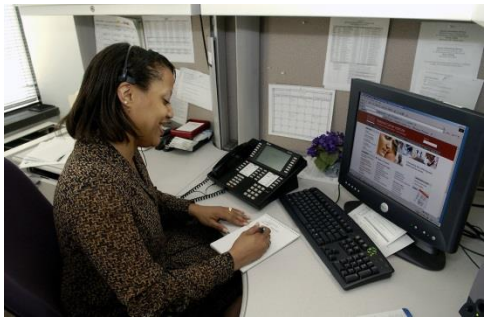
*** The gateway model is taken from *The Real Game*™ Facilitator's Guide. *The Real Game*™ can be found at http://realgame.com/ .**

OPTIONS AFTER HIGH SCHOOL:

Attend a 4-year college or university

Participate in a 2-year/technical certificate or degree program

The Military
Army, Navy, Air Force, Marines, Coast Guard



Full time work
Internships/Apprenticeships
Self-Employment
Entrepreneurship

Whichever route you take, be certain what you are doing in high school will get you where you want to be when you leave high school!

THE PLAN: DECISION-MAKING SKILLS
The Solution

What Do You Plan To Do With Your Life?

Decisions, decisions, decisions! Choosing a post-high school pathway essentially boils down to a decision-making process. The effectiveness of your decision-making relies heavily on the information available to you at the decision-making point. Information is power. The more information you have the easier it is to make a decision. Often an inability to choose one career path over another is an indication that you do not have sufficient information. Planning for life requires understanding self, exploring occupations, making decisions, and acquiring work skills. Enjoy the process.

"The future was plump with promise." - Maya Angelou

While considering your next step, the following 7-step Decision-Making Model will help give you structure, while processing and identifying the necessary information.

Decision-Making Model

Step One: Identify the decision to be made

Before you begin gathering information, it is important that you have a clear understanding of what it is you are trying to decide. Think about what you want to achieve and state that as your goal. Some decisions you might be facing could include:

1. What do I want to do after graduation?
2. What will I do to prepare for the next phase of my life?
3. What are my short term and long-term goals?
4. Where do I want to be in five years and what is the best way to get there?

Step Two: Know yourself (self-assessment)

Before you begin exploring careers and trying to identify jobs and careers which will prove satisfying, you must first get a sense of what makes you "YOU" - your skills, interests, values, and personality characteristics. Your journey of self-knowledge will never end, but to get started, use an interest inventory and other available assessments in the Career Center or try AzCIS Online, available for use at school or at home using your school's password (your career center specialist or counselor can give you the school password).

Questions you may want to ask yourself are:

Skills—

1. What can I do best?
2. What are my strengths and weaknesses?
3. What are my most prominent skills and abilities?
4. What skills do I want to use on the job?
5. What skills do I need to acquire?

Interests—
1. What am I interested in doing?
2. What activities have I enjoyed the most?
3. With what kinds of people would I like to go to school/work?
4. What kind of school/job settings would I enjoy?

Values—
1. What satisfactions do I seek in a career?
2. In what ways must I be challenged and rewarded on the job?
3. In what type of school/work environments would I be happy?

Personality—
1. What personal qualities do I possess that will help me on the job?
2. How will my personal style influence my career choice?
3. How will I get along with my supervisor? Co-workers?

Dream— (Dream BIG. Your crazy idea might not be so crazy.)
1. If I could do anything, what would my life look like?
2. What do I feel passionate about?
3. Imagine what your best workday would look like 10 years from now?
4. What makes you feel energized or connected?

Step Three: Identify options
1. Post Secondary-education.
2. Military.
3. Workforce.
4. Apprenticeship and internships.
5. Self-employment and entrepreneurship.
6. Other.

Step Four: Gather information and data
1. Examine the information and resources available to you.
2. Visit your counselor, career center, library, and the Internet.
3. Network – take advantage of all networking opportunities – with peers, recent graduates, parents, staff, college and military reps, business contacts, and community members.
4. Identify what additional information and resources you will need.
5. Seek out and utilize new information.
6. https://azcis.intocareers.org/- Use this website for academic and career planning.
7. Seek out learning through experience opportunities (volunteer, job shadow, etc.).

Step Five: Evaluate options that will solve the problem

If you have completed your research, you are now ready to evaluate each of the options that you have identified:

1. Identify the pros and cons of each alternative.
2. Identify the values and needs that are satisfied by each.
3. Identify the risks involved with each alternative.
4. Project the probable future consequences of selecting each.

Ask yourself these questions:

1. Will I feel good about this choice? How will my parents feel about it?
2. Will certain risks be involved? Am I willing to take such risks?
3. Will it be satisfying for me? How will I feel about this choice five years from now?

Step Six: Select one of the options

Based on the information you have gathered and analyzed, you should now be able to choose one of the options. Do you have enough information to choose one option over another? If not, you might need to do more research. Consult with your parents, counselors, school staff, experts in your field of interest, or other community members. Don't forget to talk with graduates who have just experienced a similar option.

Step Seven: Design a course of action to implement the decision

Having chosen one of the options, you can now begin developing and implementing a plan of action. Ask yourself these questions:

1. What information or resources are needed to complete each step?
2. What are the obstacles to implementing my decision and how can I overcome them?
3. Identify steps to implement the decision.
4. Identify when to begin and end each step.
5. Identify the information or resources needed to complete each step.
6. Take time to review your course of action and/or change direction if necessary.

Remember, not every course of action or career pathway is direct. Sometimes, it is during the process that we learn what the next step needs to be. Decision-making is a life long skill, so know you will have lots of opportunity to practice this important process. The more you are willing to contribute to the process and to be open to the variety of resources and people available to you, the more likely it is you will meet with success! A little luck helps, too!

COLLEGE CHOICE FACTORS

Deciding which colleges to apply to, much less which to attend is a significant life choice that will affect you for years. What are your values? What kind of environment do you want to live in? These and other questions will help guide you to select the proper school. (See Appendix 2, 3, & 5)

Location
How far away from home would you like to go to school? 10 miles/ 2,000 miles?

Size of College
Would you prefer to attend a school with a large enrollment (30,000 or more students), or a small one (around 1,500 students), or something in the middle? How large would you like the physical size of the campus to be?

Environment
Would you rather attend a community college or other 2-year institution, or a 4-year university? An urban, suburban, or a rural school? Is the location and size of the nearest city important to you? Do you prefer a co-ed or single-gender school? Does the school's religious affiliation make a difference to you?

Admissions/Requirements
At what schools do you have a high enough GPA**,** class ranking, test score, etc. to be admitted?

Academics
Which schools offer the major(s) you that are considering? What kind of student-faculty ratio and typical class size are you looking for, and which schools offer them?

College Expenses/Financial Aid
Does your college choice match your financial ability? How expensive a school can you afford to attend? Consider tuition, room and board, and other expenses including the application fee, deposits, etc. How many students receive financial aid at the schools you are considering?

Housing/Facilities
Would you rather live on campus in a dorm or commute to school from home? What type of academic, medical and recreational facilities should your college have?

Activities
What kind of clubs and organizations (including fraternities and sororities) do you want your college to offer? What types of athletic activities (including intramural teams) should be offered by the school you choose to attend?

Special Programs
Do you need a school with services or programs for the learning disabled? Have you thought you would like to study abroad? Do you need ESL studies in college? Are you looking for an honors program?

THE COLLEGE APPLICATION PROCESS—START NOW!

The Application Process	Locate application on school's website	Complete it thoroughly	Save a copy for your files!	Send all requested information	Submit online application
The Interview	Research the school	Practice your interview skills	Confirm date and time	Arrive early	Relax and do your best
Taking Tests	Take preparation courses	Practice taking the tests	Eat and rest well the night before	Be on time and take appropriate ID	Take a calculator, pencils and eraser
Letters of Recommendation	Request letters in a timely fashion	Give writers 2-3 weeks to complete	Give writers an idea of what you need	Give writers a brag sheet about yourself (or resume)	Send thank you notes
The Essay	Use requested topic	Start early and follow instructions carefully	Ask your teacher to proofread your draft	Make corrections	Save a copy and send with application
The Resume	Make sure it is updated and accurate	Include names of references	Include background information	Include experience & education	Include goals and objectives

- Allow yourself sufficient time to complete the application. A rush job may cause errors.
- Use the same name that is on your transcript on all your applications for colleges or scholarships.
- Read all questions on the application and think about your answers carefully.
- Ask your English teacher to proofread your essay.
- Be truthful!
- Avoid errors; when possible, use spell check and a dictionary.
- Answer all questions requested of you. If it does not apply, use N/A.
- Pay any application fees.
- Read directions carefully; print out a copy to use as a draft, and complete the online application; save a copy for your files.

Save a copy of everything you send to a college/university or scholarship agency. Keep a copy of all certificates, awards, letters, etc. in a safe place.

Comparison Worksheet/ Choosing A Campus		
Make copies first. One per college.	**COLLEGE NAME:**	
LOCATION (distance from home)	-Arizona (in state) -North (part of country) -South (part of country) -East (part of country) -West (part of country)	
SIZE	-student enrollment -physical size of campus	
ENVIRONMENT	-type of school (2 yr, 4yr, technical, specialized) -school setting (urban, rural, suburban) -location & size of nearest city -co-ed, male, female -religious affiliation	
ADMISSION REQUIREMENTS	-deadline -tests required -average test scores, GPA, rank -special requirements	
ACADEMICS	-programs of study (majors offered) -special requirements -accreditation -student-faculty ratio -typical class size	
COLLEGE EXPENSES	-tuition, room and board -estimated total budget -application fee, deposits	
FINANCIAL AID AND FINANCIAL PLANS	-deadline -required forms -% receiving aid -scholarships -no aid required -complete or nearly complete aid required	
HOUSING	-residence hall requirement -types and sizes (dorm, fraternity or sorority, off-campus) -availability -food plans	
FACILITIES	-academic -recreational -other	
ACTIVITIES	-clubs, organizations -Greek life -athletics, intramural -other	
CAMPUS VISITS/ ORIENTATIONS	-dates, contact person -special opportunities	
PROBABLE COLLEGE MAJOR	-liberal arts -interdisciplinary or general studies -specialized (i.e. business, nursing) -pre-professional (i.e. medicine, law) -other	
BASIS OF COLLEGE CHOICE	-primarily mine -mine and parents -primarily parents -contrary to my parents' preference	

EMPLOYMENT AND COLLEGE APPLICATION GUIDELINES

Filling out an application is one of the most intimidating steps you can take when applying for a job or applying for admission to a college.

Do

- Read applications and directions carefully before you begin.
- Make copies of the application and complete as a draft. Ask someone to proofread it for you then use draft to complete online application.
- Make sure that everything that is supposed to be included is enclosed.
- Be truthful and don't exaggerate your accomplishments.
- Research the college or company.
- Keep a copy and be thorough.

Don’t

- Leave blank spaces. Missing information may cause your application to be discarded.
- Be unclear. If the question calls for a specific answer, don't try to dodge it by being vague.

Before you step through the door for your interview, you should practice answering these *common interview questions*.

- Tell me a little bit about yourself.
- What qualifications do you have?
- Why do you want to work for us?
- Tell me about your current job?
- Why are you leaving that job?
- What did you like most about that job?
- What would you change about that job?
- Do you enjoy school? Why or why not?
- Do you plan to continue your education?
- What do you plan to do for work five years from today? What is your major strength?
- What is your greatest weakness?
- What motivates you to do a good job?
- Are you at your best when working alone or in a group?
- What are your goals?
- Do you have any questions for me? Try to have at least one question ready.

DEVELOP YOUR COLLEGE APPLICATION PLAN AND ESTABLISH DEADLINES OR TIMELINES

- Get applications
- Take college entrance exams
- Request transcripts
- Request recommendations
- Write essays
- Complete applications
- Schedule interviews or auditions
- Apply for scholarships
- Attend a financial aid workshop
- Apply for financial aid
- Complete NCAA Clearinghouse forms
- Visit colleges
- Meet deadlines

For seniors, the college application process falls into three stages:

1. **Applying –** This will take most, if not all, of the first quarter. The application process involves visiting colleges, making decisions, taking tests, filling out applications, and meeting deadlines.

2. **Waiting** – Once all the applications have been sent, the replies will come in either on a rolling basis, or by an early April date, depending on the policy of individual colleges. Remember, there is a college for you.

3. **Deciding** – This is the time for discussing, revisiting schools, and comparing financial aid packages. Most schools want to be notified of your decision by May 1st. NACAC (www.nacac.org) lists colleges that are still taking applications after this date.

WRITING THE COLLEGE ESSAY

When the college essay is required as a part of the admissions process, it is important to give serious effort to its composition. Probably no other piece of admissions criteria receives as much attention or generates as much discussion. Here is the opportunity to reveal your intelligence, sense of humor, maturity, sincerity, enthusiasm, and writing ability.

Areas of Evaluation - in general, colleges look for the following:

1. Skill in using standard written English
2. Depth of insight as reflected in content and substance and ability to reflect true feelings or opinions about a subject
3. Creativity and uniqueness evidencing fresh and original viewpoints

Essay Directions - be careful to address what the directions request:

1. Discuss something that has significantly contributed to your growth as a person.
2. Assess your uniqueness as an individual; tell something about yourself not learned from other application information.
3. Address your particular opinions or feelings on a specific topic.
4. Reflect on your goals and aspirations by explaining how your education at that college will help you meet them.

Tips for Composing the Essay - using these tips will help develop an essay that conveys your personal qualifications:

1. *DO NOT WAIT UNTIL THE LAST MINUTE TO WRITE YOUR ESSAY!*
2. Make lists of your qualities as you know them (particularly any you know the college seeks), aspirations and goals, activities, honors and awards, personal or academic shortcomings you are trying to overcome, persons or courses which have influenced you and any specific strengths of the college (if you know them) and how you wish to avail yourself of them.
3. Write a draft, making sure to address the particular directions for discussion.
4. Put your draft aside for 24 hours and read again.
5. Make corrections in sentence construction, grammar, punctuation and spelling. Read aloud what you've written to help you locate any rough spots you'll wish to rework.
6. If possible, let someone else, whose opinion you respect, read and evaluate your paper.
7. Rewrite the essay, revising it with your evaluation in mind. Put it aside again and repeat the process until you're satisfied.
8. Type your essay unless a handwritten version is requested. Proofread for any errors. Make it look as perfect as you can.
9. Save a copy for your own files.
10. Follow instructions for submitting your essay and do so on time!

FINANCIAL AID INFORMATION

College is not inexpensive, so seeking financial aid opportunities is important for everyone. (See Appendix 2) It is important to understand that scholarships and financial aid are often available for students based on the following:

- Outstanding grades
- Special talents
- Special needs
- Athletic ability
- Focused career interests
- Ethnicity or heritage
- Leadership ability

Applying for state and federal student aid is free! You begin by applying for a PIN number at www.fafsa.ed.gov. You and your parents will need a PIN number to complete the FAFSA in January. After January 1st you may complete the FAFSA based on the previous year's tax information.

Financial Aid is most often based on need and this computes into a simple formula:
College Cost - Your Expected Family Contribution = YOUR FINANCIAL NEED

There are various types of financial assistance and it is important that you understand the differences between them.

Grants	Repayment is not required. Grants are given for athletics, academics, special talent, need based, etc.
Scholarships	Repayment is not required. They are awarded based on athletics, special talent, or academic excellence.
Loans	Must be repaid. Generally you begin paying after you have completed or stopped your education. Student loans are available from federally sponsored or commercial institutions.
College Work Study	This allows colleges to hire students for employment to pay their own way as they go to college. You do not repay money earned.

If scholarships or work study do not cover all of your college expenses, student loans may help pay the remaining expenses.

You may combine any of the above listed forms of financial aid to meet the costs of college expenses.

There are two types of student loans:
- Federal loans are guaranteed by the US government.
- Alternative loans are guaranteed by private guarantee agencies.

LETTERS OF RECOMMENDATION

When requesting a letter of recommendation, please follow these helpful hints. (See Appendix 6)

1. Ask a teacher, counselor, administrator, employer, and/or a clergy who knows you well and can recommend you positively. Ask for your letter to be printed on letterhead.

2. Plan ahead to meet your timeline. Allow 2 to 3 weeks for the completion of your letter. This person possibly has other letters to be written ahead of yours. Do not request last minute recommendations.

3. Request your letter of recommendation personally and give the writer a copy of your resume. Ask the individual to personalize the recommendation as much as possible.

4. If the letter needs to emphasize a special accomplishment or skill such as leadership, community service, fine arts, etc., indicate the emphasis to the person writing the recommendation.

5. If the letter is to be sent directly from the person writing the recommendation, be sure to supply an addressed, stamped envelope. Do not include a return address.

6. It is recommended that you do not photocopy letters of recommendation. Current date and most recent academic data, plus an original signature, should be included in the recommendation.

Be sure to thank these individuals formally, in writing for their time and effort.

COMMUNITY COLLEGE

Community Colleges, also known as 2-Year or junior colleges are regionally accredited post-secondary institutions at which the AS or AA (associates of art or science) is the highest credential awarded. A Bachelor of Science (BS) or Bachelor of Arts (BA) is awarded from 4-year colleges and universities. Community colleges offer technical, transferable and continuing education and specialized curriculums.

Community Colleges are:

- community based institutions that establish links and partnerships with high schools and the community
- institutions that deliver high quality programs at various times and places for the convenience of the student
- institutions with open admissions to those with a high school diploma or its equivalent

Some of the wonderful features that attract most students are:

- annual tuition and fees are approximately 1/2 the cost of a 4 year college
- ability to live at home and save on room and board
- advising on class scheduling
- smaller classes
- greater accessibility to instructors

Most community colleges offer a full range of counseling and career services designed to help students make the most of the educational opportunities.

Community Colleges offer:

- an AGEC – Arizona General Education Curriculum that is a 2 year curriculum which is transferable to a 4 year bachelors program. The AGEC is specific in regards to business, medical, liberal arts, education, etc.
- occupational-technical programs that prepare students for employment
- programs that will assist those students already employed to upgrade their skills
- developmental education programs that help students improve their basic academic skills

Community colleges offer the associate degree as well as certificates in specific programs that require varying amounts of study. Some certificates take a few weeks to earn, while associate degrees may take two or more years to complete.

Contact the community college in your area or one of interest to you to find out about specific programs and degrees they offer.

VOCATIONAL AND TECHNICAL SCHOOLS

The purpose of a career or vocational-technical education is to prepare a high school graduate to obtain and hold a job. The relationship between education and work is important. The more you invest in your education, the more valuable you are to your employer and the more you will earn!

I. A good high school education is critical to whatever field you wish to enter. Employers want you to:
   - ✓ be able to read and write well
   - ✓ communicate effectively with other people
   - ✓ get along with other people and your co-workers
   - ✓ be able to think and reason in safe acceptable creative ways

II. Career educators state that high school graduates really need to continue their education and get a degree. It is no longer an option.

III. Vocational-Technical schools provide:
   - ✓ hands-on educational experience
   - ✓ classrooms that represent actual job experiences
   - ✓ instructors who are experienced in the subject area
   - ✓ assistance when entering the workforce once your training and education are complete

IV. Visit the vocational or trade school of your choice and take time to:
   - ✓ speak to students who are attending classes
   - ✓ visit during class time
   - ✓ ask students why they chose that institution
   - ✓ ask students their opinion of their education

V. Continuing education throughout your lifetime will become more and more necessary as the job market becomes more competitive.

VI. Students with a vocational-technical education will have the advantage when the time comes to learn new skills. Their training will provide them with basic thinking and problem-solving skills that make it possible to absorb new technologies.

APPRENTICESHIPS

An apprentice is an inexperienced worker who signs a contract to participate in a trade-training program for a set period of time. The apprentice is working at perfecting their skills. They are usually given a period of time to complete their training.

Today's high school graduates have the choice of many apprenticeships. These may include but not limited to construction, plumbing, electrical, musical, fashion, landscaping, auto, etc. This is another option to prepare students for a career that will allow them to work while attending classes. This is ideal for students who need a steady income immediately after completing high school or have a desire to go to work.

I. Apprenticeships provide:
- challenging curriculum for individuals 16 years of age or older.
- a planned training entry-level position on a career pathway.
- a combination of on-the-job training and related classroom training.
- certification of competency measured by industrial standards.

II. Apprenticeship programs may require:
- you to complete certain course work.
- a high school diploma or currently attending high school.
- that you pass an aptitude test.
- proof of physical ability to perform the duties of the trade.
- proof of a valid driver's license.

III. Apprenticeship programs are looking for people who have the mechanical and mental abilities to master a skill. Requirements emphasize four qualifications:
- age
- education and solid background in reading, writing and basic mathematics
- physical condition
- aptitude

The best sources for assistance and information in apprenticeships are vocational and career counselors at local, state and national employment agencies. Students can also get information from the offices of The Bureau of Apprenticeship and Training.

Apprenticeship Services
www.azdes.gov/apprenticeship

MILITARY

Military service is a wonderful option for career preparation. The various branches of the armed services compete with industry, colleges, trade and technical schools for recruits. (See Appendix 4)

I. Young people are attracted to the military for various reasons including:
   - a sense of civic duty and service for our country
   - travel
   - the need for employment
   - occupational training
   - educational opportunities

II. The Armed Forces consists of 4 major branches
   - Army
   - Navy
   - Air Force
   - Marines

   (there is also the Coast Guard and the Air National Guard/Reserve)

III. Each branch of the military has its own mission and character, its own incentives, bonuses and recruitment strategy. All service branches require:
   - high school diploma for Tier I applicants. Some high schools do not fall under the Tier I category. Check with your recruiter to see if you high school is a Tier I or Tier II school. Tier II includes GED or some college credits with limited spaces for this category.
   - aptitude tests
   - physical exams/drug screening/criminal background check
   - the need for recruits in the area in which the enlistee has applied
   - ASVAB (Armed Services Vocational Aptitude Battery) test

IV. Most active-duty programs range from 3 to 6 years. Enlistments are typically 3 to 4 year commitments. People who join the reserves are on active duty through basic training and job training.

V. The number one purpose of the military is to defend the United States of America, not to provide education and training.

There are some full-time educational programs that include full pay, allowances, tuition and/or related fees. Some programs allow enlisted personnel to take college courses that, together with additional military training, enable them to become commissioned officers. Apprenticeship programs are structured into Army, Navy and Marine training programs. Armed services enlistees train in the mechanical and technical areas. Apprenticeship accreditation can cross over to the civilian world of work. The ROTC is one such program that offers scholarships for students in college to take specified courses.

- The 4-year program leads to an entry-level commission and bachelor degree.
- ROTC scholarships pay tuition, required fees, textbooks and provide an allowance for each month a student is academically enrolled.

SAT AND ACT EXAMINATION INFORMATION

Colleges/universities require some type of entrance or placement examination. Most colleges and universities in the U.S. will accept either the ACT (American College Test) or the SAT I. You may take either or both tests several times to improve your score. Please consult with the college or university of your choice for specific requirements.

Some colleges/universities require the SAT II (subject tests.) Check with the College Board or your selected college/university to see if they require the SAT II for admission. When college/universities require the SAT II tests they are measuring your ability in specific areas. Make a list of possible colleges/universities that you are considering and request your score to be sent to those schools. Deadlines are set for each test date. Late fees are assessed if it is past the deadline. Also, date changes and center changes after you have registered will be an additional charge. (See Appendix 2)

Registrations Options:

1. Online registration is preferred: Payment online is by Visa or MasterCard ONLY.
   ACT: **www.act.org**
   Mail the application before the deadline.
   Enclose check or credit card information in the correct amount.
   A signature is required.
   SAT: **www.collegeboard.org**

2. By Mail: Pick up an application form in the Counseling Center.
   Complete the application.

Important Reminders:

1. In order to register, you must have your high school code (see list below).
2. Athletes remember to send scores to the NCAA (National Collegiate Athletic Association).
3. You must take a picture ID to the test center to be admitted.
4. There are late registration deadlines for an additional fee.
5. You cannot take the SAT I and SAT II on the same day.

High School Code:

Catalina	030475	Pueblo	030500	Santa Rita	030513
Cholla	030478	Rincon	030502	TAP	030594
Palo Verde	030493	Sabino	030503	Tucson	030530
Project More	030491	Sahuaro	030504	University	030488
COLE	030695				

SAT /ACT/ PSAT

REGISTRATION ONLINE

ACT Go to www.actstudent.org

Test Date	Registration Deadline
September 14, 2019	August 16, 2019
October 26, 2019	September 20, 2019
December 14, 2019	November 8, 2019
February 8, 2020	January 10, 2020
April 4, 2020	February 28, 2020
June 13, 2020	May 8, 2020
July 18, 2020	June 19, 2020

Additional fees apply for late registration.

SAT Go to www.collegeboard.com

Test Date	Registration Deadline
August 24, 2019	July 26, 2019
October 5, 2019	September 6, 2019
November 2, 2019	October 3, 2019
December 7, 2019	November 8, 2019
March 14, 2020	February 14, 2020
May 2, 2020	April 3, 2020
June 6, 2020	May 8, 2020

Additional fees apply for late registration.

See your counselor for Fee Waivers, which are available for eligible students.

My high school registration code is _____

COMPARISON OF THE SAT AND ACT SCORES

Review your ACT composite score and your SAT I total score in the columns below. The score that is the highest on the ladder of either column is your best score. There are times when your score on one of the tests will be significantly higher than on the other.

Colleges/universities use this scale or a similar ACT/SAT I (equivalency table) to compute your Best Score.

Admission is based on these scores and your high school GPA in core classes.

ACT	**SAT**
No order of difficulty	Proceeds in an order of difficulty
Score choice	No score choice
Grammar & reading heavy	Vocabulary heavy
Need: Algebra, Geom, Alg II & Trig	Need: Algebra, Geom, Alg II
Based on school curriculum	Not based on school curriculum
Not as tricky/less distractions	Tends to be tricky
No guessing penalty	Guessing penalty
Science reasoning section	No Science
English grammar tested	Writing section added
Scoring: 0 - 36 points	Scoring: 200 - 800 points

Score Comparisons

ACT	**SAT**	**ACT**	**SAT**
36	2400	23	1590
35	2340	22	1530
34	2260	21	1500
33	2190	20	1410
32	2130	19	1350
31	2040	18	1290
30	1980	17	1210
29	1920	16	1140
28	1860	15	1060
27	1820	14	1000
26	1760	13	900
25	1700	12	780
24	1650	11	750

Assured admissions to state universities is dependent upon being ranked in the top 25% of the graduating class, with no deficiencies.

NCAA Eligibility Center

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at **eligibilitycenter.org**. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at **eligibilitycenter.org**.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

Visit **eligibilitycenter.org/courselist** for a full list of your high school's approved core courses.
Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

DIVISION II

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.

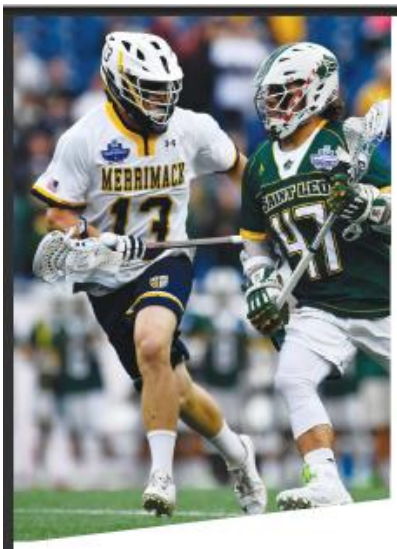
- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at **ncaa.org/student-athletes/future/test-scores**.

TEST SCORES

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code **9999**) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will use the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript.



HIGH SCHOOL TIMELINE

GRADE 9

Plan

- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at **eligibilitycenter.org/courselist**.

GRADE 10

Register

- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at **eligibilitycenter.org**.
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11

Study

- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT, and make sure we get your scores by using code **9999**.
- At the end of the year, ask your counselor to upload your official transcript.

GRADE 12

Graduate

- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code **9999**.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

Core Courses

This simple formula will help you meet Divisions I and II core-course requirements.

4 x 4 = 16

+ 4 English courses (one per year)
+ 4 math courses (one per year)
+ 4 science courses (one per year)
+ 4 social science courses (one per year)

= 16 NCAA CORE COURSES

For more information:

ncaa.org/playcollegesports
eligibilitycenter.org

Search Frequently Asked Questions

ncaa.org/studentfaq

Follow us:

@NCAAEC
@playcollegesports

NCAA is a trademark of the National Collegiate Athletic Association.
July 2018

SECTION TWO

CAREER DEVELOPMENT

Once you graduate, in 4 years, you will begin your adult life. An important part of your life will be the way that you earn money to support yourself, and later, a family. In this section we want to learn what it takes to find the career that will suit you best. Once you identify your career choice you will then learn what steps to take to reach your career goals. (See Appendix 2)

These are the standards for this section:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Now to help you learn these standards we will make sure that you can do all of these competencies or abilities:

12.2.1	Identifies ways in which occupational choices affect earning power and life style.
12.2.2	Recognizes that employability requires life long learning and the acquisition of new skills.
12.2.3	Describes the relationship between educational achievement and career success.
12.2.4	Identifies and/or engages in activities that provide career-based learning experiences (volunteerism, part-time employment, internships, and mentoring).

Adapted from the ASCA National Model Standards

Arizona Career Information System

[My CIS (portfolio) Sign In | Create "My CIS (portfolio)"]

[Log out]

Educa

- Programs of Study
- Undergraduate
- School Sort
- Arizona Schools
- US Colleges & Universities
- Financial Aid Sort
- Financial Aid
- Graduate School Sort
- Career Pathways

Occupations & Employment

- Occupation Sort
- Occupations
- Self-Employment
- Military Employment
- Job Search
- Keep That Job

Assessment Tools

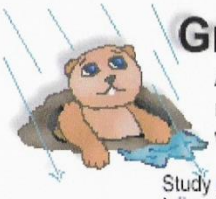
- Assessment Link
- Interest Profiler
- SKILLS
- Values: Work Importance Locator

Don't be late . . .

It's estimated that 18 years from now the cost of a public college education will be more than $100,000, and a private college could cost twice that.

check the Financial Aid Calendar

Groundhog Day



A groundhog is not the most reliable way to forecast the weather.....

Study meteorology and you'll be able to tell everyone what's coming!

"I Love You"

The computer virus infected 3.1 million computers in four days.

Learn about jobs in Information Technology

http://www.azcis.intocareers.org

Real World Interviews

They really do the job...

Computer Support t

"You have to enjoy problem solving to enjoy this job."

Preschool and Kindergarten

"It's a lot of fun to watch the kids grow and to help them learn."

Additional Resources

- Site Map
- Activities - Online CIS Learning
- More Learning Activities for Teachers
- Standards for Success
- Employer Locator

TOP 15 CAREERS REQUIRING
VOCATIONAL CERTIFICATE OR 2-YEAR ASSOCIATE DEGREE

	Rank	Hourly Wage
1	Registered Nurse	$23.65
2	Computer Support Specialist	17.68
3	Licensed Practical & Licensed Vocational Nurse	16.04
4	Paralegal & Legal	19.51
5	Real Estate Sales Agent	19.12
6	Radiological Technologist	19.35
7	Food Service Manager	23.35
8	Dental Hygienist	30.44
9	Respiratory Therapist	19.30
10	Bus/Truck Mechanic or Diesel Engine Repair	16.27
11	Real Estate Broker	33.55
12	Legal Secretary	17.58
13	Aircraft Mechanic/Service Technician	20.94
14	Architectural/Civil Draftsperson	18.87
15	Vocational Education Teacher, postsecondary	20.26

TOP 15 CAREERS REQUIRING
FOUR OR MORE YEARS OF COLLEGE

	Rank	Hourly Wage
1	Elementary School Teacher	$25.64
2	General/Operations Manager	42.09
3	Secondary School Teacher	26.79
4	Accountant/Auditor	26.61
5	Management Analyst	37.18
6	Computer Software Engineer/Applications	36.09
7	Lawyer	50.85
8	Securities/Financial Services Sales Agent	39.78
9	Middle School Teacher	26.04
10	Financial Manager	50.51
11	Sales Manager	44.21
12	Network/Computer Systems Administrator	27.41
13	Network Systems/Data Communications Analyst	28.28
14	Computer Systems Analyst	29.11
15	Medical/Health Services Manager	38.06

FINDING THE JOB

Successful job hunting refers not only to finding a job, but also to finding the best job possible. When employment is plentiful this may not present a problem; but when jobs are scarce, you may have to think creatively and investigate many sources.

Listed below are suggested resources:

- ✓ Relatives, friends, and neighbors
- ✓ Counselors, teachers
- ✓ High school coordinators of professional technical programs
- ✓ Career centers
- ✓ Help wanted ads and bulletin boards
- ✓ Arizona Employment Commission
- ✓ Civil service, county, state, and federal agencies
- ✓ Private employment agencies
- ✓ Walk-in inquiries
- ✓ Job fairs
- ✓ Trade journals and directories (available in the library)
- ✓ Fellow employees
- ✓ Contacts made through volunteer activities
- ✓ Online job bulletin boards

How to Compete Successfully:

- ✓ Develop a list of businesses that usually hire people with your skills and ask for an interview. Many job hunters use this approach and most get the jobs they want.
- ✓ Do not wait for businesses to advertise. Be assertive.
- ✓ Do not underestimate smaller businesses. Most of the workforce is employed by small companies.
- ✓ Find out what new businesses are opening in your area and when they will begin hiring.
- ✓ Target jobs in rapidly expanding fields.

THE JOB APPLICATION

The job application contains a series of questions of a personal and work-related nature. Employers use the application as a device to screen applicants. You should take care that it makes a good first impression. The following are some suggestions for completing your application:

- ✓ Be Careful. If you are careful about following instructions on your application, an employer will think that you may be careful as an employee.
- ✓ Be Certain. Before you begin to fill in the blanks, read everything on the application carefully. After you complete the form, read it again to make sure you have answered every question.
- ✓ Be Alert. If you are not sure about the meaning of abbreviations used on the form, ask for clarification.
- ✓ Be Complete. If a question does not apply to you, write, “Does not apply.”
- ✓ Be Correct. Watch your spelling, grammar, and punctuation.
- ✓ Be Inclusive. Describe all your skills and abilities. List the kinds of computers, software programming, machinery, equipment, and tools you are able to use.
- ✓ Be Accurate. Make sure all information is correct. Check employment dates, telephone numbers, and addresses for accuracy.
- ✓ Be Prepared.

  By having all the information about yourself ready ahead of time, you will be able to complete the application accurately. Include names, addresses, telephone numbers, FAX numbers, e-mail addresses, dates, and supervisors' names. Make sure your email address is appropriate as well as your voice mail message.

COVER LETTER

You might think that if you have a good resume, you don't need a cover letter. Nothing could be further from the truth. The cover letter supplements the resume. It focuses attention on your achievements and gets a prospective employer interested in you. Cover letters are especially important to new graduates. You can persuade an employer to look past a possibly thin work history to see the value of your education and non-professional experience. A good cover letter contains the following elements:

Introductory paragraph: Keep this section short! Identify yourself and your objective. You may also include how you came to hear about this opportunity. State the purpose of your letter in the first paragraph. Name the position you are applying for and how you heard of the opening.

Brief summary of your qualifications: Don't reiterate your resume. Explain how the experiences or abilities listed in your resume related to the company's goals or to the duties of the position. Make a stronger impression by limiting your focus to one or two experiences. The more specific you can be the better. Try to include hard data as well as descriptions.

Conclusion: In the final paragraph, restate your interest in the company and provide information about the best time to contact you.

TEN TIPS TO GREAT COVER LETTERS

1. Include important information. (e.g. your name, address and telephone number (including area code), e-mail address and fax) Make sure your email address and voice mail message is appropriate.

2. Address your letter to a specific person within the company.

3. Write the opening sentence to get their attention.

4. Write a letter for each specific job/company.

5. Describe your skills as they relate to the job.

6. Always type and proofread your cover letter before sending it out.

7. Use action words to describe your accomplishments.

8. Be confident, creative and enthusiastic.

9. Save a copy of every cover letter you send out.

10. Request a response or an interview.

SAMPLE COVER LETTER

Your address
Your Telephone number
Your e-mail address
The date

John Hireperson
Director of Employee Relations
International Taste Sensations
54321 11th St.
Los Angeles, CA 90000

Dear Mr. Hireperson,

I am responding to your advertisement for an editor for the bilingual employee newsletter at International Taste Sensations.

As you can see from my resume, I am fully bilingual and have done a considerable amount of cross-culture work. Although my background is in human resources rather than journalism, I assure you that my communications and writing skills are quite strong in English and in Spanish.

My current position at Tasty Treatmakers involves some writing, including bulletins and rewrites for an employee handbook, and requires strong organizational skills, as stated in your advertisement. I am familiar with desktop publishing software for Windows and for Mac.

I am eager to meet with you to discuss how my talents could be used to produce a compelling and informative newsletter for the diverse work force at International Taste Sensations. I will call next Thursday to arrange an appointment.

Thank you for your consideration.

Sincerely,

Your Name

***It is recommended that you use basic, common fonts, as well as nice stock paper in white or muted colors. Students are encouraged to use a header that states your contact information if not applying online.*

THE RESUME

A resume is a brief description of your previous education, work experience, and additional relevant information. The purpose of a resume is:

- To introduce you to an employer;
- To serve as an example of how you think and express yourself;
- To catalogue skills, experience, training and achievements;
- To get you an interview!

Remember your main objective is to include:

- Name, address, city, state, zip, phone number with area code, e-mail address
- Honors, awards, fellowships and scholarships
- Licenses and certificates
- Memberships and activities, including leadership positions
- Special skills, such as computer knowledge and foreign languages
- Job history listed with most recent job first
- Previous job experience to include: title of position, name and address of employer, beginning and ending dates, job description and responsibilities
- Education with most recent or current school first; including degree, name of high school or college, address, major, and graduation date

Presenting the information:

- Create a scannable resume using white paper, standard fonts, and dark type.
- Put most important information at the top of the page
- Use as few words as necessary to present your information
- Be creative and professional
- Use active verbs like initiated, designed, supervised and developed
- Use past tense to describe former jobs and present tense to describe current jobs
- Spell everything out. Do not use abbreviations or acronyms
- Present candidates credentials in a positive manner
- Tailor the resume to the kind of job you are looking for
- Have someone proofread your resume

Qualities of a good resume:

- Easy to read
- Concise
- Professional. Print your resume, making sure copies are neat and clean. If the resume requires to be mailed, mail in large manila envelope.
- Emphasize key points or expressions by using bold type or underline.

Mistakes to avoid:

- Too short, too long (preferred length is one page)
- Misspellings, typographical errors, poor grammar
- Irrelevant information – height, weight, gender, marital status
- Disorganization
- Too wordy and vague; important qualifications should stand out
- Italics, underline, shadow or reverse type
- Vertical and horizontal lines, graphics or boxes

The sample below shows the kind of information usually included in a resume. Most post-secondary schools or employers will have their own special resume form that you will use, but the information that they all want is similar to what you see in this resume. You can make resume writing much easier by keeping accurate records of your accomplishments.

Sample Resume

You Bet I Can
1000 Try It Street
Tucson, AZ. 85700
Telephone: (520) 555-1234

Objective:

(Explain what you want to do, why you want to do it and how you plan to achieve your goal.) I intend to pursue a Bachelor of Science Degree with a major in Marine Biology and a minor in Computer Information Systems.

Education:

Chaparral High School (freshmen year to present goes here). GPA 4.0

Extracurricular Activities:	**Grade**	
Aristocrats	12	
Baseball Manager	10	
Career Club	11	
VICA Leadership Conference Key Club	12	President 12
Key Club	10, 11, 12	Vice President 11, 12
Latin Club	9, 10, 11, 12	Treasurer 10
National Honor Society	10, 11, 12	President 12
Spanish Club	10, 11, 12	

Community Activities:		
Adopt-A-Grandparent	12	Church Group
Chemical People Board Member	11	
Youth Against Cancer	12	U of A Medical Center
St. Peter's Youth Group	11	Mentor

Honors and Awards:

National Honor Society Letter
VICA State Skill Olympics
Straight "A" Award
Student of the Week - Kiwanis
Varsity Baseball Letter

Work Experience:

(Date started to present)	Shoe Department Manager/Cashier	Miller's Outpost Tucson, AZ

References:

Mrs. Smith, Counselor, Cactus HS 520-555-1212
Mr. Jones, Minister, St. John's Church 520-555-1313

THE INTERVIEW

Preparation

- Learn about the company/college and the position. Check out their web site and request information from the company's public relations department. Information that can prove useful is the company's size, its history, the main products and services they provide, and current news stories.

- Double-check the time and location of the interview. If it is in an area that is new to you, map out route or take a drive there before so you know how to get there.

- Prepare what you want to say in the interview. Think about your greatest strengths and weaknesses, your most significant work or school experiences, your future plans and your ideal job.

- Review your resume and think about how your experiences can be matched up with the job's requirements. Rehearse with a mock interview.

Interview Day

- Dress appropriately. Choose conservative clothing and keep jewelry and accessories to a minimum. Be punctual. Arrive a little early to allow yourself time to relax and focus.

- Bring along extra copies of your resume and a pad of paper and pen. Take notes on any interesting points or question. Your notes will come in handy when preparing for a second interview or writing a follow-up letter.

- Be sure to listen actively throughout the interview. It is easy to spend all your time planning your answers, but remember this is a conversation. Listening carefully helps you to respond appropriately. Make eye contact with interviewers.

- Avoid generalities and clichés. Give concrete examples when describing your work experience. Always be positive. Don't be critical of previous co-workers or bosses. The way you talk about your former or current boss may be seen as an indication of how you will talk about your future boss.

- Demonstrate that you have thought seriously about this career path and this company by asking intelligent question about the position. Draw upon your research about the company or ask about the working conditions, the chances for advancement and major projects your prospective job would entail.

- Ask your interviewers for their business cards to ensure that you have the proper contact information when you follow-up.

The Follow-Up

- Send a follow-up letter. Thank the interviewer for taking the time to speak with you and let them know that you are still interested. Demonstrate your interest by describing how you could contribute to the company's future.

- Review what you have learned. What were the strongest parts of your interview? What were the weakest? Were you asked any questions you had not anticipated?

- What did you learn about this company or career track? Even if you didn't get the job, you can learn a lot from every interview.

Companies like candidates who know what they want. They are also impressed with someone who has done some digging before arriving at the interview. Make the effort to research your target organization, and you'll find yourself ahead of the competition. Given two equal candidates, the one who shows the most interest usually wins.

Find out about organizations by researching the internet and exploring websites. As you do this research, make note of the organization's purpose, products and/or services, chief executive's name, and any recent news or company developments. Take notes with you to the interview, and use them ahead of time to develop questions of your own. The extra effort is sure to show and it could win you the job. All employers are looking for the ideal candidate for the job. Employers have a set of criteria in mind for the ideal candidate. During the interview process, the employer is evaluating the skills, abilities and personal qualities of the person being interviewed.

As you respond to interview questions, remember to present your desire to do the job, your ability to do the job, your willingness to do the job, and a realistic assessment of your value to the company. If you keep these four factors in mind, you will answer questions effectively and present yourself well, and increase your chances of being hired.

An interview is a two-way exchange of information. Be prepared to respond to a series of questions from the interviewer to determine your suitability for the position. Develop a list of questions for the interviewer to determine if the position is an appropriate fit for you.

Typical Interview Questions:

- Tell me about yourself.
- What do you perceive to be your greatest strength?
- What are your most important career accomplishments?
- What is the most difficult situation you have ever faced?
- What are your career goals?
- How do you cope with stressful situations?
- How do you see yourself working with others on the job?
- What are the things that motivate you?
- What do you value in a job?
- Why would you like to work for us?
- What do you want us to remember about you?

Questions to Ask the Interviewer:

- What is the potential for personal and professional growth opportunities within the company?
- What are the long-term goals for the company?
- What are the positive aspects of working for this company?

- What challenges would I face within this position?
- Are you clear on typical job duties and responsibilities?
- How does the job fit into the structure of the organization?
- Usually, do NOT ask about salary in the first interview.
- Be sure to know what the next steps are after the interview. When will you be contacted? Do they want to follow up? How?

When you leave the interview:

- Emphasize you are interested in taking the process to next step and why you are the ideal candidate.
- Shake hands; make sincere eye contact and say, “thank you.”

Whatever the interview is for, make the most of it by following these steps:

- **Know what you are interviewing for** – Do the research.
- **Know yourself** – Sell your skills and yourself as a person.
- **Practice** – Rehearse. Have someone ask you questions, even the hard ones. Be aware of your body language, too.
- **Dress the part** – The way you should dress is the way you would dress for the job.
- **Arrive early** – Leave plenty of time and get there early. It gives you a psychological edge.
- **Make a good first impression** – Look the interviewer in the eye. Shake hands firmly. Smile, say, “Hello, it’s great to meet you.”
- **Answer well** – Do not ramble. If you don’t know an answer, be honest, but be curious. If you need time to gather your thoughts, take your time.
- **Ask questions** – Prepare some questions BEFORE the interview.
- **Follow up**-Write a “thank you” note. If you would like to add something you forgot, do it now. Believe in your ability to learn and grow**.**
- **Be yourself** – sense of humor and all – and you will be well on your way to getting hired!

SECTION THREE

PERSONAL/SOCIAL DEVELOPMENT

Being a successful student is what school is about. Yet we know that sometimes what you think and feel may get in the way of your academic success. Problems with friends and others can distract you from your focus on school work. For this reason this section will help you develop these standards for success in your personal and social life.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Now to help you learn these standards we will make sure that you can do all of these competencies or abilities:

12.3.1	Develops an action plan to set and achieve realistic long and short-term goals.
12.3.2	Uses assertive verbal and nonverbal communication skills.
12.3.3	Identifies alternative ways of achieving goals and solving problems.
12.3.4	Demonstrates coping skills in transitioning to adulthood and managing life events.

Adapted from the ASCA National Model Standards

Goal Setting

Identify a goal and YOUR PURPOSE

When you begin evaluating you life,

- whether it is day to day details
- whether it is a short term project
- whether it is a long term project

GOALS WILL HELP YOU SEE YOUR PURPOSE CLEARLY!

What is a GOAL?

A goal is what you aim or strive to attain.

We all have special gifts. We need to consider our personal strengths and work with them to attain good things.

WHY SET GOALS?

As humans we all are given energy to take care of ourselves. It is easy to become overwhelmed by activities unless you begin ***to MAKE CONSCIOUS DECISIONS****!*

You may set short-term goals like:

- I will earn passing grades.
- I will get a part-time job.
- I will make new friends.

You may set long-term goals like:

- I will get along with my family.
- I will do what is necessary for me to become a technician.
- I will learn to write and spell better.

Goals incorporate a few things like

- Priorities
- Time management
- Set a schedule
- Stay flexible

What are some of your short term goals?

What are some of your long term goals?

Self-Awareness

What is it? Where do I start? And how can it help me learn?

When you buy a new video game or a new blow dryer you read the instructions so that you know how it works so you do not damage it. Well, you should do the same thing with your brain. It is the most powerful tool that you will ever use!

Who am I? = Self-Awareness

You define self-awareness by…

- Determining your **self-image** and your **self-esteem.**
- Your attitudes.
- Your habits.

Self-Image: Take an honest look at you. Assess yourself. You create yourself based on what you think of yourself. A poor self-image will prevent you from becoming successful! Work hard at your weaknesses.

Self- Esteem = You are a valuable contributing human who contributes to our world.

Let's Build Your Self-Esteem

1. Be **CONFIDENT**! Be proud that you are unique. **Trust** in yourself, you are a powerful person.
2. Develop your own special style!
3. Don't be discouraged by mistakes. They are **mistakes.**
4. Be **RESPONSIBLE** in your life.
5. **Treat others** the way you want to be treated.
6. Be **KIND** to yourself. Positive self talk stops self-destruction. Use I want to or I should more often!
7. **BELIEVE** in YOURSELF! As you get to know yourself this becomes so easy.
8. Watch negative thinking people. Distance yourself and **THINK POSITIVELY**!
9. **DO YOUR BEST** at all times.
10. Take **PRIDE** IN WHAT YOU DO!

Your Attitude

Your attitude AFFECTS everything you do.

- It can energize you OR drain you.
- A positive attitude can open your mind to possibilities. It allows you to stay flexible.
- You have the POWER to treat others and yourself with RESPECT!

Your Habits

All things that you become accustomed to doing ARE HABITS!

- Bad habits prevent you from reaching your goals or potential.
- Review your habits and recognize a habit you need to change. Make the decision to change the habit. Work on making the change.

EFFECTIVE COMMUNICATION SKILLS

Communication is an exchange between two people— the sender speaks and the receiver listens. The goal of the sender is to have the receiver receive the message exactly as intended. (Carter and Kravits)

Ways you communicate

- Verbal Communication (through the spoken or written word)

  1. Be direct. People who hint at what they are trying to say are seen as being evasive.
  2. Think before you communicate. What do you really want to say?
  3. Communicate as soon as you are ready. Don't let negative emotions or anxiety build up.
  4. Be clear, precise and brief. Don't risk being misunderstood.
  5. Be honest. This earns you respect in the long run.
  6. Listen. Ask questions to clarify.

- Nonverbal Communication

  The way you send unspoken messages is the most basic form of communication. Your hand gestures, eye movements, facial expressions, posture, and tone of voice, are all types of nonverbal communication.

  1. Be aware of what others are communicating to you nonverbally.
  2. Don't contradict your words with your body language.

A Strategy for Communication in Difficult or Stressful Situations

To generate successful communication and avoid blame, use an "I" message:

Avoid starting your statements with "you."

I felt nervous when I came home and the door was unlocked because I want to feel safe when I come home.
I felt angry when you took my CD without asking because I want to be able to trust you.
I felt angry when you flirted with my boyfriend because I need to be able to trust you.

Here is the format:

I feel_____

When _____

Because I want (or need) _____

STRESS AND COPING SKILLS

What is Stress?

- ❖ It's the pressure you feel when your body reacts to a threat or a challenge.
- ❖ Your heart beats faster and your palms may get sweaty.
- ❖ You feel tense, nervous, and even fearful.

Stress is part of daily life and affects everyone.

Why should I learn about stress?

If you experience too much stress over a long period of time, it can leave you burned out or even ill.

Stress can…

- ❖ interfere with your friendships and daily activities.
- ❖ make you less productive at school.
- ❖ create problems at home with your family.
- ❖ lead to serious health problems in your adult life.

What are the causes of stress?

- ❖ change of any type (moving, entering high school)
- ❖ family problems
- ❖ friendship problems
- ❖ test taking
- ❖ trying to "fix" something that is not really your business

How can I manage my stress?

- ❖ Be realistic in your expectations of yourself and others.
- ❖ Manage your time. Don't put yourself in crunch time situations to study or get a school project completed.
- ❖ Develop healthy habits: eat well, get plenty of sleep, drink plenty of water, and avoid soda with caffeine.
- ❖ If you are having a problem, talk it over with a trusted friend or adult.
- ❖ Take appropriate action.

There are four keys to coping.

1. Problem solving – the ability to deal directly with, not avoid, the problems you face and make positive changes to resolve them.
2. Communication – the ability to honestly share thoughts and feelings with others to promote mutual understanding.
3. Closeness – a comfort level with others and the ability to connect with people in your environment.
4. Flexibility – an openness and ability to respond to change.

Healthy coping skills are…

- ❖ Knowing that we control our lives.
- ❖ If we have conflict or failure, we can change the situation. (There is no such thing as a mistake. If we learn something, it is a LESSON.)
- ❖ If we can't get what we want, then we can make a situation the best it can be.
- ❖ Sometimes we have to ACCEPT that a situation IS the best it can be.
- ❖ Accepting an unfortunate situation causes us pain because we don't want to lose something we want.
- ❖ Pain is temporary; IT PASSES WITH TIME.

Use the ABCD Process if you are going to resolve your own conflicts

A - Active listening. Listen carefully and restate in your own words what the other person is saying. Listen especially for how the person is feeling.

B – Brainstorm. Both people can come up with as many good ideas as they can to solve the problem. Ideas are not judged. The goal I want to reach.

C - Choose an idea. Both people agree on idea or a combination of ideas.

D - Details. The who, what, when, where and how must all be spelled out very specifically so the idea will work.

Remember: You don't have to attend every drama you are invited to.

Appendix 1

GLOSSARY OF TERMS

Acceptance: Candidate is in; most colleges notify students by April. Student should reply if she/he will or will not attend the college.

Accreditation: Recognition of a college or university by any of the regional or national accrediting bodies indicating that the institution as a whole has been judged to be meeting its objectives.

ACT Assessment: A college entrance achievement examination that is a predictor for your college success. It is required or recommended by many colleges as part of the admission process. The ACT measures educational development in English, Mathematics, Reading, and Science.

Advanced Placement: Granting of credit and/or assignment to an advanced course on the basis of evidence that the student has mastered the equivalent of an introductory course. High schools implement the courses and administer the exams.

Apprenticeship Programs: During this process, the worker (apprentice) learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employer associations.

Associate Degree: A degree granted after the satisfactory completion of a two-year full-time program of study or its part time equivalent. In general, the Associate of Arts (AA) or Associate of Science (AS) degree is granted after completing a program of study similar to the first two years of a four-year college curriculum.

ASVAB: This test shows your skills or various strong points that you may have in order for you to have a more successful life. This test is also given to determine people's ability to learn certain skills needed for every day life. This test is required for a career in the military.

Bachelor's Degree: A degree received after the satisfactory completion of a four or five year full-time program of study at a college or university.

College Entrance Exams: Tests that are used by colleges and universities for evaluation of applicants for admission or for placement in courses. Tests used most frequently are the ACT and the SAT I & II.

Community College (Junior College): Regionally accredited, post-secondary institutions at which the associate degree is the highest credential awarded. They offer comprehensive, technical, transfer, and continuing education or specialized curriculums.

Career-Oriented Program: A group of courses, which prepares students primarily for employment, often in a specific occupation. Such a program, which can last a few months or more than two years, may lead to a certificate, diploma, or associate degree.

College Transfer Courses: Courses that transfer as college credit to bachelor's degree programs elsewhere.

Cooperative Work-Study Education: A program through which some colleges grant course credit based on results of ACT scores or SAT Achievement scores, the ACT Proficiency Examination Program (PEP), the CEEB College-Level Examination Program (CLEP), or other examination.

Deferred Admission: The practice of some colleges to allow an accepted student to postpone enrollment for one year.

Early Action: Under early action, you follow an accelerated application process and apply by early October. Students are notified of a decision by mid-December; if accepted, students do not have to inform the institution of their decision until May 1.

Federal Pell Grant: Financial assistance, awarded by the federal government to undergraduate students on the basis of need. The grant may be used toward tuition, room and board, books or other educational costs. This money does not have to be repaid.

Federal Work Study: A federal financial aid program providing on and off campus work for college students.

Financial Aid Form (FAF): A form, which is required by some colleges as a supplement to the FAFSA. This is to be completed by the student and his/her parents.

Free Application for Federal Student Aid (FAFSA): The starting point in applying for financial aid in which information about the students total family income, assets and expenses, and analysis of the family's potential contribution toward college expenses is collected.

Grade Point Average (GPA): An indicator of the student's overall scholastic performance. The GPA is computed by totaling the number of grade points earned in each course (generally, A=4, B=3, C=2, D=I, F=O) and then dividing the sum by the total number of courses carried.

Honors Program: This includes any program offering opportunity for superior students to enrich their educational experience through independent, advanced or accelerated study.

Independent Study: An arrangement which allows the student to earn college credit through individual study, usually planned with and supervised by a faculty advisor.

Internships: Opportunities for "hands on" experience. Some internships are performed for pay, and some are performed as a volunteer.

Job Shadowing: This process allows students to be taken to a place of business in order to observe the employees going about their daily work. Shadowing is a relatively short unpaid experience. It can be only a few hours in length or it can extend over a few days.

Letters of Recommendation: Letters that student’s request of teachers, parents, friends, counselors, employers, etc. to support their applications for college admission and/or scholarships and employment. Most out-of-state colleges and universities require some form of recommendation (either a letter or a rating sheet.) Be considerate. Give the person at least two weeks to write a letter for you.

Loans: Monies borrowed that must be repaid along with interest.

Major: The subject of study in which the student chooses to specialize and pursue in college; a series of related courses, taken primarily in the junior or senior years of college. This may be in any number of subject areas or fields. Scholarships are often associated with majors.

Mentorship: Working with a student on a one-to-one basis. Mentors typically dedicate a few hours each month to familiarize their student with the workplace, offer insight on basic skills needed, or assist with school projects and personnel issues.

Minor: A secondary subject of study the student chooses to specialize and pursue in college.

NCAA (National Collegiate Athletic Association): If you are planning to enroll in college as a freshman and you wish to participate in Division I or II intercollegiate athletics, your initial-eligibility status must be determined by the NCAA Clearinghouse. You should apply for certification after your junior year in high school.

NCAA Student Release Form: This form authorizes high schools to release student transcripts - including grades, proof of graduation, and other academic information to the Clearinghouse. It also authorizes the Clearinghouse to release this information to the colleges that request it.

Non-Traditional Career: Occupations that require working in a field that has been traditionally dominated by 70% of the other gender. These jobs usually require post-secondary vocational or technical training. These jobs break the stereotypes of "men's work" and "women's work'.

Open Admissions: The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications such as high school grades and admission test scores.

Portfolio: A collection of work that documents a student's educational performance and employment experiences over a range of time. Portfolio files are a collection of the best examples of a student's work.

Preliminary SAT (PSAT): A program designed to provide a practice test for juniors as a warm-up and preparation for the SAT.

Rank: A student's standing in his/her high school graduating class. Rank is based on grade point average and is expressed in percentiles or rank order.

Reserve Officers Training Corps (ROTC): Air Force, Army and Navy programs on certain campuses which combine military education with baccalaureate degree study.

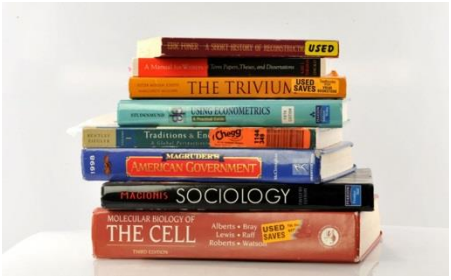
Resume: An outline of your life from grades 9-12. It should contain important information about you, which will paint a picture for admissions and scholarship committees as well as for employers.

SAT: Achievement test of critical reading and mathematical skills, which are given at specified test centers throughout the year. Required or recommended by colleges as part of the admission process as it is considered a predictor of college success.

Scholarship: A merit-based award for students with outstanding achievements; students with high grades and ACT or SAT scores; athletes; musicians; artists, etc. Many scholarships are available from corporations, community agencies, civic and military associations, and more. The competition for them is rigorous.

Transcript: Official record of high school or college courses, GPA and class rank. This is generally required as part of the college application.

Work Experience Programs: Offers all students and Special Education students the opportunity to receive on-the-job training during the school day.



Appendix 2

Websites For The 21st Century Graduate

College Information

Tucson Colleges

University of Arizona	www.arizona.edu
Pima Community College	www.pima.edu

Arizona Colleges

Arizona State University	www.asu.edu
Northern Arizona University	www.nau.edu
Grand Canyon University	www.gcu.edu
DeVry Institute of Technology-Phoenix	www.phx.devry.edu
Embry Riddle Aeronautical University	www.erau.edu
Prescott College	www.prescott.edu
Community Colleges	www.ade.state.az.us/resourcecenter
Arizona 2-yr. Colleges	http://a2zcolleges.com/two_year/arizona.html
Arizona 4-yr. Colleges & Universities	http://a2zcolleges.com/undergrad/arizona.html
AZ School Counselor Assoc. Member Guidebook in PDF format	www.azsca.org

College Resources

AzCIS Portal	http://www.azcis.intocareers.org/
ACT	www.act.org
Colleges by State	http://www.50states.com/college
College Board	www.collegeboard.com
Campus Tours	www.campustours.com
NACAC for parents & students	www.nacacnet.org/Pages/default.aspx
Collegeview Search	www.collegeview.com
Peterson's Guide to Colleges and Universities	www.petersons.com
COLLEGENET	www.collegenet.com
CollegeXpress	www.collegexpress.com
College Information	www.azstarnet.com/education
College Parents of America	www.collegeparents.org
NCAA Eligibility Guide	www.ncaaclearinghouse.net
The Princeton Review	www.princetonreview.com
Metropolitan Education Commission – Regional College Access Center	http://metedu.org/rcac/

Career Information

AzCIS Portal	http://www.azcis.intocareers.org/
Career Browser	www.collegeboard.com
Planning a Career	www.adventuresineducation.org
The Career Key	www.careerkey.org
The Keirsey Temperament Sorter	www.keirsey.com
Occupational Outlook Handbook	www.umsl.edu/services/govdocs/ooh20002001/1.htm
Career Interest Game	http://career.missouri.edu/career-interest-game
University Career Centers	www.careerresource.net
Fedworld.gov	www.fedworld.gov
Job Hunter's Bible	www.jobhuntersbible.com
America's Job Bank	www.ajb.dni.us
Military Career Center	http://www.todaysmilitary.com
Career Magazine	www.careermag.com
Job Board	www.collegeJobBoard.com

Scholarship/Financial Aid Information

Metropolitan Education Commission - RCAC	http://metedu.org/rcac/
FAFSA Express	www.fafsa-application.com
Financial Aid Estimator	www.finaid.org/calculators/finaidestimate.phtml
Horace Mann Scholarships	www.horacemann.com
Financial Aid Tips from NASFAA	www.nasfaa.org
Free Scholarship Info.	www.freschinfo.com
FastWeb	www.fastweb.com
FinAid	www.finaid.org
Wiredscholar.com	www.wiredscholar.com
The Educational Planning	http://www.educationplanner.org
CollegeNet's Mach25 Scholarship Search	www.collegenet.com/mach25
FASTAID Scholarship Search	www.fastap.org
United Negro College Fund	www.uncf.org
Educaid (First Union Bank)	www.educaid.com

Testing and Study Skills

College Board Online	www.collegeboard.org
ACT	www.act.org
TESTPREP.COM	www.testprep.com
College Admission Testing (Kaplan)	www.kaptest.com
Study Skills Resources	www.studyweb.com
AP Exam Review	www.apexlearning.com
Study Skill Sites	www.ucc.vt.edu

Appendix 3

Budget Planning Worksheet

(Make copies first. One per college.)

Income source	**Monthly Total**	**Yearly Total**
Money from parents	_____	_____
Money from savings	_____	_____
Salary	_____	_____
Work-study	_____	_____
Scholarships	_____	_____
Grants	_____	_____
Loans	_____	_____
Spouse's wages	_____	_____
Other	_____	_____
Total	_____	_____
Expenses		
Tuition	_____	_____
Fees	_____	_____
Loan interest payments	_____	_____
Books/supplies	_____	_____
Rent/housing	_____	_____
Gas/electricity	_____	_____
Telephone	_____	_____
Other	_____	_____
Childcare		
Transportation (gas, insurance, auto payment, parking, public transportation)	_____	_____
Food (groceries, restaurants, snacks)	_____	_____
Clothing (clothes, laundry/dry cleaning)	_____	_____
Entertainment	_____	_____
Credit card payments	_____	_____
Medical/dental	_____	_____
Miscellaneous/personal	_____	_____
Total expenses		
Total income less total expenses	_____	_____

If your expenses are greater than your income, you'll need to look at options for reducing your expenses and/or supplementing your income. A financial advisor can help.

GENERAL MILITARY ENLISTMENT QUALIFICATIONS

Age
Must be at least 17 and not yet 35 years old. Consent of parent or legal guardian required if 17.

Citizenship Status
Must be either (1) U.S. citizen, or (2) an immigrant alien legally admitted to the U.S. for permanent residence and possessing immigration and naturalization documents.

Physical Condition
Must meet minimum physical standards listed below to enlist. Some military occupations have additional physical standards.

Weight
There are minimum and maximum weights, based on percentage of body fat.

Vision
There are minimum correctable vision standards.

Overall Health
Must be in good health and pass a medical exam. Certain diseases or conditions may exclude persons from enlistment. i.e. diabetes, severe allergies, epilepsy, alcoholism, and drug addiction.

Education
High school graduation is desired by all services and is a requirement under most enlisted options.

Aptitude
Armed Services Vocational Aptitude Battery (ASVAB):
-requires a minimum entry score which may vary by service and occupation.
-is a test that can help you with educational and career planning.
-provides academic and occupational composite scores.
-is a three-hour free exam administered at your high school.
-does not incur a military obligation.
-may be taken by tenth, eleventh, or twelfth graders.

Moral Character
Must meet standards designed to screen out persons likely to become disciplinary problems. Standards cover court convictions, juvenile delinquency, arrests, and drug use.

Marital Status and Dependents
May be either single or married.

Waivers (case-by-case basis)

www.army.mil - Army
www.navy.mil - Navy
www.af.mil - Air Force
www.marines.mil - Marine Corps
www.uscg.mil - Coast Guard
www.nationalguard.mil - National Guard
For additional information see the Military Career Guide at www.militarycareers.com.

Appendix 5

State Community Colleges

- Arizona Western College (Yuma) - http://www.azwestern.edu/
- Central Arizona College (Coolidge) - http://www.centralaz.edu/
- Chandler-Gilbert Community College - http://www.cgc.maricopa.edu/
- Cochise College - http://www.cochise.edu/
- Coconino Community College - http://www.coconino.edu/
- Dine College – www.dinecollege.edu/
- Eastern Arizona College - http://www.eac.edu/
- Estrella Mountain Community College (Avondale) -http://www.estrella mountain.edu/
- Gateway Community College - http://www.gatewaycc.edu/
- Glendale Community College (Glendale) - http://www2.gccaz.edu/
- Maricopa County Community Colleges (Tempe) - http://www2.maricopa.edu/
- Maricopa Skill Center - http://www.maricopaskillcenter.com/
- Mesa Community College (Mesa) - http://www.mesacc.edu/
- Mohave Community College (Kingman) – www.mohave.edu/
- Northland Pioneer College - http://www.npc.edu/
- Paradise Valley Community College (Phoenix) - http://www.pvc.maricopa.edu/
- Phoenix College (Phoenix) - http://www.phoenixcollege.edu/
- Pima Community College (Tucson) - http://www.pima.edu/
- Rio Salado Community College (Tempe) - http://www.riosalado.edu/
- Scottsdale Community College (Scottsdale) - http://www.scottsdalecc.edu/
- South Mountain Community College (Phoenix) http://www.southmountaincc.edu/-
- Southwest Skills Center (Avondale) - http://www.estrellamountain.edu/southwest-skill-center
- Yavapai College (Prescott) - http://www2.yc.edu/

State Universities

- Thunderbird School of Global Management (Glendale) - http://www.thunderbird.edu/
- Arizona State University (Tempe) - http://www.asu.edu/
- Arizona State University Polytechnic Campus (Mesa) - http://www.poly.asu.edu/
- Arizona State University West (Glendale) - http://campus.asu.edu/west/
- Embry Riddle Aeronautical University (Prescott) - http://prescott.erau.edu
- Grand Canyon University (Phoenix) - http://www.gcu.edu/
- Northern Arizona University (Flagstaff) - http://nau.edu/
- Northern Arizona University - (Other Az Campuses) - http://ec.nau.edu/campussearch.aspx
- Prescott College – http://prescott.edu
- University of Advancing Technology (Tempe) - http://www.uat.edu/
- University of Arizona (Tucson) - http://www.arizona.edu/

Appendix 6

Senior Brag & Information Sheet

Full Name: _____ Date: ____

High Schools attended: _____ From: _____ to: _____
_____ From: _____ to: _____

1. List Honors, AP & PCC courses taken with grade earned:

_____
_____
_____

2. Extracurricular Activities/Letters, Awards, Sports, Band, etc received:

_____
_____
_____

3. Community Service/Other significant activities:

_____
_____
_____

4. Family background. (Father/Mother's employment, number of brother & sisters at home. Please describe your living arrangements. Are you on free or reduced lunch? Outline your financial situation. Are you a first generation college student?

_____
_____
_____

5. Do you work? Where? How many hours per week do you work?

_____
_____
_____

6. What career choices are you considering, and to which schools will you apply?

_____
_____
_____

7. List your strengths and weaknesses, as you perceive them.

_____

_____

_____

8. Why should you be selected for a scholarship opportunity, rather than someone else? What would you like to be able to contribute to our society, thereby making it a better place to live?

_____

_____

_____

9. What are some of your hobbies and why do you enjoy them?

_____

_____

10. List 3 people at school and in the community that you could request to write you a letter of recommendation.

_____

_____

_____

11. Are you the first in your family to attend college? Yes No
Explain your family situation (optional).

I hereby sign that the information I have provided above is true and honest. This information will be used to write letters of recommendation for college admission and scholarship recommendations.

Signature: _____ Date: _____