



Kenai Peninsula Borough School District P.E.A.K.

**12th Grade PEAK
Pathway Exploration
for All Kids**

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Name: _____ **Teacher:** _____

Choosing a career may be a long and difficult process. Before you make a realistic job choice, you need to consider your own needs, abilities, interests and wants. This book is designed to help you get to know yourself better. It will also help you relate what you know about yourself to job information. Based on information you gather about yourself, this book will help you select jobs that might meet your needs and interests.

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

Revised: October 2009

USING AKCIS

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

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

User Name: _____

Password: _____

TO FIND A SPECIFIC OCCUPATION

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

TO TAKE AN INTEREST INVENTORY

- Click on ***IDEAS Assessment*** in column on the right titled “Occupations & Employment”.
- Click on ***IDEAS PROFILE*** to get started.
- Answer the 128 questions.
- Click on ***Submit***.
- Click on ***grades 7,8,9***.
- Use ***My Ideas Profile*** to look up occupations of interest to you

HIGH SCHOOL TO POST-SECONDARY CALENDAR

SENIOR YEAR

Use this calendar (or one like it – most KPBSD schools post a college timeline on their Edline Counselor’s Corner page) during your senior year to schedule all the steps in your transition from high school into work, training programs or college admissions. Check off each task as it is completed and add specific dates to each month.

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

AUGUST – SEPTEMBER

___ If you have not clarified your educational goals, needs and preferences or developed a preliminary list of colleges, do so now. Many types of college sorts are available online (College Board or AKCIS)

___ Review your transcript.

___ Narrow down your list of post-secondary options. Be sure the list includes “safe” schools as well as “reach” and “realistic” schools.

___ Find the information about your options. The Internet is one of the best ways to research both colleges and the college admission process. Almost every college has its own Web site. There are also many Web sites that provide information on colleges and search engines for finding schools. Here’s a list to get you started:

- www.collegeanswer.com
- www.collegeboard.com
- www.collegeispossible.org
- www.studentaid.ed.gov
- <https://myroad.collegeboard.com/myroad/navigator.jsp>
- www.nacacnet.org
- www.nces.ed.gov/ipeds/cool/search.asp
- www.petersons.com

___ When you find this information, analyze the application instructions to see what information is required and to learn about all due dates. You may have to submit admissions test scores, achievement test scores, an essay, application form, recommendations, and a financial aid application form.

___ Create a complete checklist of test names and registration deadlines, fees, test dates, college application deadlines, financial aid applications and deadlines, and other materials that you will need.

___ If you took an admissions test last year and wonder whether or not you would benefit from taking it again, consult your counselor.

___ Register for any necessary admission tests. Check with your counselor regarding your potential eligibility for fee waivers.

___ Schedule test preparation time. There are many preparation books as well as computer programs and online services. A Web site offering free test prep is

www.number2.com . Sample questions can also be found at both the ACT and College Board Web sites.

___ Actively search for scholarships including sports, activity, and academic scholarships.

GOAL SETTING:

My goals for the months of August & September are:

- 1) _____
- 2) _____

OCTOBER

___ If you need to, take High School Graduation Qualifying Exam (HSGQE).

___ Chances are you will have to submit at least one essay as part of your application. Start to develop an outline of an essay this month. It is a crucial part of your application and deserves special attention.

___ If you decide to visit colleges or training programs, ask your high school counselor for the names of former students in your area who are enrolled at the schools or recently graduated from them. Talk to these people before your visits to get the most from them.

___ Update your resume – your list of accomplishments, involvements, and work experiences.

___ Decide whom to ask for recommendations and request that they do so in writing. Provide an addressed and stamped envelope with the appropriate forms and your resume.

___ Obtain a copy of the Guide to Federal Student Aid from your counselor or online at studentaid.ed.gov/ and read it carefully. It explains the financial aid process.

___ Look for special state, federal and local programs from which you may be able to get aid.

___ Begin applying for scholarships.

GOAL SETTING:

My goals for the month of October are:

- 1) _____
- 2) _____

NOVEMBER:

___ Obtain required admissions forms for those schools you are considering directly from the individual colleges or their website.

___ Begin preparation for filing the "Free Application for Federal Student Aid" (FAFSA). The preferred filing method is the online application; however, if you are unable to file online, see your counselor for assistance in obtaining a paper form. Some

schools also have their own financial aid applications that you must complete in addition to the FAFSA.

___ Complete the first draft of your essay this month for your scholarship packet and/or college admissions and start to revise it.

___ Some schools may have “early decision” or “early action” options for admissions. Check with individual schools for details. Many of these deadlines will occur in November.

___ Ask your high school counselor or registrar to send a high school transcript to colleges as needed. Be sure to plan ahead and allow sufficient time for processing.

GOAL SETTING:

My goals for the month of November are:

1) _____

2) _____

DECEMBER:

___ Begin your FAFSA preparation by gathering financial documents, reviewing a copy of the FAFSA on the Web Worksheet (may also be available from your counselor in paper form). To avoid costly delays in processing your applications, make sure to fill out the FAFSA and other forms completely, accurately, and legibly. You do not need to wait until you have received W-2 statements from employers to begin working on the FAFSA, but you cannot submit the form before January 1.

___ Some schools may have their own financial aid application forms. Fill them out and return them when you apply for admission.

___ Check deadlines for state government-sponsored student aid programs with your counselor and obtain the forms you will need to apply.

___ Complete your essays if you have not already done so. Type them and be sure they are clean, neat, and attractive, grammatically correct, interesting, and easy to read. Keep copies.

___ Give your counselor time to complete the “Secondary School Report” section of your college application forms.

___ December 15: This is the usual deadline to apply to some selective schools. Others have deadlines in February or later. Be sure to apply on time to schools you have selected.

GOAL SETTING:

My goals for the month of December are:

1) _____

2) _____

JANUARY:

- ___ Submit the FAFSA as soon after January 1 as possible. The FAFSA will be submitted each year the student is in college.
- ___ Continue to process admissions applications and submit in advance of the deadline.
- ___ Check that all recommendations, transcripts and test scores have been sent to schools.
- ___ Maintain a high level of academic performance for second semester.
- ___ Continue to research scholarship opportunities through counselor, Internet, libraries, and by contacting colleges directly.

GOAL SETTING:

My goals for the month of January are:

- 1) _____
- 2) _____

FEBRUARY:

- ___ Males who are 18 years old or older must register with Selective Service. Those who do not register are ineligible for any federal aid. Register online or at your local post office.
- ___ Be sure all necessary materials have been sent to your chosen schools
- ___ Avoid senioritis: schools want to see strong second semester grades.

GOAL SETTING:

My goals for the month of February are:

- 1) _____
- 2) _____

MARCH:

- ___ If you need to, take High School Graduation Qualifying Exam (HGSQE).
- ___ Of the schools that you have applied, carefully rank your preferences by location, academic program and other characteristics that are important to you.
- ___ Using your ranking, plan how to take full advantage of the academic, social, and other resources at your preferred school. Seek your school alumni and students for tips.

GOAL SETTING:

My goals for the month of March are:

- 1) _____
- 2) _____

APRIL:

___ Most selective schools start to announce their decisions this month. If you are accepted at more than one school, decide which one is best for you. Talk it over with your parents, counselor, family and friends, and think it through by yourself. Weigh any offers against the factors that are important to you.

___ If an accepting school requests a non-refundable deposit before you have heard from other schools that interest you, ask your counselor for advice.

___ Carefully review financial aid award notices from schools. Call or write to the financial aid office if you have questions. Don't just look at how much aid you are offered, look also at how much of your need the award will cover. If you don't get any or enough financial aid, ask the school if other financial aid is available.

GOAL SETTING:

My goals for the month of April are:

- 1) _____
- 2) _____

MAY:

___ Take AP Examinations, if applicable.

___ Keep up the academic momentum.

___ Notify the school you choose of your decision to attend and send deposit

___ Thank people who wrote recommendations with written thank you notes.

___ Notify schools you did not choose so they can offer admissions to others.

___ Ask your high school to send a final transcript to the school or program you will attend. Make certain everything is correct, including awards that might be listed. File your transcript for future reference.

GOAL SETTING:

My goals for the month of May are:

- 1) _____
- 2) _____

JUNE– SUMMER:

___ Make sure that you accept the financial aid award from the school you decide to attend and decline all others so funds can be made available to other students. Find out from the school you choose what else you need to do, if anything, to establish and maintain your eligibility for financial aid.

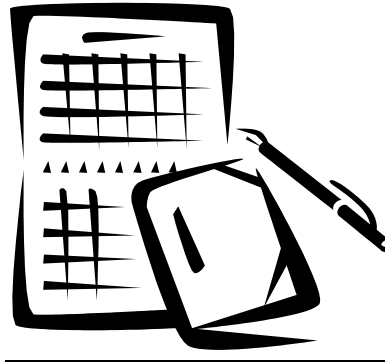
___ During summer read widely and review mathematics. You also may need to work to help finance your education.

___ Update your student resume one last time so that it shows your final GPA, class rank, and awards and scholarships. Make several copies for file for future use.

GOAL SETTING:

My goals for the month of June are:

- 1) _____
- 2) _____



ACADEMIC RECORD REVIEW

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

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

Grade Point Average

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

GPA is simply the average of your semester grades, beginning with freshman year. Although there are variations, the Kenai Peninsula Borough School District uses a 4.0 scale where:

A = 4, B = 3, C = 2, D = 1 and F = 0 *

*Additional quality points will be assigned for College Board Advanced Placement (AP) courses for the purpose of calculating grade point average (GPA). For each passing semester grade in an Advanced Placement course, 0.021 will be added to the student's cumulative **GPA**.

Class Rank

Class rank illustrates your academic standing (based on GPA) compared with others in your class and is often required on college admissions applications.

PERSONAL ACADEMIC SUMMARY

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

High school credits I will have earned by graduation: _____

English _____
Social Studies _____
Math _____
Science _____
Foreign Language _____
Electives _____

High School mailing address: _____

Physical location: _____

SAT I - (verbal & math) _____ Counselor's Name: _____
ACT composite score _____
Other test scores: _____

KPBSD HIGH SCHOOL GRADUATION REQUIREMENTS

DIPLOMA REQUIREMENTS

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

Language Arts.....	4
credits	
English 9 -----	1 credit
English 10 -----	1 credit
English 11-----	1 credit
English Electives -----	1 credit
Mathematics.....	3
credits	
Physical Education (see BP 6146. 1 for waiver of .5 PE elective)	1
credit	
Health.....	.5
credits	
Science	3
credits	
Physical Science -----	1 credit
Biological Science -----	1 credit
Science Electives -----	1 credit
Social Studies	3
credits	
World History -----	1 credit
United States History -----	1 credit
U.S. Government -----	.5 credit
Alaska History -----	.5 credit
Creative/Practical Arts.....	3
credits	
Electives	4.5
credits	



NCAA ELIGIBILITY REQUIREMENTS

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

If you are planning to enroll in college as freshman and you wish to participate in Division I or Division II athletics, the NCAA Initial-Eligibility Clearinghouse must certify you. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective students at all member institutions. *For details visit <https://web1.ncaa.org/eligibilitycenter/common/>*

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

Core Courses

NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.

NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

Division I has a sliding scale for test score and grade point average. The sliding scale for those requirements is shown on page two of this sheet.

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

Only core courses are used in the calculation of the grade-point average.

Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.

Division I grade-point-average requirements are listed on page two of this sheet.

The Division II grade-point-average requirement is a minimum of 2.000.

DIVISION I

16 Core-Course Rule

16 Core Courses:

4 years of English.

3 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

1 year of additional English, mathematics or natural/physical science.

2 years of social science.

4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

DIVISION II

14 Core-Course Rule

14 Core Courses:

3 years of English.

2 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

2 years of additional English, mathematics or natural/physical science.

2 years of social science.

3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

OTHER IMPORTANT INFORMATION

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE

New Core GPA / Test Score Index

Core GPA SAT ACT

Verbal and Math ONLY

3.550 & above	400	37	2.950	640	53
3.525	410	38	2.925	650	53
3.500	420	39	2.900	660	54
3.475	430	40	2.875	670	55
3.450	440	41	2.850	680	56
3.425	450	41	2.825	690	56
3.400	460	42	2.800	700	57
3.375	470	42	2.775	710	58
3.350	480	43	2.750	720	59
3.325	490	44	2.725	730	59
3.300	500	44	2.700	730	60
3.275	510	45	2.675	740-750	61
3.250	520	46	2.650	760	62
3.225	530	46	2.625	770	63
3.200	540	47	2.600	780	64
3.175	550	47	2.575	790	65
3.150	560	48	2.550	800	66
3.125	570	49	2.525	810	67
3.100	580	49	2.500	820	68
3.075	590	50	2.475	830	69
3.050	600	50	2.450	840-850	70
3.025	610	51	2.425	860	70
3.000	620	52	2.400	860	71 see website for complete table
2.975	630	52			

Date registered with NCAA Clearinghouse: _____

Date Transcripts sent to NCAA Clearinghouse: _____

CAREER AND POST-SECONDARY WEB SITE INFORMATION

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

I. Job and Career Information

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



II. Apprenticeship Information

US DOL Apprenticeship	http://www.doleta.gov/OA/eta_default.cfm
AK Apprenticeship Training Coordinators Association	http://www.aatca.org/

III. Military Information

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

IV. Post-Secondary Information:

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

V. Testing – Information, Study and Preparation

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

VI. Financial Aid & Scholarship Information

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



POST-SECONDARY EDUCATION VISIT

Military Recruiter and Post-Secondary School Representative Visits

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

The Site Visit

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

- ⇒ General information
- ⇒ Application forms, including financial aid
- ⇒ Procedures for site visits

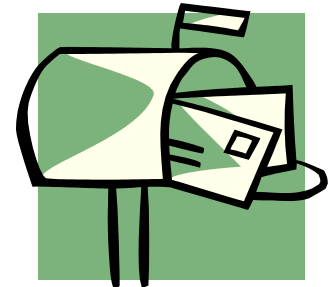
Letter of Request for Information From Post-Secondary School/Training Program

It is important to gather information about post-secondary schools and training programs. Below is a sample Letter of Request for Information that may be sent to obtain information. Websites such as **embark.com** or **usnews.com** (education tab) can be used to directly email information requests to many colleges and universities. Individual colleges also have email request options on their websites.

123 Some Street
Anytown, AK 12345

Date

Office of Admission
Another Street
Bigcity, AK 12346



To Whom It May Concern:

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

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

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

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

Sincerely,

Sue Student

Sue Student

HINTS FOR A SITE VISIT

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

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

TIPS FOR MAKING THE MOST OF THE COLLEGE & CAREER FAIR

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

SCHOOL COMPARISON WORKSHEET

Directions: Using information from school, post-secondary school visits, literature, or websites, fill out the following school comparison worksheet. Websites such as *embark.com* or *usnews.com* or *fastweb.com* will do online comparisons for you. **The career research tool, AKCIS will also do school comparisons and allow you to compare up to three schools at a time. Use the compare feature.**

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

FINANCIAL AID INFORMATION

What is Financial Aid?

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

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

Where can you get Financial Aid?

Scholarships

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

Federal Programs

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

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

State Aid

The Alaska Commission on Postsecondary Education (ACPE) is Alaska's state education assistance agency and offers grant and loan opportunities to students. The ACPE website is <http://alaskadventure.state.ak.us/> and a contact number is 1-800-441-2962.

Institutional Aid

Many colleges and universities offer scholarships and grants. The programs offered and applications needed vary from school to school. Most schools automatically consider you for these awards when you apply for financial aid. However, it's always a good idea to check with your financial aid office to find out exactly what they offer and how to apply. Please note: Many students shy away from private schools due to the high cost of attendance; however, private schools often offer generous aid packages.

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

A Simple Budget

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

CITY	HOUSING (2 BR Apt.) divide by 2 if with roommate	GROCERIES per person	UTILITIES divide by 2 if with roommate	MOVIE (approximate)
------	---	-------------------------	--	------------------------

YEARLY EXPENSES	\$	YEARLY INCOME	\$
Tuition & Fees			
School Supplies & Books			
Room & Board			
Travel			
Personal Spending (clothing, Toiletries, etc.)			
Total for 4 years:		Total Available for 4 years	

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

*AK Department of Labor - 2007

ESTIMATED VEHICLE COSTS, 2007

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

*Insurance coverage required by State of Alaska

** Insurance coverage required by lending institution (bank)

YOUR ESTIMATED COST OF LIVING

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

Rent/House \$ _____

Food \$ _____

Utilities \$ _____

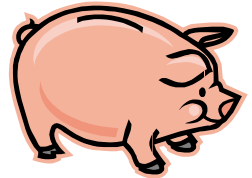
Clothing \$ _____

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

Entertainment \$ _____

Savings \$ _____

Total Expenses \$ _____



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

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

NOTE: The US Department of Labor estimates that a person must earn \$17.00/hour in order to adequately maintain a household.

Experience the Reality Check on AKCIS!

FINANCIAL PLAN

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

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

ESTIMATED NEED = INCOME – EXPENSES

ESTIMATED NEED = \$ _____

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

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

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

LETTER OF REQUEST FOR RECOMMENDATIONS

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

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

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

Your request for a letter of recommendation should:

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

Sample Letter of Request for a Recommendation

123 Any Street
Anytown, AK 12345

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

September 20, 1999

Dear Mr. Smith:

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

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

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

Thank you very much,

Sue Student

Sue Student

Encl.



FINAL REVISION AND REVIEW OF STUDENT RESUME

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

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

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

SAMPLE RESUME FORMAT

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

Academic Awards and Honors

Nonacademic Awards and Honors

Extracurricular Activities – school related

Extracurricular Activities – non-school related

Summer Programs/Travel Experiences

Service, Volunteer, and Work Experiences

Hobbies

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

Include an Educational or career objective. If your plans are to go directly into the work force, tailor your objective for the specific job you are applying for.

RESUME VERBS

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

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

DESCRIPTIVE PHRASES

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

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

RESUME FOR FOUR YEAR COLLEGE

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

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

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

ACADEMIC AWARDS AND HONORS

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

NONACADEMIC AWARDS AND HONORS

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

EXTRACURRICULAR ACTIVITIES - School Related

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

EXTRACURRICULAR ACTIVITIES - Non-School Related

United Church Youth Group
Figure Skating Club

COMMUNITY SERVICE

Special Olympic Figure Swim Coach
Brother Francis Shelter Volunteer

PAID WORK EXPERIENCE

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

REFERENCES Available upon request

RESUME FOR WORK

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

CAREER GOAL

A secretarial or administrative position

SUMMARY OF SKILLS

Organizational

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

Secretarial

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

Communication

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

EDUCATION

Graduation expected June, 2007

- GPA is 3.5/4.0.

Related course work

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

Award and Honors

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

Memberships

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

REFERENCES Available upon Request

RESUME FOR TWO YEAR COLLEGE

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

OBJECTIVE

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

EDUCATION

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

ACTIVITIES

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

AWARDS

Class Officer, MVP for Volleyball

PAID WORK EXPERIENCE

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

INTERESTS

Volleyball, Reading, Coaching Special Olympics

SKILLS

Typing 65 wpm. Document Formatting

REFERENCES Available upon request

David Clark
101 St. Marks's Place
Homer, AK 99604
907-235-1111

OBJECTIVE:

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

EDUCATION:

June 2007 Graduate, Homer High School
Homer, AK
Class rank 20/90
Commercial course.

ACTIVITIES:

SkillsUSA (president)
Varsity Football (manager)

AWARDS:

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

EXPERIENCE:

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

PERSONAL:

Build model airplanes and electronically
operated small sailing boats.

REFERENCES

Available upon request

EMPLOYABILITY SKILLS & WORK VALUES

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

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

Adaptive Skills:

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

List your top three Adaptive Skills:

1. _____ 2. _____ 3. _____

Key Transferable Skills:

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

Using your hands, dealing with things:

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

Dealing with data:

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

Working with people:

- | | | |
|----------------------|-----------------|--------------------|
| ___ Patient | ___ Care for | ___ Persuade |
| ___ Confront others | ___ Pleasant | ___ Counsel people |
| ___ Sensitive | ___ Demonstrate | ___ Sociable |
| ___ Diplomatic | ___ Supervise | ___ Help others |
| ___ Tactful | ___ Insight | ___ Teach |
| ___ Interview others | ___ Tolerant | ___ Kind |
| ___ Tough | ___ Listen | ___ Trust |
| ___ Negotiate | ___ Understand | ___ Outgoing |
| ___ Administer | | |

Using words, ideas:

- | | | |
|----------------------|----------------------------|--------------------------|
| ___ Articulate | ___ Inventive | ___ Communicate verbally |
| ___ Logical | ___ Correspond with others | ___ Remember information |
| ___ Create new ideas | ___ Design | ___ Speak in public |
| ___ Edit | ___ Write clearly | ___ Ingenious |

Leadership:

- | | | |
|------------------------------|---------------------|-----------------|
| ___ Arrange social functions | ___ Motivate people | ___ Competitive |
| ___ Negotiate agreements | ___ Decisive | ___ Plan |
| ___ Delegate | ___ Run meetings | |

Creative, artistic:

- | | | |
|------------------|----------------------------|--------------------------|
| ___ Artistic | ___ Music appreciation | ___ Dance, body movement |
| ___ Perform, act | ___ Drawing, art | ___ Play instruments |
| ___ Expressive | ___ Present artistic ideas | |

List your top three Transferable Skills:

1. _____ 2. _____ 3. _____

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

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



WANT A GREAT CAREER?

Alaskan Employers Expect:

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

WORK VALUE CHECKLIST

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

1 = Not Important at All
3 = Somewhat Important

2 = Not Very Important
4 = Very Important

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

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

List your top FIVE Work Values:



PORTFOLIO OR PERSONAL ESSAYS

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

Common Essay Prompts

- **A person/place/event that has had a great influence on your life** – This essay should tell a story about someone/thing in your life that has had an impact; person or event might have given you the courage to try something you were afraid to attempt or inspired you. The person/event may have helped at a critical junction in your life to choose one path over another, or helped develop the person you are today. This might also highlight a specific project or experience that demonstrates personal achievement or passion.
- **Career goals** – this essay should discuss the aspects of a particular career that you find intriguing. You should discuss why you are attracted to a particular career and also show that you know something about the career you are interested in.
- **Obstacle overcome** – this is a great essay start to your portfolio. However, be careful to write about an obstacle that you have worked around, or overcome. For example, if you moved to a new school in 8th grade against your will, lost your spot on the winning basketball team, left all your friends behind, and found this a horrible obstacle; yet, through hard work and perseverance and deliberate effort you overcame this trial and became the star player on your new school's team. This could be a great experience for you to write about! Your essay does not have to be about anything this dramatic however. You do not have to overcome blindness, or a crippling infant disease. You just need to show how you challenged yourself to overcome a difficulty in your life.
- **Drawing upon some personal experience (Write a Fable)** – This is by definition a very creative essay. You must base your fable on fact and weave it into a creative and interesting tale.
- **If you could change something in your life, what would it be and why?** – This essay can also be quite creative and interesting to produce. Before writing this essay you need to really know yourself. Look at your timeline and see if there are any crossroads where you made decisions. What would it have been like to choose a different path? Alternatively, you can be really creative and change your sex, your species, your looks, your family, or your historical placement in time.

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

- **Personal history** – Unless specifically asked for, this essay tends to bore the reader with information that is already included elsewhere in the application. It can be a recounting of your life or an essay about any specific aspect of your life that you feel is important. In fact this should be a creative statement that expresses YOU creatively and uniquely. It is an autobiography written in narrative style that includes your educational goals and a plan for attaining those goals. Avoid making a list.

Things to Avoid

- My favorite things – a list.
- Front-page issues are usually plagiaristic and generic. Don't just repeat ideas of parents, teachers, or others. Speak from your heart.
- Through sports I have learned to set goals, to go all out, work with people. This approach is too often used.
- Pet Death – “as I watched Fluffy's life force ebb away, her whole life flashed before my eyes.”
- Autobiography – Trying to tell your whole life story in 500 words or less and starts with “Hello, my name is...” will have your essay rejected immediately.

Tips

- **Give the reader a sense of who you are** – Consider your audience and what they already know about you from transcripts and test scores. Give them something more.
- **Choose your subject carefully** – Spend time planning your essay. If you are asked to address a specific topic, make sure you do.
- **What is the hook?** – Make sure your essay has a strong angle that keeps the reader involved.
- **Stick to specifics** – Back up your points with a personal story, expand the discussion with descriptions.
- **Proofread, proofread, and proofread!** – After you have worked to develop the perfect essay, do not ruin it with typos and misspellings.

SENIOR PORTFOLIO/SCHOLARSHIP PACKET

You will want to prepare a **Senior Portfolio and/or a Scholarship Packet** that can be duplicated and submitted to potential employers, post-secondary admission offices, and/or scholarship committees. The enthusiastic, highly motivated applicant who puts together an attractive product and follows the directions to the letter including deadlines will have a better chance at getting a job, receiving a scholarship or being admitted into the post-secondary school of choice. Also, all students wishing to apply for a scholarship awarded by a local organization should prepare a SCHOLARSHIP FOLDER.

Meticulous preparation of the packet and its supplemental materials will enhance and represent the qualities of the applicant – YOU!! Sincerity, enthusiasm, tact, and courtesy are qualities that represent and reflect the personality of a good salesperson and your **Senior Portfolio/Scholarship Packet** is a personal sales promotion for you.

All materials should be typed and, in most cases, double-spaced. If you are not an accurate typist, find someone who is. Use a letter quality printer to print your packet. Proofread carefully. Avoid obvious erasures and mistakes. The complete portfolio should be bound in a paper or plastic cover.

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

PROCEDURE FOR PREPARING A SCHOLARSHIP FOLDER:

The KPBSD counselors prepared a local scholarship application packet for student use. It can be found and downloaded at:

<http://onestop.kpbsd.k12.ak.us/scholarships/default.aspx>

This is a document that is formatted for you to type directly on this file. You can then save and print the document when it is prepared to your liking. This document also has detailed instructions about the best ways to present yourself to people reviewing the scholarship folders.

The folder should contain:



- Transcript of grades
- Completed application (see the KPBSD website, 1 stop portal)
- Three letters of recommendation (minimum)
- Personal Essay (see page 38)



Most Counseling Offices require multiple copies (3-5) of the Scholarship Folder to be submitted by a specific date. Remember that some organizations will take and keep individual scholarship folders from the school. Students are responsible for keeping sufficient copies available in the Counseling Office and should maintain the original copy.

Name_____ **Date**_____

Complete High School Graduation Requirements: ☐ Yes ☐ No

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

Update Resume: ☐ Yes Date _____

Register with Peninsula Job Center (Kenai): ☐ Yes Date _____

Review Application and Interviewing Skills: ☐ Yes Date _____

EMPLOYER	DATE	FOLLOW-UP

Check Employer's Policies for Post-Secondary Tuition Costs: ☐ Yes ☐ No

Check Training Programs/Apprenticeships/Work Study etc.: ☐ Yes ☐ No

Complete a Senior Year Counselor Interview: ☐ Yes ☐ No

TRANSITION CHECKLIST FOR SENIORS

MILITARY

Name _____ Date _____

Military Branch: _____

Complete High School Graduation Requirements: ☐ Yes ☐ No

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

Recruiter Visit: ☐ Yes ☐ No Date of Visit _____

Recruiter's Name _____ Telephone _____

Branch _____

Complete ASVAB with qualifying score: ☐ Yes ☐ No Date _____

Qualifications for Enlistment: (List)

Age _____

High School Diploma _____

Military Physical _____

(Including passing Drug Screen)

Height, Weight Requirements

Military Career Plan: (List)

1. _____

2. _____

3. _____

Military Educational Plan:

Pay/Benefits:

Advancement Opportunities:

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

Submit References: ☐ Yes Date _____

TRANSITION CHECKLIST FOR SENIORS TECHNOLOGY TRAINING PROGRAMS

Name _____

Date _____

Training Program Name _____

Address: _____

Telephone: _____

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

Complete required high school courses for admission requirements

(Check Program Handbook)

☐ Yes

Research/Visit Technology Training Program

☐ Yes Date _____

Application Deadline and Fee

☐ Yes Date _____

Application Form Technology Training Program:

Requested ☐ Yes Date _____

Submitted ☐ Yes Date _____

Reply expected by _____

Application Process

Required Entrance Exams (Check Training Program Handbook)

ACT _____

SAT _____

ASVAB _____

Complete Test Registration

☐ Yes Date _____

Take Test

☐ Yes Date _____

Forward Test Results

☐ Yes Date _____

Submit Letters of Recommendation

☐ Yes Date _____

Early Decision Option

☐ Yes Date _____

Essay Needed

☐ Yes Date _____

Interview Needed

☐ Yes Date _____

Audition/Portfolio

☐ Yes Date _____

TRANSITION CHECKLIST FOR SENIORS

APPRENTICESHIP

Go to Alaska Apprenticeship Training Coordinators Association at <http://www.aatca.org/> for requirements of specific apprenticeship programs.

Name _____ Date _____

Desired Apprenticeship Trade _____

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

Complete High School Graduation Requirements: _____ Yes

Research Desired Apprenticeship Trade _____ Yes

Application Deadline _____ Yes Date _____

Update Resume _____ Yes Date _____

Obtain copies of following documents:

Birth Certificate _____ Yes Date _____

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

Alaska Drivers License/Driving Record _____ Yes Date _____

Meet all basic requirements:

Age (18+) _____ Yes

Physical, including passing Drug Screen _____ Yes

Education _____ Yes

Residency _____ Yes

Filled out Application completely and accurately and submitted by deadline:

_____ Yes Date _____

Complete a Senior Year Counselor Interview _____ Yes Date _____

TRANSITION CHECKLIST FOR SENIORS

COLLEGE/POST-SECONDARY EDUCATION

Name _____

Date _____

Institution Name: _____

Address: _____

Telephone: _____

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

Complete required high school courses for admission requirements

(Check Program Handbook)

☐ Yes

Research/Visit Technology Training Program

☐ Yes Date _____

Application Deadline and Fee

☐ Yes Date _____

Application Form Post-Secondary Institution:

Requested ☐ Yes Date _____

Submitted ☐ Yes Date _____

Reply expected by _____

Application Process

Required Entrance Exams (Check College Handbook)

ACT _____

SAT _____

SAT II _____

Complete Test Registration

☐ Yes Date _____

Take Test

☐ Yes Date _____

Forward Test Results

☐ Yes Date _____

Submit Letters of Recommendation

☐ Yes Date _____

Early Decision Option

☐ Yes Date _____

Essay Needed

☐ Yes Date _____

Interview Needed

☐ Yes Date _____

Audition/Portfolio

☐ Yes Date _____

ARE YOU A WORKING TEEN? (Supplement)

--- What You Should Know About Safety and Health on the Job ---

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

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

By law, your employer must provide:

- A safe and healthful workplace.
- Safety and health training, in many situations, including providing information on chemicals that could be harmful to your health.
- For many jobs, payment for medical care if you hurt or sick because of your job. You may also be entitled to lost wages.
- In Alaska, the 2009 minimum wage of \$7.15 per hour.

You also have a right to:

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

What Hazards Should I Watch Out For?

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

Food ServiceSlippery floors
.....Hot cooking equipment
.....Sharp objects

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

Office/Clerical.....Stress
.....Harassment
.....Poor computer workstation design

Minors 17 and under cannot be employed in:

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

Benefits

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

Be Aware

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

HOW TO NETWORK

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

Why Should You Network?

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

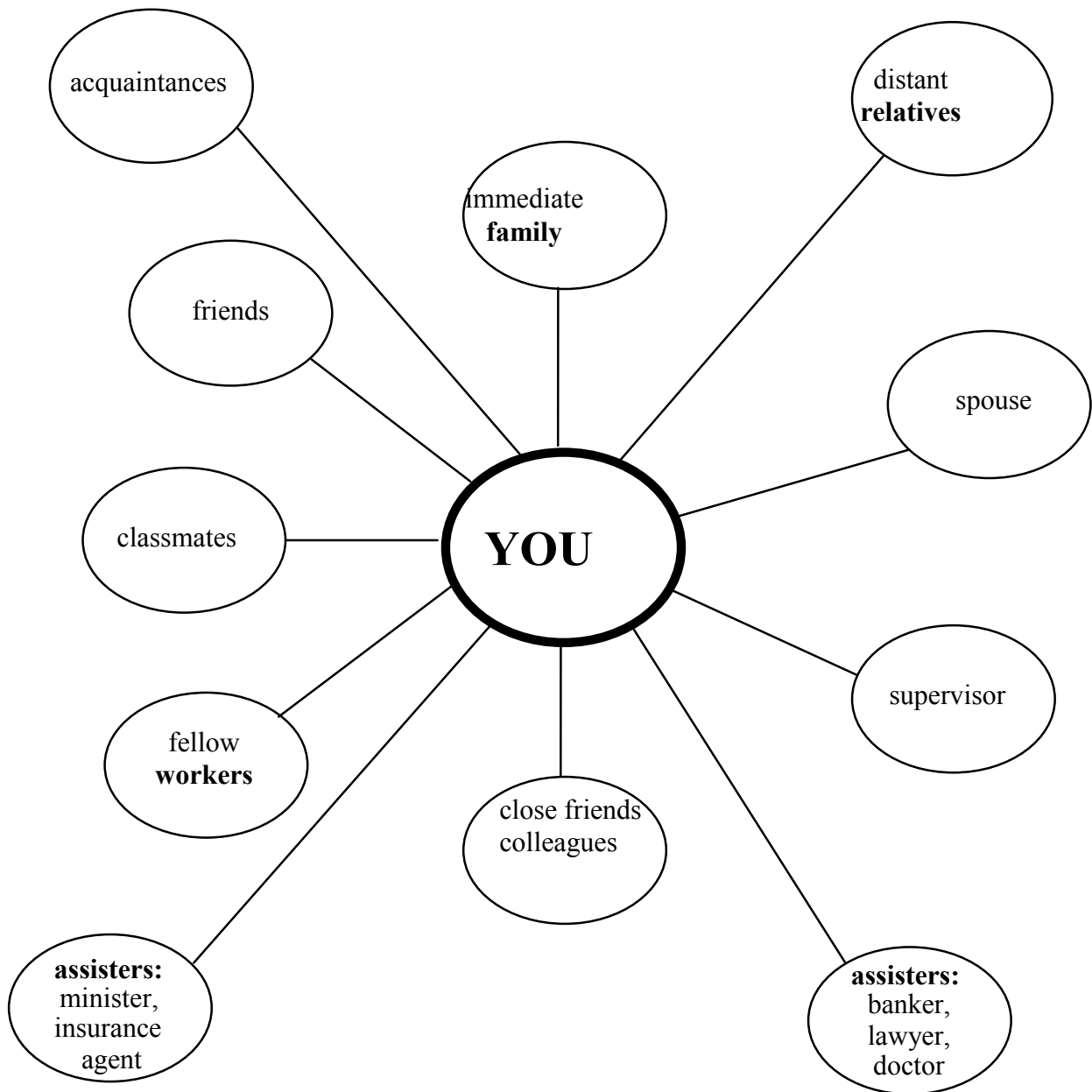
Creating Your Network

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

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

Adapted from *Your First Resume* by Ron Fry

YOUR NETWORK OF RELATIONSHIPS



LINKING YOUR NETWORKS TO OTHERS

