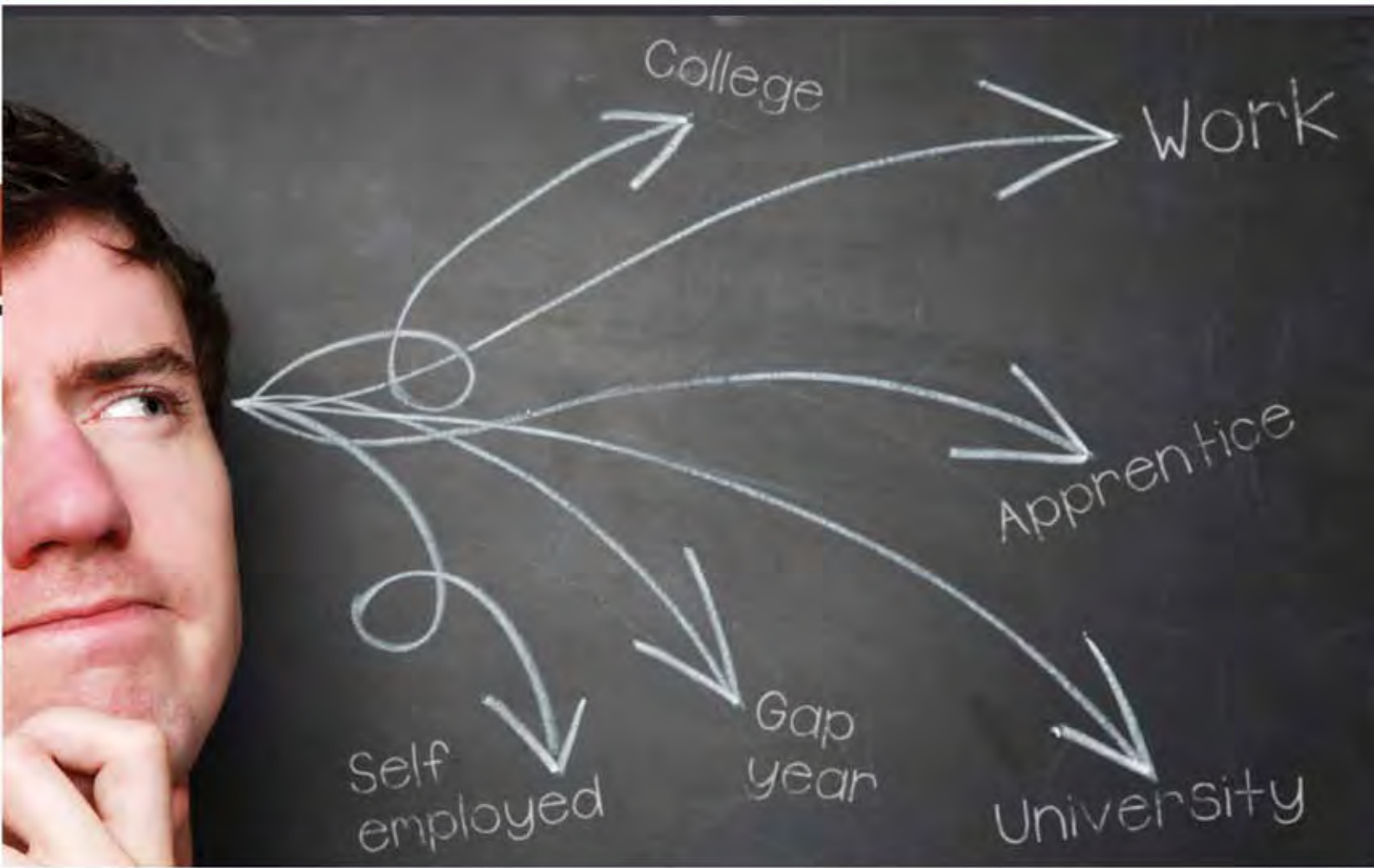


planning for HIGH SCHOOL & BEYOND

a family resource guide



Castle Rock High School

Kalama High School

Kelso High School

Loowit High School

Mark Morris High School

R.A.Long High School

Three Rivers Christian School

Toutle Lake High School

Wahkiakum High School

Woodland High School

2012-2015



Castle Rock High School
5180 Westside Hwy
Castle, Rock WA 98611
(360) 501-2930



Mark Morris High School
1602 Mark Morris Court
Longview, WA 98632
(360) 575-7770
<http://www.longview.k12.wa.us>



Kalama Middle/High School
548 China Garden Road
Kalama, WA 98625
(360) 673-5212
<http://www.kalama.k12.wa.us>



Kelso High School
1904 Allen Street
Kelso, WA 98626
(360) 501-1800
www.kelsohighschool.com



RA Long High School
2903 Nichols Blvd.
Longview, WA 98632
(360) 575-7110
<http://www.longview.k12.wa.us>



Loowit High School
2001 Allen Street
Kelso, WA 98626
(360) 501-1951
<http://www.kelso.wednet.edu>



Three Rivers Christian School
1209 Minor Rd. Kelso WA
(360) 636-1600
<http://www.3riversschool.net/>



Toutle Lake High School
5050 Spirit Lake Highway
Toutle, WA 98649
<http://www.toutlesd.k12.wa.us/>



Wahkiakum High School
500 S 3rd St
Cathlamet, WA 98612
(360) 795-3271



Woodland High School
757 Park Street
Woodland, Washington 98674
(360) 225-8201

Dear Families,

We hope you find our ***High School and Beyond Family Resource Guide*** both helpful and insightful for you and your student. Post high school planning is more crucial than ever for our young adults. A great deal of thought has gone into making this valuable resource a tool to assist families with high school planning and the transition from high school to life's next steps.

Transitioning can be seamless when one takes the time to plan. Often the journey is much more important than getting to your final destination. We encourage you to read through this booklet with pen in hand, writing down questions in the margins if they should come up. Support for your child can be found in their high school. School counselors can assist you with any questions you may have.

We believe you will be pleasantly surprised as you review this guide and make your plans. There are various local high school events, post high school fairs, and financial aid programs to assist with your planning. Please allow us to support you with the next steps and remember, the more planning you do, the less stressful your child's transitions will be.

Best Wishes,
Cowlitz/Wahkiakum County High School
Principals

High School & Beyond

A Family Resource Guide

TABLE OF CONTENTS

◆ SECTION I

WELCOME PARENTS..... 3

- Start Strong 4
- Support your Child 5
- Bumps in the Road 6-7

◆ SECTION II

OPEN THE DOOR TO SUCCESS 8

- Interests, Abilities, and Careers 9-10
- Career Clusters 11-12
- Tomorrow's Jobs 13

◆ SECTION III

PREPARE NOW 14

- Graduation Requirements 15-18
- Assessments/Tests 19-20
- Earn College Credit in High School .. 21-22
- Career Exploration through Community Experiences 23

◆ SECTION IV

EXPLORE EDUCATION & TRAINING OPTIONS..... 24

- Degrees and Certificates 26
- Enter World of Work 27
- Apprenticeship Programs 28-30
- Job Corps 31
- Volunteer and Travel Programs 31
- Military Services 32
- Community College 33
- Four-Year College/University 34

◆ SECTION V

PLAN FOR COLLEGE AND FINANCE THE FUTURE 35

- Explore Options 36-37
- Search 38-39
- Plan Ahead 40-41
- Apply Today 42-43
- Financial Fundamentals 44
- Financial Aid 45-46
- Scholarships 47-48

◆ SECTION VI

TOOL BOX 49

- Resumes: 50-51
- Academic/Activities 51
- Letter of Recommendation 52-53
- Essay Tips 54-55

◆ SECTION VII

GET IT TOGETHER..... 56

Grade-Level Guidelines:

- Freshman 9th 57
- Sophomore 10th 58
- Junior 11th 59
- Senior 12th 60-61
- Key Terms 63-64



The Spirit of Sharing Continues ~

Community Partnerships and Sharing

High School and Beyond: A Family Resource Guide was originally created by parents in Whatcom County who were trying to locate information for post high school planning for their children. Their Guide was shared across the state and presented at a summer Career and Technical Education conference where we learned of it. Through commitment from all the Wahkiakum and Cowlitz County high schools as well as Lower Columbia College we have edited the original document to make it meet the needs of our local families. We believe that all students should have an equal opportunity to realize their career aspirations. To that end, this Guide will provide you, parents, with the planning tools needed to help your children set career and educational goals. We encourage you to get involved in your child's high school education and support our local high schools.

Community Sponsors

We gratefully acknowledge generous financial support of our community partners and especially the Kelso Longview Chamber of Commerce for promoting career education and parent involvement.

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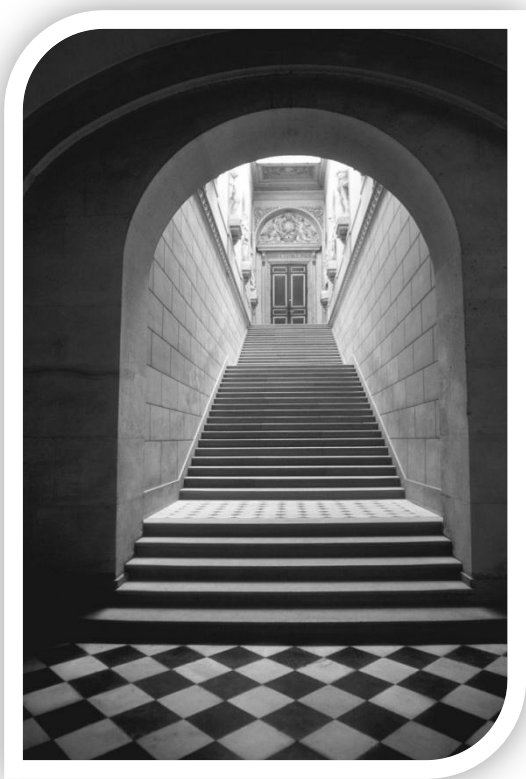
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The school districts of Cowlitz-Wahkiakum counties, Lower Columbia College, and the Cowlitz-Wahkiakum Career Development Consortium comply with laws requiring that we do not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs or activities.

Welcome Parents...

Parents and Guardians, you are the #1 influence in your child’s life. All Cowlitz and Wahkiakum County high schools want to join with you to create an educational experience that will open doors to your student’s success. Together we can help students build essential confidence and knowledge to face challenges in whatever they do next.



Start Strong!
Tips for connecting with your high school4

Support Your Child
Things to do at home.....5

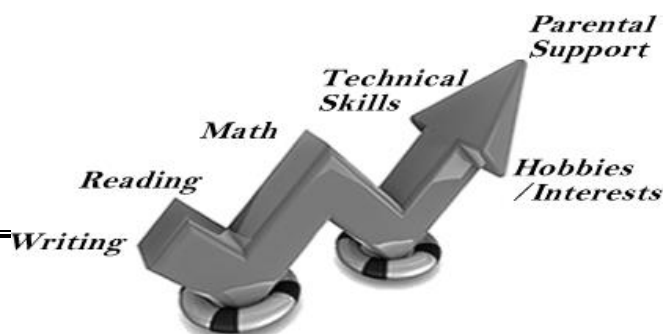
Bumps in the Road
Where to turn for help6-7

**Open The Door
To Success!**

Start Strong!

- ❑ **DON'T MISS BACK-TO-SCHOOL NIGHTS AND OTHER SCHOOL-SPONSORED PROGRAMS FOR PARENTS.** Walk through student's school day, meet teachers, learn about courses, and demonstrate parent commitment. If you have questions, need more information, or are just plain lost in the high school journey, **DON'T HESITATE to ASK a counselor, teacher, or administrator for assistance.**
- ❑ **CONNECT HOME AND SCHOOL.** In addition to quarterly newsletters and flyers, all schools have websites filled with valuable information. If you have access to the Internet, make a habit of visiting your school's website to check opportunities and deadlines. Know the school's calendar and dates for progress reports, tests, parent nights and more.
- ❑ **HAVE FUN! GET INVOLVED!** Education is too important to be left entirely to the school. Strive to become a knowledgeable partner. The more you are informed, the better the relationship tends to go with your student. A well-informed parent minimizes fear and uncertainty. Connecting with other parents and school staff through any activity (parent associations, etc.) provides invaluable networking opportunities.
- ❑ **EMPHASIZE QUALITY** in your student's daily responsibilities such as attendance, arriving on time, homework, studying for tests, balancing extracurricular activities and volunteer work. Ensure that your student gets enough sleep and a good breakfast at home or at school. Know the rules, read the School Handbook, and make every effort to support a positive school climate.
- ❑ **SUPPORT TEACHERS.** Initiate contact with the teacher early, before problems grow. Don't wait for the teacher to contact you. Avert crisis. If there is a situation, seek clarification. Avoid blaming a teacher. Model to your student how to communicate concerns—gather information, clarify the situation, suggest a solution, make a time to meet. Consider helping your student create an email to the teacher, stating his/her point of view, so that the teacher and your student can work out the problem directly.
- ❑ **WHOM TO CONTACT?**
 - Q. I want to keep updated on my child's grades and assignments. What can I do?
 - A. The online grade book, Skyward, available through all local public schools, gives you immediate access to entered grades and assignments for your student. Visit your student's administrative office to receive log-on information.
 - Q. I have a question or problem with a class. Whom do I call?
 - A. **Teacher.** Always contact a teacher first.
 - Q. My student has a problem with his/her schedule. Whom do I call?
 - A. **Counselor.** For all questions or concerns about test scores, schedules, and overall progress (on track for graduation), contact a counselor. Counselors also assist with personal, social, and academic matters. Confidentiality is observed.
 - Q. My student was suspended from school or is being bullied. Whom do I contact?
 - A. **Assistant Principal.** Contact your administrator about issues dealing with discipline and safety.
 - Q. I have contacted all team members above and I still have a problem. Whom do I contact?
 - A. **Principal.**
- ❑ **THINK AND TALK ABOUT THE FUTURE.** High school is a launch pad for a student's next steps. It's important to be informed about all possibilities and opportunities. Allow the time to plan thoughtfully to get the most out of high school.

Support Your Child...



CREATE A HOME ENVIRONMENT THAT VALUES LEARNING

- Fill your home with all kinds of reading materials, from books, magazines, and newspapers to recipes. Use them often!
- Set up a regular study time. A group study night system at home seems to work. The group study may include the entire family or friends.
- Make sure your student balances homework along with his/her other activities.
- Regular sleep and good nutrition are critical at this age.
- Make the dinner table a place where the family talks as much as they eat. Try to listen at least twice as much as you talk.
- Emphasize the importance of academic skills. Reading, writing, and math skills provide the framework and foundation for future career and education opportunities.



ENCOURAGE STUDENTS TO MAKE GOOD DECISIONS FOR THEIR FUTURE

- Teach your student a **simple decision-making model**, such as:
 - Identify interest and abilities
 - Get information
 - Evaluate possibilities
 - Narrow choices
- Encourage and reinforce your student's strengths. Downplay your student's weaknesses. Your student is already well aware of his/her weak points. Remember, compliments, not criticism, motivate teens.
- Help your student realize his/her dreams. Students have ideas and visions for their lives. Encourage them to explore and develop their passions.
- Help your student explore his/her interests and develop goals—both short and long term.

Stuff Management 101

Avoid stress and panic. Keep 'school stuff' together in a system that works for your family. Select a large calendar, 3-ring binder, box or folder for ALL school information including due dates, activities and events. Add to it as the year progresses.

Be Prepared for Bumps in the Road...

WHAT'S A BUMP?

High school can be a stressful time for both parents and students. There are multiple issues related to friends, homework, activities, discipline, and more. Sometimes these issues become more serious and may require outside help.

High school years are important times of discovery for students. They undergo many developmental changes (social, physical, academic). Peer issues, expectations, and pressures often lead to confusion. Students may turn to drugs, alcohol, or other behaviors for release. The onset of other issues or problems, such as depression or eating disorders, may occur during adolescence. It's important for parents to trust their instincts, and recognize that something may be wrong, and know where to turn for help.

Changes in your student's behaviors may signal an issue of concern that needs help. Such changes may include:

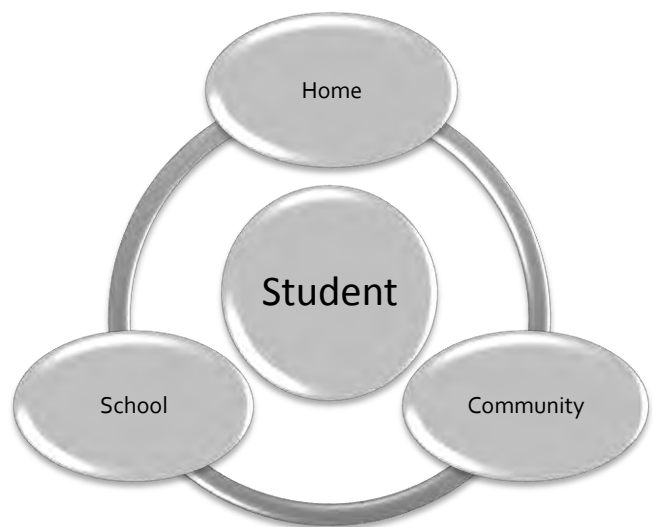
- Lack of concentration
- Change in sleep and appetite
- Changes in clothing styles
- Irritability and anger outbursts
- Withdrawal
- Mysterious phone calls/emails
- Secretive behaviors
- Change in friends
- Homework and grade changes
- Difficulty with relationships

When questions or concerns arise, school counselors encourage you to call. They want to hear from you. Parents often feel guilty, fearful, and ashamed. Conversations with school professionals (counselors, teachers, and administrators) are private and completely confidential. It's better to call the school early, before things get out of hand.

WHAT CAN BE DONE ABOUT THESE BUMPS?

Linking home, school and community is essential for making a difference for students. Keeping the lines of communication open with school staff, other parents, community services, and students is critical.

As a parent, you are the prime advocate for your student.



COMMUNITY RESOURCES

Counselors can be extremely helpful in getting families connected with resources in the community. A few suggestions include:

- **Where to Turn, The Youth Yellow Pages:** a valuable directory of community resources. Copies of this helpful booklet are available at all school counseling offices and many community sites
- **Head Start Resource Community Directory:** www.lowercolumbia.edu/headstart
- **24-hour Mental Health Crisis Hotline:** help with referrals and finding a safe place to stay. Available at (360) 442-6064.
- **Free counseling service for LCC students** is available through Lower Columbia College. Call (360) 442-2311 for more information.
- **Translation services:** Contact your district or high school ESL office or Department of Student Services for assistance finding a qualified interpreter. Counselors can also help direct you to community resource specialists for contact information.

TIPS FOR ACCESSING HELP

While some community programs are free of charge, many charge a fee, which may be covered by your insurance's mental health benefits. It's important to contact your insurance company to verify coverage before the initial appointment with a specialist. A few questions to ask might be:

- Do I have outpatient mental health benefits?
- What providers are covered in my area?
- Does my policy require a referral from my primary care physician?
- Is there a deductible or co-payment? How much?
- How many sessions will be covered?
- Are there any diagnoses that are excluded from my policy?

Questions to ask the Counselor/Agency when scheduling an appointment for your student:

- What is the cost of assessment and treatment?
- Do you take (**insert your insurance carrier's name**)? (Always double-check with your carrier directly.)
- What is the time frame for assessment and treatment?
- Schools may require specific certifications to comply with Federal and State laws to establish specific accommodations (IEP or 504 Plans).
- Do you have experience in dealing with teens with this specific problem?



**DON'T HESITATE
TO SEEK HELP!**

Open the Door To Success...

When teens discover what they love to do, they are more likely to succeed than students who have not explored their interests and abilities. Many students want to go to college while others may choose to go directly to work. Whatever the path, planning is required and information is needed.



Interests, Abilities, and Careers9-10

Career Clusters 11-12

Tomorrow’s Jobs 13

**Unlock The Door
TO YOUR FUTURE!**

Interests, Abilities, and Career Choices...

Where to begin? The key is helping your student explore his/her interests and talents, and matching them with opportunities in today's world of work. Use this worksheet as an introduction to career planning. Counselors and Career Specialists are available at school to help in this process. Please also visit the following site: www.workforceexplorer.com, www.acinet.org, www.bls.gov/oco, www.go2worksource.com, www.careerbridge.wa.gov

1. **Determine interests and skills.** _____

2. **Identify careers that match abilities.** _____

3. **Research job openings and salaries.** _____

4. **Research education and training requirements for careers of interest.** _____

5. **Select a Career Pathway and use opportunities in school to jump start future education and training.** _____

ATTENTION STUDENTS:

"The person you'll spend the most time with in your life is YOU. You might as well work to make YOU the most interesting YOU that YOU can be!"

~Princeton University

WORKSource

Let Our Team Help You!

- **Explore career options**
 - **Investigate online learning opportunities**
 - **Research high demand occupations**
 - **Discover current job openings at go2worksource.com**
 - **Build skills for your future through workshops:**
 - **Effective Resumes, Cover Letters, and Applications**
 - **Interviewing Techniques**
 - **Skills and Abilities**
 - **Job Search Strategies**
 - **Access our Resource Room services:**
 - **Helpful staff**
 - **Computers**
 - **Printers**
 - **Fax machines**
-
-

WorkSource Cowlitz/Wahkiakum
305 South Pacific
Suite A
Kelso, WA 98632
1-360-577-2250
go2worksource.com

WorkSource is an equal-opportunity partnership of organizations that provide employment and training services. Auxiliary aids and services are available upon request to people with disabilities

Career Clusters...

Deciding what to do in life can be exciting and challenging at the same time. People who find the most satisfaction in their careers are those who choose a career cluster that best fits their personality, abilities, interests, and values.

The U.S. Department of Education has identified 16 Career Clusters and 81 Career Pathways. Career Clusters and Pathways are a way of organizing and making sense of occupations and the skills associated with them.

All occupations can be found within the 16 Career Clusters. Career Clusters include a wide array of generally associated occupations. Career Pathways include more closely-related occupations and skill sets.

Career Clusters provide students with a context for studying academics, the arts, and career-technical education. They are useful for helping students to assess their career interests, explore careers, and create a program of study to achieve their career goals. Typically, people who work within a cluster share a common set of traits, skills and abilities. Contact your high school Counselor or Career Specialist for specific classes offered under each cluster.

Agriculture, Food & Natural Resources

The jobs in this cluster are concerned with conservation, production, and selling of agricultural products.

Examples: Park ranger, forestry worker, landscape architect, wildlife manager, and zoologist.

Architecture & Construction

The jobs in this cluster are concerned with designing, planning, constructing and maintaining the built environment.

Examples: Architect, landscape designer, painter, plumber, electrician, highway maintenance worker, and project manager.

Art, A/V Technology & Communications

The jobs in this cluster help make, create, and/or share ideas, thoughts, or feelings, including visual and performing arts and design, journalism, and entertainment services.

Examples: Actor, dancer, commercial artist, floral designer, writer, musician, photographer, camera operator, movie director, and printer/press operator.

Business, Management & Administration

The jobs in this cluster help plan, organize, and operate businesses, industries, and government so that they will operate efficiently.

Examples: Accountant, bank teller, city manager, computer operator, mail carrier, store manager, administrative assistant, warehouse manager, and paralegal.

Education & Training

The jobs in this cluster help people learn about themselves and the world around them.

Examples: Teacher, principal, counselor, librarian, social worker, child care director, coach, and professor.

Finance

The jobs in this cluster help people and business with financial planning and management, banking, and insurance services.

Examples: Bank teller, stockbroker, loan officer, claims agent, treasurer, and economist.



**Get ahead; choose your
Career Cluster today!**

Government & Public Administration

The jobs in this cluster help run local, state, and federal government, including management and administration, national security, foreign service, and revenue and taxation.

Examples: President, senator, governor, ambassador, foreign diplomat, city manager, census clerk, and military intelligence officer.

Health Science

The jobs in this cluster help people and animals stay healthy.

Examples: Registered nurse, dental hygienist, veterinarian, doctor, admitting clerk, lab technician, hospital administrator, and emergency medical technician.

Hospitality & Tourism

The jobs in this cluster help people enjoy their leisure time by providing services at restaurants, hotels, amusement parks, travel agencies, and recreational events.

Examples: Chef, baker, manager, reservations agent, housekeeper, meeting planner, travel planner, museum director, and ride operations manager.

Human Services

The jobs in this cluster help people with their employment, family, and human needs.

Examples: Preschool teacher, minister/rabbi/priest, social services worker, psychiatrist, and community service director.

Information Technology

The jobs in this cluster design, build, and manage information systems and create, store, and retrieve information using technology such as the computer.

Examples: Systems analyst, Web designer, desktop publisher, animator, software design engineer, maintenance technician, and programmer.

Law, Public Safety & Security

The jobs in this cluster help people and make their community safe.

Examples: Fire fighter, police officer, lawyer, judge, prison warden, corrections officer, animal control officer, criminologist, and court reporter.

Manufacturing

The jobs in this cluster help with changing raw materials into useful products, such as plastic for making toys.

Examples: Welder, furniture maker, major appliance repairer, assembly worker, quality control technician, purchasing agent, and labor relations manager.

Marketing

The jobs in this cluster deal with selling or marketing products and services.

Examples: Advertising agent, customer service representative, real estate agent, retail salesperson, inventory manager, research associate, and merchandise buyer.

Science, Technology, Engineering & Mathematics

The jobs in this cluster invent new ways to solve problems or provide scientific or technical support.

Examples: Meteorologist, marine biologist, surveyor, mathematician, mining engineer, conservationist, statistician, lab technician, and archeologist.

Transportation, Distribution & Logistics

The jobs in this cluster help move people and/or things to different places.

Examples: Truck driver, airplane pilot, bus driver, air traffic controller, ambulance driver, dispatcher, taxi driver, and train engineer.

Tomorrow's Jobs...

↑ SKILLED JOBS - DEMAND SOARING

Jobs that require a 2-year degree, certification, or apprenticeship are in high demand. By 2012, these jobs are predicted to grow even more. Currently, employers report having difficulty finding qualified and skilled workers.

Career-technical education programs, such as Information Technology, Construction-related Technology, or Health Care Services, offer degrees that may lead to immediate employment in higher paying jobs. Another bonus is that after completing a 2-year degree, transition to a 4-year college is possible, and employers may pay for further education.

→ PROFESSIONAL JOBS - DEMAND UNCHANGED

The demand for employees with a 4-year college degree or more has not changed in 50 years, and by 2012 will only increase a few percentage points. The jobs most in demand requiring a 4-year or greater degree are in the high-growth fields of science, math, engineering, computer technology, and health care.

Far too many college graduates are underemployed due to the mismatch between degree/skills and available employment. Students need to be aware that getting a job requiring a 4-year college degree will be very competitive. The degree alone will not guarantee a job. Students with additional technical skills and strong interpersonal skills set themselves apart from other candidates. Students will benefit from being knowledgeable about trends in employment in Washington state and elsewhere.

↓ UNSKILLED JOBS - DEMAND DECREASING

Jobs that require a high school diploma or less have decreased steadily over the last 50 years. By 2012, it's predicted that only 5-7% of jobs will be available for those with a high school diploma or less, and those will typically be low paying, minimum wage jobs with few benefits. Today's job market requires employees to have strong skills in math, reading, writing, and problem-solving. It pays to stay in school.

Get the skills in high school when it's FREE!

For this generation to get quality jobs, education must continue beyond high school. Consider tomorrow's jobs carefully when putting together the **High School & Beyond Plan.**

Focus on the KEYS to open the door to skilled and professional jobs.



Math Skills



Reading Skills



Writing Skills



Responsibility



Attendance



People Skills

Reality Check! Math and reading skills are essential for entry into the skilled workforce. Most of the skilled occupations require placement tests to demonstrate academic knowledge and problem solving skills. Encourage your student to "hang in there" during high school and take as many math and English classes as possible to help avoid taking remedial/pre-college courses after high school.

Prepare Now PREPARE TODAY...



"Readiness for College and Work: The majority of students in Washington head to college after high school. However, more than half must first pay for remedial, pre-college classes. This is an unpleasant surprise for students and families who have just celebrated high school graduation. Additionally, all family-wage jobs require basic skills identical to those needed to begin college. All students should leave school ready for college and work."

Washington Learns – Briefing Paper, August. 2006
(Governor's Commission on Education Reform)

**Get Ready for College
and Work by taking
challenging classes**

- Math—every year, at least through Algebra 2
- Science—every year
- English and Writing—every year
- Technical class sequences to learn high level skills
- World language—at least 2 years

Graduation Requirements	15-18
Assessments/Tests	19-20
Earn College Credit in High School	21-22
Career Exploration through Community Experiences	23

Earning a Diploma:

State Graduation Requirements and State Testing

Our state graduation requirements are designed to ensure students have a solid foundation of reading, writing, math and science skills, no matter the path they choose after high school. We encourage families and students to meet regularly with their school counselors to ensure they are on track for graduation.

To be eligible to graduate in Washington, high school students must: pass specific state exams, earn all required state and local credits, and successfully complete a high school and beyond plan and a culminating project. The assessment requirements are as follows:

Classes of 2013 and 2014: Students must pass a state exam in **reading** and **writing** and one end-of-course exam in **math**, state-approved alternatives or assessments for students in special education. Students who pass these areas of assessment will also earn their Certificate of Academic Achievement/Certificate of Individual Achievement.

Classes of 2015 and beyond: Students must pass a state exam in **reading** and **writing**, one **science** end-of-course exam and **two math** end-of-course exams, state-approved alternatives or assessments for students in special education. Students who pass these areas of assessment will also earn their CAA/CIA.

For more information, see the chart below, speak to your counselor or visit: www.k12.wa.us/GraduationRequirements

NOTE: Graduating class is determined when a student first enters ninth grade

Class of 2013 and 2014	Class of 2015 and Beyond
READING AND WRITING Pass reading and writing HSPE or assessment for students in special education. -OR- Pass state-approved alternatives.*	READING AND WRITING Pass reading and writing HSPE or assessment for students in special education. -OR- Pass state-approved alternatives.*
MATH Pass one math end-of-course exam (algebra 1 or geometry) or assessment for students in special education. -OR- Pass state-approved alternative.*	MATH Pass two math end-of-course exams or assessment for students in special education. -OR- Pass state-approved alternative.*
SCIENCE No longer required for students in these two graduating classes (as signed into law June 7, 2011)	SCIENCE Pass biology end-of-course exam or assessment for students in special education. -OR- Pass state-approved alternative
OTHER REQUIREMENTS Meet all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and local credit requirements.	OTHER REQUIREMENTS Meet all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and local credit requirements.

*Students must take each high school state exam at least once before using a state-approved alternative.

Certificate of Academic Achievement and Certificate of Individual Achievement

- **Classes of 2013 & 2014:** Must pass reading, writing and math. **Class of 2015 and beyond:** Must pass reading, writing, math and science.
- Certificate of Academic Achievement – A requirement for graduation beginning with the class of 2013.
- Certificate of Individual Achievement – Only for students in special education. A requirement for graduation beginning in with the class of 2013. Students can earn it by passing the HSPE-Basic, WAAS-Portfolio, WAAS-DAPE or Locally Determined Assessment in reading, writing, math and science.
- Students who transfer into a public school in 11th or 12th grade from another state or an in-state non-public setting can seek a waiver. They can immediately access state-approved alternatives (see below).

High school assessments

- Two end-of-course exams in algebra 1 and geometry, or integrated equivalents.
- Students have five state-funded opportunities during high school to take each HSPE content area.
- Students pass with a Level 3 or 4 score.
- Score appeal process: Parents/guardians, after reviewing their student's high school test, may file a score appeal.

To learn more about the state testing, please visit: <http://www.WAtesting.com>

State-approved alternatives

- Students who have the skills but are unable to show them on state exams may use state-approved alternatives.
- Students may access the CAA options after taking the state exam in every subject area at least once.
- The Certificate of Academic Achievement Options are:
 - Collection of Evidence – Students compile a set of classroom work samples with the help of a teacher(s). Collections for students in Career and Technical Education programs can include work from their program. The state scores collections twice a year.
 - Fee Waivers are available for eligible students to take the approved SAT, ACT and AP exams.
 - SAT or ACT – Students may use their math, reading or English and writing scores on college readiness tests. The minimum scores are: **Reading** – SAT 350; ACT 13. **Writing** – SAT 380; ACT 15. **Math** – SAT 470; ACT 19.
 - Advanced Placement (AP) – Students may use a score of three or higher on select AP exams: **Math** (calculus or statistics), **Writing** (English language and composition); and **Reading** (English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics)
 - GPA Comparison – For 12th grade students only. A student's grades in math courses and/or English courses are compared with the grades of students who took the same courses AND passed the high school WASL/HSPE. To access this option, a student must have an overall cumulative Grade Point Average (GPA) of at least 3.2 on a 4.0 grading scale.

To learn more about state-approved alternatives, please visit: <http://www.k12.wa.us/assessment/CAAoptions>

Assessments for students in special education

- Students in special education may take the high school state exams with or without accommodations or use the CAA Options.
- The following options are also available:
 - HSPE-Basic – Students take the high school WASL/HSPE – with or without accommodations – but IEP teams adjust passing criteria from Proficient (Level 3) to Basic (Level 2).
 - Washington Alternate Assessment System Portfolio (WAAS Portfolio) – Students unable to take paper and pencil tests show their skills and knowledge through a collection of their work.
 - Developmentally Appropriate Proficiency Exam (WAAS-DAPE) – Students in grades 11 and 12 only take the WASL/HSPE – with or without accommodations – at a grade level that best matches their abilities. Students pass by earning Level 3 on each test taken.
 - Locally Determined Assessments – For 12th graders who need modified achievement standards.
 - Awareness Level Waiver – Available for students diagnosed as performing at an "awareness" level.

To learn more about special education assessment, please visit: <http://www.k12.wa.us/assessment/altassess.aspx>

Graduation Requirements

1. Earn High School Credit

Washington requires public school graduates to complete a **minimum of 19 credits** in order to graduate. Beginning with the Class of 2013, public school students must complete a minimum of 20 credits with the addition of a third math credit. Many local school districts, however, require students to earn credits beyond the state minimum.

Subject	Minimum state graduation requirements	2016 state graduation requirements	Minimum requirements for your school district*	Minimum requirements for public, 4-year colleges & universities**	Recommended for highly selective colleges & universities
English	3 credits	4 credits		4 years	4 years
Math	2 credits (3 for class of 2013 and beyond)	3 credits		3 years***	3-4 years***
Science (one must be a lab)	2 credits	2 credits		2 years	3-4 years
Social Studies (including U.S. and Washington state history)	2.5 credits	3 credits		3 years	3-4 years
World language (same language)	0 credits	0 credits		2 years	3-4 years
Visual or performing arts	1 credit	1 credit		1 year	2-3 years
Health and fitness	2 credits	2 credits		* Your school's requirements may be higher than the state minimums. ** Students must have a minimum 2.00 grade point average *** Must be Algebra II or higher.	
Occupational education	1 credit	1 credit			
Electives	5.5 credits	4 credits			
Total	19 credits (20 for the class of 2013 and beyond)	20 credits			

2. Complete a Culminating Project (Senior Project)

While each school district determines the guidelines for the Culminating Project, there are statewide goals:

Encourage students to think analytically, logically and creatively and to integrate experience and knowledge to solve problems.

Give students a chance to explore a topic in which they have a great interest.

Offer students an opportunity to apply their learning in a "real world" way.

As part of the Culminating Project, each student will demonstrate essential skills through reading, writing, speaking, production and/or performance. To complete the project, students may be asked to write a research paper, work with a mentor in school or in the community, present to a community or peer panel, pull together a portfolio of work and/or develop a multimedia presentation.



Please contact your high school for information about the Culminating/Senior Project.

3. Complete a High School and Beyond Plan

The High School and Beyond Plan gets all students thinking about their future and how to get the most out of high school, so that they're ready to pursue their adult lives, no matter what direction they plan to take.

Ideally, students write their plan in 8th or 9th grade and then continue to revise it throughout high school to accommodate changing interests or goals. Students should be encouraged to include the following elements in their plan:

- Their learning style
- Their personal story – what experiences, interests and goals are shaping who they are now and who they want to become
- Their goals for high school – what their four years of high school look like, including classes, extracurricular activities, sports, a job, etc.
- Their goals for immediately after high school – a student's plan should include the classes needed in preparation for a 2- to 4-year college, vocational or technical school, certificate program or the workforce

Each school district determines the guidelines for the High School and Beyond Plan. Please contact your local school district to obtain a copy of the guidelines that have been established for your district.

***"Readiness for college and work"** refers to the fact that it is important for all students—those who plan to go directly to work as well as those who plan to attend a technical, community or four-year college—to take challenging courses. All students must have high-level thinking, reading, writing, and computing skills and be able to communicate and work with others. In the current global information-based economy, students with average to low skills will have a difficult time achieving success in the workplace or will limit their options for continued education. The aim of high school is to ensure that all students are ready for college, career, and citizenship when they finish high school.*

Assessments & Tests...

Students take several types of tests during their high school years. Some tests are state and/or district required and others are entrance exams for post-high school education programs.

Grade	Test/Assessment	Required	Dates	Information
10	High School Proficiency Exam (HSPE/EOC)*	State	Spring	Reading, writing, and science scores showing proficiency levels. Note: Subject to change.
9 or 10	End of Course Math Exam	State	Spring	
10, 11 or 12	College Assessment	Admittance to Running Start	Varies	Acceptance and/or placement into English and math courses and specific programs.
10 or 11	Preliminary Scholastic Aptitude Test (PSAT)	Not required but recommended	mid-October	Practice achievement test in verbal and math for 4-year university. Also, provides qualification test for National Merit Scholars. Take at high school.
11 or 12	Scholastic Aptitude Test (SAT) I	Not required but recommended for all juniors and seniors considering college **	7 Saturdays throughout school year	Verbal and mathematical reasoning abilities as they relate to successful performance in college. Test NOT taken at high school campus. Students select test location on registration form. Pre-register at least 6 weeks prior to exam date.
11 or 12	Scholastic Aptitude Test (SAT) II	Needed for entrance into highly selective colleges **	7 Saturdays throughout school year	Measures specific areas in world language, writing, math, and science reasoning. Pre-register at least 6 weeks prior to exam date.
11 or 12	ACT	Not required but recommended for all juniors and seniors considering college **	6 Saturdays throughout school year	Measures knowledge and skills in English, math, reading, and science reasoning and application of skills. Pre-register at least 6 weeks prior to exam date.

**Students get 5 opportunities throughout high school to take the HSPE/EOC and meet standards. Only on the first attempt do students who exceed standard (Level 4) earn "Scholar" designation on high school transcript.*

***The SAT/ACT tests are only required for admissions to 4-year colleges. However, because student post-high educational plans do change, it's recommended to take these tests while still in high school, while knowledge is fresh. It's important to keep options open. See page 20.*

Taking the SAT & ACT Tests...

For entrance into a 4-year college or university, students must take either the SAT I or ACT during the spring of the junior year or fall of the senior year. Colleges will take either score, so students are encouraged to take both the SAT I and ACT to determine which test is a better suited for the individual student. However, consult your Counselor to see if one test is preferred over the other for any reason.

	SAT I	ACT
Test Description and Details	<p>Critical reading section: formerly known as the verbal section, will include short reading passages along with the long reading passages. Analogies have been eliminated, but sentence-completion and passage-based reading questions remain.</p> <p>Math: two 25 min. sections and one 20 min. section. Number and operations; algebra and functions; geometry; statistics, probability, and data analysis. Calculators OK.</p> <p>Writing: Multiple-choice questions (35 min.) and student-written essay (25 min.)</p> <p>Scoring: mathematics (M 200-800), critical reading (CR 200-800), writing (W 200-800). Penalties for incorrect answers are given.</p> <p>NOTE: Results of Writing portion may NOT be used for Admissions Screening, but may be used for English Placement information at colleges/universities.</p>	<p>English: 75 questions in 45 minutes. Measures standard written English and rhetorical skills.</p> <p>Math: 60 questions in 60 minutes (calculator use permitted). Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.</p> <p>Reading: 40 questions in 35 minutes. Measures reading comprehension.</p> <p>Science Reasoning: 40 questions in 35 min. Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.</p> <p>Optional Writing: 1 prompt—30 min. Measures writing skills emphasized in high school English classes and in entry-level college composition courses.</p> <p>Scoring: 1-36. No penalties for wrong answers.</p> <p>NOTE: Students need to check with colleges to determine if Writing portion is required.</p>
How to Prepare?	Practice materials and test dates available in Counseling & Career Center or on-line at www.collegeboard.com and www.kaplan.com .	Practice materials and test dates available in Counseling & Career Center or on-line at www.actstudent.org .
How to Register?* Early Registration is critical!	On-line at www.collegeboard.com , OR packets are available in Counseling and Career Center.	On-line at www.act.org , OR packets are available in Counseling and Career Center.
Cost **	Costs vary <i>Fees apply for Optional Writing test</i>	Costs vary <i>Late fees apply</i>
Where to Take Tests?	Tests are NOT offered at the high school. Students select the test site when they register. NOTE: It is important to register EARLY to get test site preference.	

*** School Codes for Registration:** Each school has a specific required code. See your Counselor/Career Center or registration sites.

****Fee Waivers:** Students may be eligible for a fee waiver from ACT and/or the College Board. See your Counselor/Career Center for details.

STUDENTS WITH DISABILITIES: Students with a diagnosed learning or health disability may be eligible to take the SAT and/or ACT with extended time. Documentation (educational testing within the last three years) will be required through the form of a current IEP, or current 504 Accommodation Plan, which demonstrates the need for extended time on school and other testing. **Students, who believe they may qualify for extended time, should see their Counselor early in sophomore or junior year, because the process with the testing service companies can be lengthy.**

Earn College Credit In High School...



The following Dual Enrollment/Credit programs in Cowlitz and Wahkiakum Counties help teens acquire useful college-level skills and earn college credit while still in high school. Each program allows students to get a jump on college education, save cost on tuition, and save time toward degree completion.

Availability varies among high schools. See Counselor or Career Specialist for details.

Program	Description and Benefits	Responsibilities and Costs
Tech Prep Location: high school campus Visit www.lowercolumbia.edu/techprep for more information	<ul style="list-style-type: none"> Allows students to earn college credit for certain career/technical classes taken at high school Earn both high school and college credit, if passing grade of "B" or better is achieved Earn college credits on college transcript Enables students to begin certain college programs, having already completed some course work 	<ul style="list-style-type: none"> Enroll in Tech Prep designated classes at the high school Earn a "B" or better in course to demonstrate college-level competency and to receive college credit Register for college credits at www.lowercolumbia.edu/techprep No fee is charged to earn Tech Prep credit within the Cowlitz-Wahkiakum Career Development Consortium Deadlines are critical. College credit is granted in the current academic year only
Advanced Placement Location: high school campus Visit www.collegeboard.com for more information	<ul style="list-style-type: none"> Qualified students may enroll and complete college level work to prepare for nationally scored test Advanced placement and/or college credit may be granted based on test score Accelerated course work High school credit available, if passing grade in class is achieved regardless of test score 	<ul style="list-style-type: none"> Enroll in AP Course at high school Apply for testing (Spring) Fees vary
Running Start Location: Lower Columbia College Visit www.lowercolumbia.edu/runningstart for more information	<ul style="list-style-type: none"> Allows qualified high school juniors and seniors to attend college classes Earn both high school and college credit, at the same time Caution: Students must be mature and able to manage time and attendance independently, or this option can be problematic Caution: Parents may not be able to access information about their student to monitor success 	<ul style="list-style-type: none"> Ensure credits taken at the college satisfy high school graduation requirements Requires Placement Tests Tuition waived; student pays course fees, textbooks, and provides own transportation Students MUST make extra effort to access high school information about Culminating/Senior Project and other requirements

Prepare for a great career in 2 years or less—and start while you're in high school, tuition-free!

Tech Prep and Lower Columbia College make it happen!

Here's how:

1. Choose a Program of Study from the list below.
2. Enroll in a related class at your high school.
3. Sign up online at lowercolumbia.edu/techprep for college credits

Complete your high school course with a B or better and you earn college credit, saving the time and money. Transfer to LCC and you'll be closer to completing a degree or certificate program and ready for a good-paying job.

LCC offers Tech Prep credit in:

- ▶ Accounting
- ▶ Automotive Technology
- ▶ Business Management
- ▶ Business Technology
- ▶ Computer-Aided Drafting
- ▶ Computer Science
- ▶ Diesel/Heavy Equipment
- ▶ Early Childhood Education
- ▶ Fire Science
- ▶ Machine Trades
- ▶ Medical Assisting
- ▶ Pre-Nursing/Allied Health
- ▶ Welding

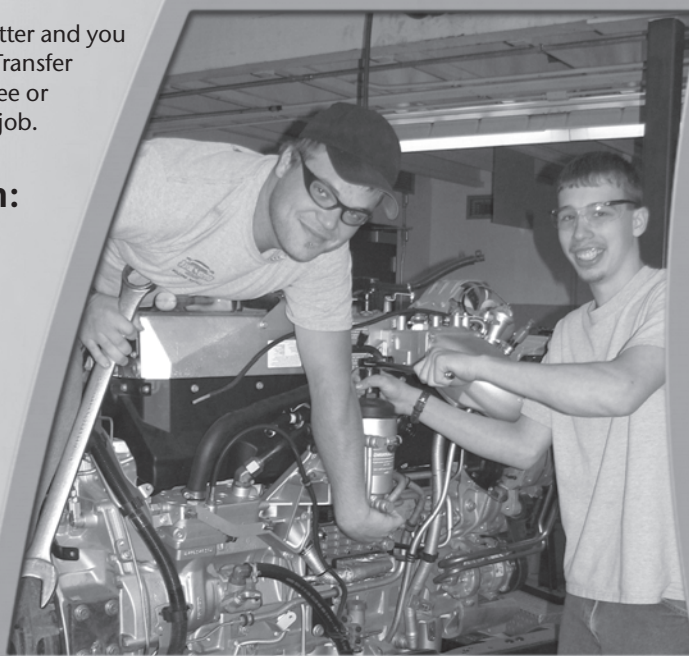
Ask your high school counselor which Tech Prep classes your school offers.

For more information:

Call: 360.442.2610

Email: techprep@lowercolumbia.edu

Visit: lowercolumbia.edu/techprep



Career Exploration Through Community Experiences...

Too many students graduate from colleges (2- and 4-year) and find that no jobs are available for the degree they've earned. It's important to begin career exploration in high school and take it seriously to save time, money, and effort. You can explore careers in high school through community experiences, such as volunteering, job shadowing, part-time employment, and internships. Keep the exploration process and conversation going as your student's interests expand, skills improve, and new doors are opened to him/her.

VOLUNTEERING



Volunteering is providing assistance to improve the quality of life for the people in the community through environmental, personal, cultural or civic

involvement. Community experiences help students apply skills and knowledge, develop workplace skills, and gain valuable experience. Students will also make important contacts that may help reach personal goals. Community experience also fosters the development of a sense of caring for others.

Students may be involved in community or service activities throughout high school. This may be in a form of a class or club activities such as food drives, tutoring younger students, organizing a campus clean-up day, or coordinating events that promote goodwill.

Many career centers organize volunteer programs. These programs offer specific steps in helping students begin volunteering. They may help prepare volunteer projects, offer connections, and record volunteer hours. Search for volunteer opportunities online at www.cowlitzonline.com.

WORK-BASED LEARNING

Experiences may be organized through a class or pursued independently through the Career Center. Students may explore a variety of careers through:

- Job-Shadowing
- Informational Interview
- Internships or Mentorships
- Paid Work Experience
- Career Fairs
- Field Trips

Explore Education & Training Options...



Degrees & Certificates	26
Enter World of Work	27
Apprenticeship Programs	28-30
Job Corps	31
Volunteer and Travel Programs	31
Military Services	32
Community College	33
Four-Year College/University	34

It is important to consider ALL education and training options and analyze benefits, costs and job opportunities on completion.

"In order to compete for good incomes, young people must earn a high school diploma backed up with good technical skills and need to continue with post-secondary training that matches their specific career goals."

~ Susan Quattrociocchi, PH.D.



Why WSU Vancouver?

stay close

Washington State University Vancouver is the only four-year research university in Southwest Washington. Come to WSU Vancouver to earn your degree while you maintain the residence, job, friendships and family connections that have gotten you where you are today.

go far

The most complex and difficult issues of the modern world are tackled in laboratories and classrooms at WSU Vancouver. You'll work with fellow students who are dedicated to learning. Together you'll face challenges that prepare you to become the next great engineer, business executive, teacher, accountant, biologist or whatever you choose to be.

accept challenge

Experience the academic rigor only a university can offer while feeling supported by a faculty that wants you to succeed. WSU Vancouver has more than 130 Ph.D. faculty, many of whom are nationally recognized experts. You'll work hands-on with professors and their research to learn, discover and innovate.

be engaged

Student life is dynamic at WSU Vancouver—there's something going on every day. More than 50 student clubs and organizations make it easy to connect with people who share your passion. Hang out with fellow students in the Firstenburg Student Commons, and unwind with a game of pool or a video game. Intramural sports and weekend adventure trips offer balance to academics.

honor diversity

Foster your growth by exploring and learning from our differences in thought, race, background, culture, belief and perspective. This is what college is all about! WSU Vancouver will help you develop as an individual and as a member of our campus, region and world.

feel connected

WSU Vancouver offers a small-school feel backed by big-school resources. The campus features new buildings and state-of-the art technology on 351 gorgeous, scenic acres with ample parking.

www.vancouver.wsu.edu

Education, Training Options & Degrees, Certificates...



PROGRAM/DEGREE	DESCRIPTION	HOW LONG?
WORK	On-the-job training may turn a job into a career. Pays minimum wage to start with advancements based on experience and performance.	Varies depending on the work place.
APPRENTICESHIP	Combines on-the-job training with classroom instruction. Apprentices learn marketable skills in a career path such as construction and cosmetology.	2 - 5 years
JOB CORPS	Federally funded residential program where students live at a camp-type setting and learn a skill to begin work at the craft-level.	Varies from several months to several years.
MILITARY	Four basic options: 1 - military service academy 2 - ROTC 3 - direct enlist 4 - reserve unit Housing, food, training, and tuition assistance provided, plus earn a monthly income.	Varies from 2 years to 25+ years, depending on the program.
TECHNICAL COLLEGE	Provides training for workplace skills. <ul style="list-style-type: none"> Certificate: train for entry-level work in a technical field. Degree (Associate in Applied Science or Arts): train to work at the <i>technician level</i> – generally does not transfer to a 4-year university. 	Certificate = 6 to 12 months Associate's in Applied Science/Art Degree = 2 years
COMMUNITY COLLEGE	Provides first 2 years of a 4-year Baccalaureate degree and/or training for workplace skills. <ul style="list-style-type: none"> Certificate: 8-60 credits Associate's Degree: 90-125 credits. Preparation for professional career in applied area. Transfer Associate Degree: 90 credits. Generally transfers to a 4-yr university. Must include core university requirements. 	Certificate = 1 year Associate's Degrees = 2 years minimum
4-YEAR COLLEGE/UNIVERSITY	Bachelor's (Baccalaureate) Degree: Requires general and specific courses. Students choose one or two subjects to study in depth. These subjects are called majors. Teachers, writers, engineers, and most managers have a Bachelor's Degree. Master's Degree: Requires a Bachelor's Degree, some work experience, and the desire to continue studying a subject. Classes add to the information you already have and help you advance your career. Professional & Doctoral Degree: Requires advanced study with a specific focus. Doctoral candidates must do original research, write a lengthy research paper, and defend their research in front of a panel of experts.	Bachelor's Degree = 4 years minimum Master's Degree = 1 to 2 years beyond the Bachelor's Degree Professional & Doctoral Degree = 3-4 years of university beyond bachelor's and/or master's degrees



Enter the World of Work...

ON-THE-JOB TRAINING

Turn a Job into a Career. Entering the work world after graduating from high school is a good option for some students. Students need to be realistic about the types of jobs that are available and the competition they will face from those with higher education and training.

Students should try to find a job in an area that matches their career interests. For example, a student interested in business management could work in fast food, with the goal of working up the management ladder.

Employers are often willing to teach someone the technical or job-specific skills needed for the job, but the employer expects the new hire to come equipped with good interpersonal skills. These skills, the same skills reinforced in high school, include the ability to:

- Demonstrate a good work ethic (dependable, trustworthy, punctual, polite, well-groomed)
- Communicate effectively verbally and in writing
- Work as part of a diverse team
- Manage time, money and materials
- Use computers effectively
- Be a self-starter
- Demonstrate leadership skills

STUDENT JOB-HUNTING TIPS

- **Network.** Tell everyone you're looking for a job. Many positions are filled with the friends and relatives of employees.
- **Put together a professional-looking résumé and cover letter.** Learn how to complete applications professionally and completely.
- **Think about where work opportunities are located.** Go there and ask if they are accepting applications.
- **Continue to contact the businesses and companies.** Inform them of continued interest.
- **Be prepared for an interview.** Know something about the company, dress neatly, be punctual, look and act in a professional manner, and be confident.

SOURCES FOR FINDING JOBS

- **High School Career Center**—Often receives notices about job openings. Make a list of local employers and begin to contact them.
- **Lower Columbia College Career Center**—Provides community access to Hire Connections—a local employment database.
- **WorkSource Cowlitz-Wahkiakum**—Valuable resource for ALL job seekers. Located at: 305 S. Pacific Avenue, Suite A, Kelso, WA 98626 (360)577-2250. Web-site: www.go2worksource.com
- **Employment Fairs**—The SW Washington Career and Employment Fair is held the first Thursday in March each year at Lower Columbia College.
- **Helpful Websites:**
www.esd112.org/ywp www.tdn.com
www.swwdc.org/youth www.americorps.gov/for_individuals/choose/state_national.asp

Refer to "Job Search Skills" information in all Career Centers
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Registered Apprenticeship

Registered Apprenticeships are sponsored and operated by an individual employer or a group of employers in the same industry. If the employers have agreements with a union, then those programs are sponsored jointly by the employers and their union. They are approved by the Washington State Apprenticeship and Training Council and registered with the State of Washington by the Department of Labor and Industries.

Apprenticeships provide career-training opportunities to selected applicants to become occupationally qualified as determined by industry. They combine employment with classroom instruction and on-the-job training under the supervision of occupationally qualified professionals. Apprentices “earn while they learn” and, generally, do not have tuition costs to pay. In April, 2008, 209 sponsors were offering apprenticeship opportunities in 559 occupations. The structure of the postsecondary method of apprenticeship education is similar to a university.



Apprenticeship: The Original Four Year Degree

"The 3 Colleges of the University of Skills and Productivity"

Building & Construction

Ironworker.....3-5 yr.
Carpenter3-4 yr.
Electrician4 yr.
Plumber.....5 yr.
Laborer.....2 yr.

Manufacturing & Machine

Industrial Maintenance Millwright....4 yr.
Heavy Diesel Mechanic.....4 yr.
Tool & Die Maker.....4 yr.
Model Maker.....4 yr.
Machinist.....4 yr.

Service & Support

Dispensing Optician.....3 yr.
Education Para-pro.....3 yr.
MRI Technician.....1 yr.
Cosmetologist.....2 yr.
Firefighter.....3-4 yr.

QUALIFICATIONS FOR APPRENTICESHIPS

Qualifications can vary by sponsor. Typically they will include:

- Minimum age requirement – often 17 or 18
- High school diploma or GED
- Mechanical and mathematical aptitude tests
- Good physical condition
- Drug free and can pass drug/alcohol testing requirements
- Valid driver's license and reliable transportation

THE APPRENTICESHIP ADVANTAGE FOR APPRENTICES

- Learn specific skills required for a trade/occupation
- Earn a salary that progresses as education and skill level increase
- Earn nationally recognized credentials awarded by the state and industry

CAREER & TECHNICAL EDUCATION PATHWAYS AND REGISTERED APPRENTICESHIP

High school students enrolled in a Career Technical Education program have a distinct advantage in competing for Apprenticeship opportunities in 314 occupations!

Career & Technical Education Programs

Occupations with Apprenticeships...

APPRENTICESHIP TYPES

- Architecture, Construction
- Government, Public Administration
- Manufacturing
- Business, Management, Administration, Finance
- Science, Technology, Engineering, Mathematics
- Hospitality, Tourism, Human Services
- Education, Training
- Law, Public Safety, Corrections, Security
- Transportation, Distribution, Logistics
- Health Science
- Agriculture, Food, Natural Resources
- Information Technology
- Arts, A/V Technology, Communications

APPRENTICESHIP ADVANTAGE RESOURCES

- Southwest Washington Department of Labor and Industries Apprenticeship Consultant
<http://www.lni.wa.gov/TradesLicensing/Apprenticeship/About/AppCoordinators/>
- Washington Registered Apprenticeship Home Page:
www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp
- List of occupations, sponsors, and contacts by county:
<http://www.lni.wa.gov/TradesLicensing/Apprenticeship/files/pubs/OccupationListing.pdf>
- Oregon Registered Apprenticeship Home Page:
www.boli.state.or.us/BOLI/ATD
- National Office of Apprenticeship Home Page:
www.doleta.gov/OA
- Videos on Registered Apprenticeship:
www.careervoyages.gov/apprenticeship-videos.cfm
- Occupation descriptions and information:
www.bls.gov/soc and <http://online.onetcenter.org/find>
- Videos on 300 Occupations (also available in Spanish):
www.acinet.org/videos_by_occupation.asp?id=1&nodeid=28



Call or log on today!

We're Looking For Interns



Maybe
YOU
can
fill
the
shoes!

(suit not required)

Engineering
Accounting
Information Systems

Go to
www.cowlitzpud.org/employment.php
for a listing of opportunities



"CUSTOMER-OWNED for CUSTOMER BENEFIT"

Job Corps...

JOB CORPS: www.jobcorps.gov —**FREE!!**

Job Corps is a unique combination of education, training, and support services intended to better prepare youth to obtain and hold gainful employment and pursue further education or training. Job Corps is a residential program (students live at the training center) and is administered by the U.S. Department of Labor.

Eligibility:

- Age 16-24
- Meet income guidelines
- U.S. citizen or legal resident
- Comply with Job Corps Zero Tolerance Policy
- Motivated and committed

Benefits:

- All Job Corps Centers are residential programs and have classrooms, dormitories, cafeterias, recreational facilities, and offices
- Offers High School Diploma or GED
- Earn income while training and more money on completion of GED/high school diploma and program completion
- Northwest Washington Job Corps site offers:
 - Business Technologies
 - Construction and Facilities Programs, including Carpenter and Electrician
 - Health Care Occupations, including Medical and Dental Assistant
 - Culinary Arts
- Eleven Job Corps campuses in Oregon, Washington, and Idaho offer many additional programs, such as Automotive, Heavy Construction, and Forestry Management

Local Job Corps contact: Nancy Martinez, Admissions Counselor, 5411 E. Mill Plain #8, Vancouver, WA 98661
Phone: (360)906-1613; Email: Martinez.Nancy2@jobcorps.org

Volunteer and Travel Programs

Local Volunteer Opportunities for Cowlitz-Wahkiakum: www.cowlitzonline.com

Student Conservation Association: www.thesca.org

Dedicated to building the next generation of conservation leaders and to inspiring lifelong stewardship of our environment and communities. Young people are engaging in hands-on service to the land. Positions range from month-long volunteer to year-long paid internships and offer a wonderful opportunity to students who want hands-on work outside.

AmeriCorps: www.americorps.org

This is a national service program in which individuals work for 1 to 2 years, helping communities with their education, public safety, or environmental needs. In exchange, they receive a monthly stipend and money for education. For information, call the AmeriCorps hotline at 1-800-94ACORP or visit their web page.

World Travel Programs: www.worldwide.edu

This is a comprehensive listing of world travel programs, both study and volunteer.

International Volunteer Opportunities: www.volunteerinternational.org

Military Services...

BENEFITS

- Educational opportunities to include up to 100% tuition assistance for college
- Free technical training in over 200 different occupations
- Job security
- Housing and meals (or allowance, if married)
- Medical and dental care at no charge
- Retirement benefits option
- 30 days/year of paid vacation
- G.I. Bill—tuition for any school
- Signing bonuses for some careers

GENERAL QUALIFICATIONS

- High school graduate
- Physically qualified
- Qualify on the Armed Services Vocational Aptitude Battery (ASVAB)

THERE ARE FOUR OPTIONS FOR MILITARY SERVICE

1. **ROTC Scholarships:** Apply for and receive a scholarship for two, three, or four years of college. Following college graduation, students are obligated to active duty. **The deadline is Dec. 1st of the senior year, which requires planning to begin in the junior year.** Call 1-800-USA-ROTC or check with the high school counselor or career specialist.
2. **Service Academy:** Apply for an appointment to a service academy. Members of Congress and the academies themselves appoint students. Each cadet receives his/her education at government expense prior to receiving a commission as an officer in a branch of the service. **The application process is intensive and should begin in the spring of the junior year.**
 - ARMY (West Point): www.usma.edu
 - AIR FORCE ACADEMY: www.usafa.af.mil
 - COAST GUARD ACADEMY: www.cga.edu
 - NAVAL ACADEMY: www.usna.edu
3. **Enlist After High School:** Students must be physically qualified, be of good moral character, and qualify on the ASVAB. An enlistee is not usually a commissioned officer.
4. **Reserve Unit:** Join a National Guard or Reserve Unit. After basic training, students meet monthly to continue training.

IMPORTANT

- To receive any form of federal financial aid, male students must have proof that they registered with the **Selective Service**. They must register within 30 days of their 18th birthday.
- Register online at www.sss.gov.

INTERESTED IN LEARNING MORE ABOUT THE MILITARY? Visit: <http://www.todaysmilitary.com>

AIR FORCE

360-423-9570

AIR NATIONAL GUARD

1-800-424-8883

COAST GUARD MARINES

360-699-1045 or 360-425-1162

ARMY

360-423-3090

ARMY NATIONAL GUARD

360-577-2024

NAVY

360-425-1080

Community College...

What's Offered at the Community College?


Degree/Certificate	Professional Technical Programs		University Transfer Associate's Degree
	Certificate	Associate's Degree	
Credits Required	8-60 credits	90-125 credits	90 credits
Length of Time	Typically 1 year	Typically 2 years	Typically 2-3 years
Job Preparation	Entry-level into specific careers	Prepares for professional careers in applied areas, such as Medical Assisting or Fire Science programs.	Does not offer specific job preparation
College Preparation	The entire certificate will not transfer as a whole, but specific classes may*	The entire certificate will not transfer as a whole, but specific classes will*	Allows transfer to a 4-year university with junior (third year) status* *

* Students should meet with an advisor **EARLY** to develop an education plan.

Student should meet with their advisor **EARLY at the community college, as well as the transfer college, to make sure that they are taking the correct courses for the university and program to which they wish to transfer.

WHAT ARE THE BENEFITS?

- Options for both professional/technical and transfer education
- Smaller class sizes
- Strong support services
- Less expensive
- Transition to 4-year college life is often easier



Explore Education
and Training
Options

ARE SPORTS AVAILABLE AT THE COMMUNITY COLLEGE?

Many community colleges belong to the Northwest Athletic Association (NWAACC). Fifteen intercollegiate sports are available statewide. Lower Columbia College offers several, including women's basketball, soccer, softball, and volleyball, as well as men's basketball and baseball.

DO I NEED TO TAKE THE SAT/ACT IF I PLAN TO TRANSFER TO A 4-YEAR COLLEGE?

Maybe. Students without a University Transfer Degree may need test scores. Students who have earned a direct Transfer Associate Degree will not need test scores but are encouraged to submit them. The University of Washington and some private universities require test scores for all students, even transfer degree students.

HOW DO I APPLY?

Community Colleges are open-door institutions and welcome any person who is at least 18 years of age, or has graduated from high school, or holds a GED certificate. Although students can apply at any time throughout the year, it is **important to apply as early as possible**. If the student meets the published priority deadline, he/she will be assigned a registration appointment based on the date the college received student's application.

Assessments in math, reading and English are scheduled throughout the quarter and are required for students who have not completed college-level math and English composition courses.

- Apply online to ALL Washington technical and community colleges <https://admissions.ctc.edu/applicant>. Hard copy application may be available in the Career Center or through a Counselor.
- Washington State has 34 community and technical colleges. Visit <http://www.checkoutacollege.com> for details about programs offered:
- Lower Columbia College, 1600 Maple Street, Longview, WA 98632; (360)442-2311, or online at www.lowercolumbia.edu.

Four Year Colleges/Universities...



BENEFITS OF ATTENDING A 4-YEAR COLLEGE/UNIVERSITY

In addition to preparation for careers, those colleges offer:

- Emphasis on breadth and depth of learning with more liberal arts options
- Exposure to a research environment

IS 4-YEAR COLLEGE DESIRABLE?

- What are the reasons for attending a 4-year college?
- What will a successful college experience mean for your student?

TALK IT OVER WHEN DECIDING

- What careers and majors is your student considering? Does the college offer the careers and majors your student is interested in?
- Location – urban, suburban, rural
- Size – small campus or a large research university
- Distance from home
- Availability of public transportation
- Cost (public or private) (in-state or out-of-state) How will the cost influence choices?
- Availability of athletic and/or special programs
- Housing availability and food services
- Support for academics
- Technology
- Religious affiliation
- Student Life – is it a comfortable fit?

WHAT ARE 4-YEAR COLLEGES LOOKING FOR IN CANDIDATES FOR ADMISSION?

Generally, colleges review your

- Transcript/GPA - the level of rigor of your high school courses
- Test scores (SAT/ACT)
- Class rank
- Extra-curricular and community involvement
- Essays or personal statements
- Recommendations

HOW TO APPLY?

For application details, please see Section V: **Plan for College**.

WHERE ARE THEY LOCATED?

There are thousands of colleges throughout the United States. See Section V: **Plan for College** for assistance in searching for a college that fits your student.

PLEASE SEE DETAILS IN
Section V: Plan for College

Plan for College and Finance the Future...

TECHNICAL, TWO- AND FOUR- YEAR

Remember, the goal is success after high school and college, not just getting to college. Because some people leave college due to a lack of career interest and lack of academic preparation, it is important to consider planning for college very carefully. Allow and encourage your student to take responsibility for each step, but provide a balance of parental support as necessary.



Explore Your Options	36-37
Search	38-39
Plan Ahead	40-41
Apply Today	42-43
Financial Fundamentals	44
Financial Aid	45-46
Scholarships	47-48



General admission to a community or technical college does not guarantee admission to a program of your choice. Many programs have advanced English, math and science prerequisites. Please see your counselor/advisor for specific program requirements.

Explore Your Options...



WHAT DO COLLEGES REQUIRE?

COMMUNITY AND TECHNICAL COLLEGES

With an open-door policy, these colleges welcome students who:

- Are 18 years of age, OR
- Have graduated from high school or earned a GED (General Education Degree—earned by assessment)

In addition to general admission procedures, there are special admission procedures for high school students who wish to participate in the Running Start program, students under 18 who have not graduated from high school, and students interested in developing their basic academic skills or obtaining a high school diploma or GED certificate. Check with college of your student's choice for more details.

FOUR-YEAR COLLEGES/UNIVERSITIES

- **Minimum High School Core Course Requirements**

The Higher Education Coordinating Board established minimum requirements for entrance into the Public Baccalaureate Institutions in the State of Washington (Central Washington University, Eastern Washington University, The Evergreen State College, Washington State University, Western Washington University, and University of Washington).

Subject	Years	Description
English	4 years	3 years must be in college preparatory composition and literature
Math	3 years	Algebra, geometry, and advanced mathematics
Social Sciences	3 years	History or social sciences (e.g., anthropology, economics, psychology, government)
Science	2 years	Including two years of laboratory science <i>including one year of algebra-based biology, chemistry, or physics</i>
World Language	2 years	Students must take the same foreign language for two consecutive years or Native American language or American Sign language
Fine, Visual, Performing Arts or Academic Electives	1 year	One year of fine, visual, or performing arts or electives from any of the other required subjects

For more information, visit www.hecb.wa.gov/collegeprep/corecourse/minimum.asp. Because entrance requirements differ from private and public colleges both in and out of state, check with the college of student's choice.

- **Admissions**

Currently, each of the public baccalaureate institutions uses a comprehensive or holistic review process for at least part of their applicants. The Higher Education Coordinating Board encourages institutions to use comprehensive and holistic review as a means of ensuring student access. In particular, the board encourages institutions to consider traditionally underserved populations who otherwise might not appear prepared using standardized criteria. In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students.

College Admission Standards: New minimum college admission standards for students seeking admission to a public, four-year college or university go fully into effect in fall 2012. An academic road map for middle and high school students, the new minimum standards do not guarantee admission but do establish a foundational level of academic achievement needed to do successful college work.

Course Requirements: College Academic Distribution Requirements (CADRs)

CADRs reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions.

Visit the Washington Higher Education Coordinating Board for more information on CADRs: <http://www.hecb.wa.gov>

NOTE: Community colleges, technical colleges, and apprenticeship programs are open to students with a high school diploma or a GED. Through community or technical colleges, students are able to earn a two-year associate's degree and may transfer to a four-year college later.

- **Additional Factors to Consider When Planning**

Colleges will consider everything including student's grades, test scores, personal background, special talents, involvement in activities, and more:

- Is the student taking more academic classes than are required?
- Are senior year courses challenging?
- Has the student taken or planning to take honors or AP courses?
- Have student's grades or test scores improved over time?
- Has student participated in school or community activities? Does student play an active or leadership role?
- Has student overcome a disability or other hardship?
- Does student have a special athletic or artistic talent?



NOTE: General admission to a community or technical college does not guarantee admission to a program of your choice. Many programs have advanced English, math, and science prerequisites. Please see your counselor/advisor for exact program requirements.

Search...

HOW TO FIND A COLLEGE THAT FITS

1. **FOCUS** on identified student interests, abilities, career pathways, and possible job opportunities. Now is the time to apply the Decision-Making Model located on page 5.

2. **GATHER INFORMATION.** *No decisions yet!*

You'll need to consider the following:

- Programs and majors
- Location (distance from home, urban, suburban)
- Student life and housing programs
- Career possibilities (job placement services)
- Costs and financial aid programs
- Special Interest programs (athletics, music, etc)
- Access to student services (support for students with disabilities, counseling, etc.)

High School Career and Counseling Centers

- Print Resources:
 - College View Books
 - College Catalogs
 - Book of Majors
 - College Handbook
- Computer Resources:
 - Each high school offers a specific web-based college-planning program.
 - These programs are FREE and are available 24-hrs a day via the Internet.
 - Check with your school to determine your program and access codes.
- Websites:
 - www.princetonreview.com
 - www.collegequest.com
 - www.washingtoncouncil.org
 - www.onetonline.org
 - www.collegeboard.com
 - www.nacacnet.org
 - www.checkoutacollege.org

College Fairs

One-stop-shop type of events, where several colleges gather in one place to showcase their programs. These college fairs include community and technical as well as 4-year colleges and are offered locally. Watch for the Fall and Spring College Tour at Lower Columbia College. Check websites or Career Centers for dates and times.

College Representatives Visit High Schools

College Admission Representatives visit high schools to meet with prospective students. Benefits of attending a College Representative Visit include:

- In a smaller setting, learn more about the college/university.
- Introduction to Admissions Representative – he or she may be reading your application later.
- Chance to ask specific questions about a college/university's specific programs, policies, housing, athletics, safety, and more.

College Representative Visits usually occur in the Career Center and involve specific sign-up procedures. Any student is welcome to attend. Students should be prepared to ask questions, be respectful, and represent themselves well during the visit.

A schedule of College Representatives Visits is developed in early Fall. Check with Career Center for specifics.

Regional College Representatives Visits

Highly competitive colleges schedule presentations in centrally located geographical regions rather than visiting each individual high school. See Career Center or Counseling Center for specifics.

Campus Visits

College visits may be organized by the college in a structured format (pre-established dates with official tours, etc.), or arranged individually. For details visit the specific college website.

Lower Columbia College offers High School Tour programs twice a year.

What to Research on a College Visit

- Meet with an admissions officer or program manager and discuss:
 - Admissions requirements—do you qualify?
 - Outlook for success
- Academics and Program Offerings
 - Meet with instructors in the academic areas of interest
 - Tour facilities
 - Attend a class to get an idea of typical size, teaching style, and academic style
 - Ask about the placement record for graduates in the field of study
 - Talk to students about general academic environment and the study commitment necessary for success
- Total Costs and Financial Aid/Scholarships
- Schedule an appointment to talk with a financial aid representative
- Tour the campus. Be sure to check out dorms, dining hall, recreational facilities, etc.
- Student Life and Housing:
 - Student activities (clubs, organizations, intramurals, etc.)
 - Campus residence life (dorms, apartments, fraternities/sororities)
 - Availability of internet access, computer hook-ups, etc.
- Talk with students, alumni, and parents –all offer valuable networking

3. EVALUATE INFORMATION. Compare and contrast the following:

Factor	College #1	College #2 (etc.)
Academic and Program Offerings		
Admissions Criteria		
Costs <ul style="list-style-type: none"> • Benefits vs. Costs • Scholarships • Financial Aid 		
Location and Size		
Housing and Student Life		
Access to Student Services		

4. NARROW DOWN CHOICES. Limit college applications to no more than five colleges.

Plan Ahead...

WHAT TO CONSIDER NEXT

ADMISSIONS TESTS

While searching colleges, students must remember to take the necessary admissions tests to keep their options open. For complete information about tests, see Section III: Prepare Now.

The SAT/ACT tests are only required for admissions to 4-year colleges. However, because student post-high educational plans do change, it's recommended that they take these tests during high school while knowledge is still fresh. It's important to keep options open. ***Register EARLY for these tests, as the test sites fill quickly. Late registration is expensive and stressful.***

PLACEMENT TESTS

Each college (community, technical, and 4-year) requires placement tests to determine placement into math and English courses. Specific majors may require additional tests.

STUDENTS WITH DISABILITIES

Being well-informed will help ensure that students with disabilities who are planning to continue their education do so without confusion or delay. Even though school districts and postsecondary schools must comply with similar laws related to disabilities, the responsibilities of postsecondary schools are significantly different than those of school districts.

Postsecondary schools are required to provide appropriate academic adjustments as necessary to accommodate students with disabilities. Adjustments may include priority registration, auxiliary aids and note takers, advisors to help establish an appropriate course load, sign language interpreters, or extended time for testing. While students do not have to inform the postsecondary school about a disability, if academic adjustments are to be provided, a disability needs to be documented.

Self-Advocacy in College is Critical

- **Students in college must ASK for services and take responsibility for the process.** Unlike high school, where the responsibility lies with the district to identify needs, students must seek out and request services.
- **Students must locate the procedures and the appropriate staff** (usually the Office of Disability Support).

Documentation Requirements and Timeline

- An updated evaluation is often necessary at personal expense, although a state vocational agency may help income-eligible students with the cost. Although an Individual Education Program (IEP) or a Section 504 plan, if in place, may help identify services, it is generally not a sufficient form of documentation.
- It is important for you to meet with your high school counselor by at least your junior year to discuss what the most appropriate next step is for you. Planning for accommodations for college admissions tests requires early action and preparation.

Resource and Information:

Customer Service Team
Office for Civil Rights
U. S. Department of Education,
Washington DC 20202-1100
Tel: 1-800-421-3481
TDD: 1-877-521-2172
www.ed.gov/ocr

Self-advocacy requires knowledge and problem-solving when needed. The American with Disabilities Act (ADA) prohibits discrimination and ensures equal opportunity in areas such as public accommodations, transportation, employment, government services and TDD/telephone relay stations.

Tel: 800-514-0301
TTY: 800-514-0383

STUDENT ATHLETES

Opportunities to participate in athletics are available at community colleges, as well as at 4-year colleges. It's essential for families to be informed of the rules and regulations for each level.

2-year College: <http://www.nwaacc.org/>

Fifteen intercollegiate sports are available statewide through the community college system. Many community colleges belong to the Northwest Athletic Association (NWAACC). Visit the web-site for eligibility rules and specific sports.

4-year College/University: www.ncaa.org

The NCAA Clearinghouse serves to verify if a potential student athlete is eligible to compete at the collegiate level. These qualifications are separate from academic requirements necessary for admission to the college/university. Students must complete the NCAA Initial Eligibility form online at www.ncaaclearinghouse.net. Completion of the form should take place before student's senior year in high school.

Tips for Approaching Athletics in College:

- Take a rigorous course load in high school. Fulfilling academic requirements is essential.
- Take a **proactive** approach to college recruitment. Many high school athletes have dreams of being recruited and offered scholarships, which requires self-advocacy.
- Realize the importance of communicating and building relationships with college coaches.
- Contact the coach of the student's college of choice directly. Get the name of the coach by visiting the website of the college.
- Use email for correspondence. Coaches prefer to communicate via email. You can get the email address from college's website.
- Prepare an athletic résumé, showcasing academic achievements as well as statistics specific to the sport played by the student (e.g., years of participation, awards, honors at league/district/state competitions, etc.). See high school Counselor, Career Center, or high school coach for specifics.

Apply Today...

GET THE APPLICATION. Both 2- and 4-year college applications are available at the college website. Some applications may be available in hard copy at your high school.

Visit <https://admissions.ctc.edu/applicant> to apply to any community or technical college in the state.

COMPLETE THE APPLICATION. Follow directions provided on college's website to complete the application. Accuracy and neatness are imperative.

Applications for 2-year College

- Usually these are one-page applications and do not require essays.
- Apply early as the date of application determines placement in classes that fill quickly.

Applications for 4-year College/University

- Usually these require more extensive preparation, which include:
 - **Essays**
Many colleges may require one or more personal essays. Begin the writing process early to allow for review by teachers/counselors. When completing the application online, create the essays in WORD to allow for edit and revision before pasting into the online space for essays. Tips for writing essays are in Section VII: **Tool Box**.
 - **Transcripts**
Transcripts are official records of the courses taken, credits earned, and grades received throughout high school. The Grade Point Average (GPA) is an indicator of past high school achievements and performance. All semester grades beginning in the ninth grade year will appear on the official high school transcript. Follow your student's high school procedures for obtaining official transcripts.
 - **Tests**
Check the college website to determine which tests are required and what deadlines to expect. **Remember to send test scores (SAT/ACT) directly from the testing service to the colleges' or universities' admissions offices.**
 - **Letters of Recommendation**
Most private colleges and universities require letters of recommendation to assess your qualifications for admission. These colleges prescribe the process, and it is essential to follow their directions. Each high school has a recommended procedure and timeline to follow to obtain recommendations from school staff. See Section VII: **Tool Box**, for recommendation request information.

**Plan Ahead for
a Successful future**

STRENGTHEN A COLLEGE APPLICATION WITH THE FOLLOWING

- Information that helps the college understand academic choices and grades.
- Information about any risks taken, such as going on an exchange program, standing up for beliefs, accepting new challenges, adjusting to new environments, etc.
- Information about how hardships have impacted academic success.
- Information about personal characteristics that will benefit the college community, such as contributions in multiculturalism, athletic, musical, or artistic talent, or any special or unique talents.
- Students with disabilities should consider writing a cover letter to demonstrate self-advocacy skills. The letter may address the nature of the disability and adjustments that may be required.

Suggestions to format for the student letter

1 st paragraph	Introduce yourself and your goal
2 nd paragraph	4-5 sentences about your challenges with learning
3 rd paragraph	How you have learned to compensate for challenges
4 th paragraph	Other interests/talents that would contribute to the college environment
5 th paragraph	How this particular college may meet your goals, personality needs, and interests, and how the college would benefit from your attendance

MAIL (OR SUBMIT) THE APPLICATION

If applying using the online application, be sure to complete ALL sections before submitting the application. An email confirmation will be sent if the application has been submitted correctly. If an email confirmation is not received, contact the office of admissions at the college immediately. DO NOT assume that they received it.

Deadlines are critical. Submit your application at least a week before the deadline. If mailing the application, take it to the Post Office. Do not rely on home mail pick-up.

Application fee must accompany the application. If applying online, use a credit card. If applying using hard copy, a check or a specified form of payment needs to be mailed with the application. Fee waivers are available for some applications. Check with your Career/Counseling Center for additional information.

TIPS TO REDUCE STRESS

- Keep copies of everything
- Develop an organization system
- Pay attention to deadlines. Send applications early, as housing requests and other priorities depend upon date of application.



Financial Fundamentals...

Don't let money worries stop college planning!

Money is available for education after high school.

Financing a college education may seem overwhelming. High schools are filled with information to help! It's essential to take advantage of the help available early. Financial Aid Nights, booklets, information sessions, and websites are available through Career/Counseling Centers. The more you know about the wide variety of programs the less overwhelmed you'll be later when trying to choose the best college with the best financial aid package.

WHAT ARE THE COSTS?

Estimated College Costs per Year in Washington.

Visit www.checkoutacollege.com/GetStarted/CostComparisons.aspx for more information.

	Two-year Community and Technical	4-year Public Research Colleges and Universities (UW and WSU)	Four-year Private Colleges and Universities
Tuition and Mandatory Fees, Full-time	\$3,800+	\$10,575+	\$35,000+ (average)
Living costs away from home: housing and food, books, transportation, and personal expenses	\$13,400+	\$13,400+	\$13,400+
TOTAL	\$16,200+	\$23,975+	\$48,400+

HOW TO PAY THESE COSTS?

Most likely college will be paid for with a combination of the following:

- **STUDENT AND PARENT CONTRIBUTIONS:** Savings, monthly checks, etc.
- **GRANTS:** Called "gift aid", because they don't have to be repaid. Grants are often based on need and come from both the State and Federal government, and from the college institutions.
- **SCHOLARSHIPS:** Also "gift aid." Scholarships may be based on need, special talent, academic achievement, intended major, community service – institutional, local, and national sources.
- **LOANS:** Must be repaid by the student and/or parent. Low interest rates. Repayment usually does not begin until 6 months after graduation or the student leaves college, with several years to repay the loan.
- **WORK STUDY:** Students may work on campus a specific number of hours, usually in areas related to their program of study. Students may also work off-campus. Students are only paid for hours worked.

WHAT TO DO?

- **Attend Financial Aid Information Nights** provided each year at your high school for a detailed overview. Typically, these nights are offered in December each year!
- **Guaranteed Education Tuition Program (GET)** allows purchase of college tuition units for use in the future (must be 2 years prior to intended use). For more information visit the GET website: www.get.wa.gov.
- Visit www.studentaid.ed.gov/students/publications/student_guide/index.html for more information.

Financial Aid...

WHAT IS FINANCIAL AID?

Financial Aid is financial help available to students enrolled in eligible programs at participating schools to cover school expenses, including: tuition and fees, room and board, books, supplies, and transportation. Some aid is need-based and some is non-need based. Need-based aid is provided in the form of grants (which are gifts), loans (need to be repaid), work-study and scholarships. Non-need based aid is provided in the form of scholarships and loans. See Financial Aid Terminology in Definitions page, Section VII: **Tool Box**.

HOW TO APPLY?

Complete the Free Application for Federal Student Aid (FAFSA). Colleges may require additional forms.

WHO COMPLETES THE FAFSA?

All families are encouraged to complete the FAFSA, regardless of income. Many colleges require students to submit a FAFSA to be considered for any type of scholarship or financial help, regardless of income.

HOW TO GET THE FAFSA?

The FAFSA is available online at www.fafsa.gov.

HOW TO COMPLETE THE FAFSA?

Both parents and students need to complete their sections of the form. Because the FAFSA can be complicated, we **STRONGLY** encourage you to attend the Financial Aid Information Night. Step-by-step help is available at www.fafsa.gov.

**Help is available at the Financial Aid offices of Lower Columbia College,
and Washington State University-Vancouver**

A student does NOT need to be attending these colleges to receive assistance from their offices.

WHEN SHOULD THE FAFSA BE COMPLETED?

- During the Fall of senior year, apply for a FAFSA PIN number at www.pin.ed.gov. Both students and parents need to apply for a separate PIN. These PIN numbers will be needed to sign the FAFSA electronically and to access information. The FAFSA must be filed every year of college.
- Submit **JANUARY 1st** or as soon after as possible for priority consideration.

WHAT HAPPENS NEXT?

Within days/weeks of submitting the FAFSA, you will receive a **Student Aid Report (SAR)**. This SAR also goes to the colleges to which you have applied for admission. The colleges use this information to prepare your Financial Aid Package.

- On the SAR you will find a VERY important figure—your **Estimated Family Contribution (EFC)**. This is the dollar amount that the federal government feels that students and parents should be able to contribute towards the cost of education for that school year. This number is based on the information you entered on your FAFSA and is calculated by using taxed and untaxed income, assets, number in household and number in college.
- Two aspects regarding the EFC:
 1. The number does not represent how much aid you will receive, nor the amount you must pay the college. It is a number used by the college to calculate how much aid you are eligible for.

2. Not every college can offer you the same help in paying for the cost of your education. Most will provide a package that includes loans, grants, scholarships and work-study based on your EFC.
- If your income has significantly changed since filling out the FAFSA, check with your college's Financial Aid office to inquire about special circumstances and how that process works.

FREE RESOURCES ARE AVAILABLE AT YOUR HIGH SCHOOL AND LOWER COLUMBIA COLLEGE

Booklets

- Paying for College
- Fund Your Future
- FAFSA 1, 2, 3

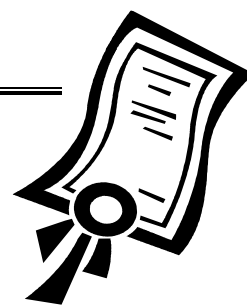
Websites

- www.finaid.org –source for grants, loans and scholarships
- www.studentaid.ed.gov/students/publications/student_guide/index.html
- www.fafsa.gov –file FAFSA form for free at the Department of Education's official website
- www.studentaidalliance.org –student success stories, descriptions of need-based aid programs, etc.
- www.ed.gov/finaid.html –U. S. Department of Education financial aid website
- www.salliemae.com – student loan information from Sallie Mae



Financing a college education is complex. It's critical to attend the Financial Aid Information Nights to get the complete overview. Borrowing money to pay for college is possible but can be problematic. Be sure to understand the terms of the loan before signing anything!

Scholarships...



WHO PROVIDES SCHOLARSHIPS TO STUDENTS

Corporations, service clubs, local community groups, colleges, people working in specific careers, and individuals provide scholarships. Most scholarships are available to graduating seniors entering college as freshmen in the Fall. However, a few are available for high school juniors.

WHAT KINDS OF SCHOLARSHIPS ARE AVAILABLE

Scholarships may be awarded to students based on either one or several of the following categories:

- Academic Achievement
- School, Community, and Leadership Activities
- Career Interests
- Financial Need
- Special Populations
- Special Skills or Talents

WHERE TO FIND SCHOLARSHIPS

- **High School Career Center/Counseling Office:** Scholarship information is updated regularly throughout the year and includes information about eligibility criteria, due dates, award amounts, etc. Students are encouraged to continue to check such information regularly.
- **Colleges:** College Financial Aid Offices usually have a collection of scholarships on their websites.

Note: Because the scholarships available from colleges are often large dollar amounts, we **STRONGLY** encourage students to seek scholarship information from the colleges to which they're applying. Often the application for scholarships is different from the application for admissions. It is up to the student to find out scholarship information from the college web pages. Remember to check specific departments in college (e.g., music department, biology, etc.).

- **Online:** Access your high school's career and educational planning web-based program. Check with your career center or counseling office for web address and access codes.

www.fastweb.com –free site

www.hsf.net –Hispanic Scholarship Fund website

HOW TO COMPLETE THE APPLICATION

Because each scholarship application is unique, it is absolutely critical to **READ** carefully the information and directions. Most scholarship applications usually require:

- **General Information Form:** Make sure it's completely filled-out. Avoid completing forms by hand, if possible.
- **Transcripts:** Follow your school's procedure for requesting official transcripts. Be sure to keep the transcripts in sealed envelopes!
- **Activities and Honors lists:** See Academic Resume format in Section VII: **Tool Box**.
- **Essay Tips:** Often a story is more interesting and effective than a documentary for scholarship essays. Don't repeat facts from letters or activity lists. Tell a story (first person, present tense) so it will be remembered. Explain how the story you are telling relates to you as an individual and how it impacted your goals. Be sure to organize the essay. Check it over, have others read it. Will the selection committee remember it after reading 200 others? Essay Tips can be found in Section VII: **Tool Box**.
- **Letters of Recommendation:** Detailed instructions are in Section VII: **Tool Box**.

For Students with Some Work Experience

1234 Hardwork Avenue, Rainsalot, WA 98888
Phone: (360)555-1234 Email: jhawaii@aol.com

EDUCATION: Fern Patch High School Anticipated graduation: June 2013
Related Coursework: Advanced Math & Science, & Web Design

Teamwork developed through Boy Scouts, helping others in community
Comfortable working with the public – able to greet politely

Knowledgeable in all MS Office Applications - Word, Excel, Publisher, and Power Point
 Skilled at File Management
 Able to learn new programs independently
 Developed several company websites using Dream Weaver

Inaugural member of IGNITE – freshman mentoring group at high school
Organized food drive for youth group

Play the violin and piano

Window-washing business with 30 clients, averaging \$50/client

Food Drive, Service Hours, Community Meals

Food Drive, Service Projects in the Community,
Community Meals, Visiting Nursing Homes

Member of High School Math Team – compete regionally

References available upon request.

Sample Academic Résumé...

Check college websites for details regarding requested format for information for application.

Roberta T. Hope

2424 Goodluck Drive, Hometown, WA 98555

PH: 360-555-6500

Email: bobbiehope@aol.com

ACADEMICS

AP Economics, AP US Government
Honors Biology

HONORS

Cast member of musical – <i>Oklahoma</i>	Winter 2012
Class Representative to ASB	Fall 2011
Most Improved – Varsity Soccer	Fall 2011

SCHOOL-AFFILIATED ACTIVITIES

Choir Program – Concert Choir (audition-based)	2009 to present
Soccer – Varsity	Fall 2010 and 2011
Tennis – Junior Varsity	Spring 2009
Leadership	Fall Semester 2010
Member of application-based class organized to plan assemblies and school functions	

COMMUNITY ACTIVITIES

Make a Difference Day	October 2010 and 2011
Volunteer at various community agencies (stream restoration and yard care for elderly)	
Drug-Free Youth – Member	Fall 2009 to present
Church Youth Group	Fall 2009 to present
Assist with community food drives and teach pre-school class	

WORK EXPERIENCE

Child Care -	2008 to present
Provided Child care for several families	
Boss Tweed's	Winter 2011 to present
Customer service, food preparation, wait tables, bus tables, set tables	
Elks Club	Fall 2010
Assist at Banquets	

Sample Employment Résumé...

For Students with Some Work Experience

Jack Johnson

1234 Hardwork Avenue, Rainsalot, WA 98888
Phone: (360)555-1234 Email: jhawaii@aol.com

OBJECTIVE: To obtain an entry-level part-time position using my computer skills.

EDUCATION: Fern Patch High School Anticipated graduation: June 2010
Related Coursework: Advanced Math & Science, & Web Design

SKILLS and ABILITIES:

People Skills:

Teamwork developed through Boy Scouts, helping others in community
Comfortable working with the public – able to greet politely

Computer Skills:

Knowledgeable in all MS Office Applications - Word, Excel, Publisher, and Power Point
Skilled at File Management
Able to learn new programs independently
Developed several company websites using Dream Weaver

Leadership Skills:

Inaugural member of IGNITE – freshman mentoring group at high school
Organized food drive for youth group

Music Skills:

Play the violin and piano

WORK and VOLUNTEER EXPERIENCE:

Jack's Window Washing Spring 2007 to Present
Window-washing business with 30 clients, averaging \$50/client

Boy Scouts Fall 2005 to Present
Food Drive, Service Hours, Community Meals

Lutheran Church Youth Group Spring 2005 to Present
Food Drive, Service Projects in the Community,
Community Meals, Visiting Nursing Homes

AWARDS:

Student of the Month – Mathematics Department
Member of High School Math Team – compete regionally

Honor Roll – 3 of 4 semesters at Fern Patch High School

References available upon request.

Sample Academic Résumé...

Check college websites for details regarding requested format for information for application.

Roberta T. Hope

2424 Goodluck Drive, Hometown, WA 98555

PH: 360-555-6500

Email: bobbiehope@aol.com

ACADEMICS

AP Economics, AP US Government
Honors Biology

HONORS

Cast member of musical – <i>Oklahoma</i>	Winter 2008
Class Representative to ASB	Fall 2008
Most Improved – Varsity Soccer	Fall 2007

SCHOOL-AFFILIATED ACTIVITIES

Choir Program – Concert Choir (audition-based)	2005 to present
Soccer – Varsity	Fall 2007 and 2008
Tennis – Junior Varsity	Spring 2007
Leadership	Fall Semester 2006
Member of application-based class organized to plan assemblies and school functions	

COMMUNITY ACTIVITIES

Make a Difference Day	October 2007 and 2008
Volunteer at various community agencies (stream restoration and yard care for elderly)	
Drug-Free Youth – Member	Fall 2006 to present
Church Youth Group	Fall 2006 to present
Assist with community food drives and teach pre-school class	

WORK EXPERIENCE

Child Care -	2005 to present
Provided Child care for several families	
Boss Tweed's	Winter 2007 to present
Customer service, food preparation, wait tables, bus tables, set tables	
Elks Club	Fall 2007
Assist at Banquets	

Letters of Recommendation, Overview...

HOW TO ASK?

Do not apologize, but be gracious and grateful. Let the writer know you appreciate his/her time and effort.

WHOM TO ASK TO WRITE A LETTER?

Teachers, employers or other adults in the community, who know you well and agree to write strong positive letters. Do not ask a relative. If you need letters from more than one adult, ask a variety of people who represent different aspects of your life. The person should know you well enough to write about your strengths and the changes they have observed in your personal growth.

CAN THE SAME LETTER BE USED MORE THAN ONCE?

YES, definitely! Ask the writer to print several copies for you or make arrangements to get updated versions of the letter as needed throughout the year. Most adults save their letters on a computer and can update them as needed.

WHAT KIND OF INFORMATION DOES THE WRITER OF THE LETTER NEED?

The information that you should provide the letter writer is on the next page. You may wish to refresh the writer's memory with samples of class work, pictures, and/or your resume. Prepare your academic résumé once, SAVE it, and make copies of it as needed.

HOW MUCH TIME DOES THE LETTER WRITER NEED TO WRITE LETTERS?

At least **TWO** weeks. More time is preferred—the earlier, the better.

WILL THE TEACHER GIVE THE LETTER WHEN IT IS WRITTEN?

It depends: some teachers give all their recommendations to the counselors while other teachers give them to the student. It is critical to follow the directions on your application. If the letter writer is asked to mail the letter, you must provide them with a stamped envelope addressed to the college/scholarship.

WHAT TO DO AFTER THE LETTER IS WRITTEN AND MAILED?

Write a thank you note! If you get admitted to the college or receive a scholarship, be sure to inform the letter writer and thank her/him!

Letter of Recommendation Checklist...

Directions to Student

- ☐ Make an appointment to ask the adult to write a letter of recommendation for you. **Plan ahead to meet your timeline. Allow the adult 14-21 days for the completion of the letter.** DON'T assume the letter will be completed if you leave a request in a mailbox; make sure you make personal contact with the adult (counselor, administrator, teacher, employer, etc.).
- ☐ Be sure to inform the adult of the specific reason for the recommendation and give them as much information about the association/business as possible.
- ☐ If you are applying for a scholarship, attach a copy of the scholarship criteria so the letter writer can clearly address the selection criteria in their letter.
- ☐ Complete the form below. It's best to complete it on a computer and SAVE it, so you'll have it readily available for all of your scholarships and applications.
- ☐ Make sure to also attach your **Academic Résumé**.

Letter of Recommendations Guide Sheet...

Student: Complete the information below and give to the adult writing your recommendation.

Student's Name _____ Date of Request ____/____/____

To whom should the letter be written? _____

Address: _____

Postmark Deadline ____/____/____ Cumulative GPA _____ Class rank _____

Special Instructions for delivery of recommendation (i.e., mail it directly [envelope provided], give to counselor, give directly to student, etc.) _____

1. What are your college and career goals? What colleges are you considering? Possible Majors? What do you want to accomplish after you finish your education? _____

2. Is Financial Aid a Factor? Yes _____ No _____ Explain Briefly: _____

3. List advanced courses or career-related courses that you have completed or in which you're currently enrolled: _____

4. Self-Evaluation. Rate yourself on the following characteristics (be honest and fair).

Trait	1-Below Avg.	2-Average	3- Above Avg.	4- Real Strength
Organization				
Self Confidence				
Creativity				
Ability to Write				
Oral Expression				
Concern for Others				
Self-Discipline				
Growth Potential				
Leadership				
Energy				

PERSONAL STATEMENTS (attach a separate sheet, if necessary):

1. What activity listed on the attached Academic Résumé has meant the most to you? Why?
2. What is special or unique about your family? How have they influenced who you are?
3. Any particular life events that have made a significant impact on you (positive or negative events?)
4. Anything else you would like addressed or wish for me to know?

NOTE: Attach Your Academic Résumé describing your awards, activities, special talents, work and volunteer experiences for grades 9-12.

Essay Tips for Students

Write A Winning Essay...

Because scholarship donors and admission officers want to know more about their applicants than statistics and dry facts, essays are an extremely important part of the admission and scholarship selection process. The essay is a great opportunity to give these reviewers a ***picture of who you are, in your own voice***. Your essay can help you stand out from other applicants – it's the one part of the application process where you are in control.

A few tips to help you write a strong essay:

- **Be passionate** about what you write.
- **Answer questions** and demonstrate how well you think, as well as how well you write.
- **Don't write your life story.** Choose an interesting, defining moment from your life and use it to illustrate a positive quality you'd like to convey to the admission/scholarship committee.
- **Give the reader a clear sense of *who you are*.** If you decide to share something of an emotional nature, make sure you're comfortable with the subject and the feelings involved.
- Show signs of **personal growth**, but don't obsess over personal problems.
- **Use direct and unpretentious language.** Readers can tell if you're comfortable with the language you're using, or whether you're just writing your essay from a dictionary. A good rule-of-thumb: if in doubt, keep it simple.
- **Don't repeat information** that can be found in other parts of your application. Your essay is an opportunity to reveal who you are. It can be a strong voice in your favor and a way to stand out from the rest.
- **Proof your essays** vigorously for grammar and spelling errors.
- **Follow the instructions regarding the length of the essay.** You don't want to make it appear that you can't follow directions.
- **Be Yourself.** Don't fall into the trap of telling people what you think they want to hear – write it from your heart. Be able to say, "THIS SOUNDS LIKE ME."
- **Start on the right foot.** Take time to write a great opening paragraph – something that makes the reader want to keep reading.
- **Write, revise, and revise again.** Get someone you trust to read and provide feedback. Then put the essay aside for a while and come back to it later with a fresh perspective.
- **Talk about issues or problems.** If you choose this topic, be sure it's a discussion of some issue that interests YOU.
- **If you're stuck—GET HELP!** The Career Centers and Counseling Offices have books, handouts and internet sites with tips.

Essay Tips for Students

How to Get Started...

Remember, the essay is a chance to show the selection committee who you are as a person, as well as what you have accomplished. Unless you know exactly what you want to say (which is unlikely for most writers), you will need to do some thinking, organizing, and checking over.

Thinking

- List all ideas, be creative, brainstorm without censoring
- Sort through ideas and prioritize
- What are the positive things about yourself and your schooling up to now?
- Why and how did you achieve your goals?
- Are you answering a specific question? If so, what's the question?
- Are you describing your goals or interests?
- Who is your audience? (e.g., if you're applying for a scholarship from a private foundation that promotes diversity, you may need to do some research and reading to include pertinent news and events into your essay)
- What are the most important facts about you that they need to know that are not reflected in other parts of your applications?
- What setbacks have you encountered and how have you overcome or dealt with them?
- What experiences have you had that have allowed you to feel a sense of pride and accomplishment?

Organizing

- **Theme**
 - Identify one or two main points you wish to express
 - Begin to develop your ideas into paragraphs, presenting one idea at a time
- **Continuity**
 - Use the same voice throughout the paper
 - Be consistent with personal pronouns and verb tense
- **Clarity**
 - Use concrete language to convey your examples
 - Don't get lost on tangents
 - Select active verbs and avoid the passive voice



Checking It Over

- Does your introduction capture reader's attention?
- Are you consistent in your verb tense?
- Are you clear and coherent?
- Are you concise enough to adhere to limits of length?
- Have you checked for grammatical and spelling errors?
- Does the essay present you as you wish to be seen?
- Did another person check your essay for errors?
- Would you remember your essay if you read 200 others?
- Does your closing paragraph present you as you wish to be remembered?
- Retain a copy for your records!

Get it Together!



Oops! Did we miss something?

Here are a few reasons why you should participate in Tech Prep: You can prepare for a professional or technical career while taking classes with your friends. It provides a head start on a career. You'll save money! You earn high school and free college credit at the same time. You'll develop marketable skills at minimal cost.

To avoid that sinking feeling, use the Grade-Level Guidelines to check your progress.



Grade-Level Guidelines:

- **Freshman (9th Grade)** 57
- **Sophomore (10th Grade)**58
- **Junior (11th Grade)**59
- **Senior (12th Grade)**..... 60-61
- **Key Terms** 63-64

**Prepare Now to Fulfill
Your Future Tomorrow!**

Grade 9

Choices made in the Freshman (9th grade) year impact post-high school options.

Use the checklist as a guide to get the most out of this first high school year.

CATEGORY	STUDENT RESPONSIBILITIES	PARENT SUPPORT
HIGH SCHOOL & BEYOND PLAN	<ul style="list-style-type: none"> Develop a High School & Beyond Plan that includes challenging classes. This Plan lays out the courses (required and elective) for high school graduation and begins to develop a post-high school plan. Refer to your high school course catalog for course offerings and graduation requirements. Commit to doing your best work. Maintain a good Grade Point Average (GPA). Beginning this year, grades are documented on the official high school transcript. Remember, every class taken and every grade received figures into the cumulative GPA. Official grade reports are generally sent home four times/year. See teacher or counselor if needing assistance in classes. Contact them early before problems get too big. Establish a system (box, 3-ring binder, folder) to collect samples of "best work", records of activities, assessments, etc. Register for Tech Prep Credit. 	<ul style="list-style-type: none"> Attend Parent Nights and understand the High School Graduation Requirements (Section III): <ul style="list-style-type: none"> High School & Beyond Plan Credit Requirements Certificates of Academic/Individual Achievement (passing the HSPE/EOC/EOC) Culminating/Senior Project Review your student's schedule. Encourage challenging classes and the right mix of academic and technical-preparation classes. Discuss the degree of difficulty and amount of homework to balance with extracurricular activities. Provide support and encouragement for completion of homework, long-term projects and test preparation. Assist with organization if necessary (Stuff Management 101!). Know the school calendar and when to expect official grade reports. Notify school of any changes in your student's life that could affect school performance. Encourage your student to register for Tech Prep credit. Review Section I for recommendations for problem-solving and know whom to contact. Help with organization as needed.
CAREER EXPLORATION	<ul style="list-style-type: none"> Visit the Career Center—get familiar with the resources available. Explore interests and abilities and connect them to Career Pathways. 	<ul style="list-style-type: none"> Understand the role of counselors and career specialists in exploring careers and educational possibilities. Parents are welcome in the Career Centers. Access resources to identify classes and activities that support preparation for career and educational possibilities.
GET INVOLVED!	<ul style="list-style-type: none"> Get Involved! Explore campus activities (arts, theater, athletics, clubs, music), and volunteer opportunities. Begin volunteering now. Contact your Career Center for connections in the community. 	<ul style="list-style-type: none"> Facilitate student transportation to allow participation in activities. Connect with other parents and school staff through any school-related activity. Look for formal parent associations connected to your school—a great way to network and stay in the loop!
FAMILY COMMUNICATIONS	<ul style="list-style-type: none"> Talk with your family about what you're doing in high school, career ideas, and opportunities for exploration (field trips, summer enrichment programs, etc). Memorize your Social Security Number—you'll need it for many applications. 	<ul style="list-style-type: none"> Discuss compliance with school rules. Talk with your student about financial planning and address saving for education after high school.

Grade 10

*The **Sophomore** (10th grade) year builds on the 9th grade year.*

Halfway to graduation, it's a big planning year. Explore all the options for the last two years of high school.

CATEGORY	STUDENT RESPONSIBILITIES	PARENT SUPPORT
HIGH SCHOOL & BEYOND PLAN	<ul style="list-style-type: none"> Review your High School & Beyond Plan to include the courses required to graduate PLUS courses that fit your career plans and post-high school education goals. Remember to take challenging classes. Keep working on your GPA. Remember, what happens in high school does count! It's important to do well to keep options open. Register for Tech Prep Credit. 	<ul style="list-style-type: none"> Review the High School Graduation Requirements (Section III) to be certain your student is on track for graduation and future college/career opportunities. <ul style="list-style-type: none"> High School & Beyond Plan Credit Requirements Certificates of Academic/Individual Achievement (passing the HSPE/EOC/EOC) Culminating/Senior Project Review your student's schedule. Encourage challenging classes and the right mix of academic and technical-preparation classes.
ASSESSMENTS	<ul style="list-style-type: none"> Prepare for and take state-mandated HSPE/EOC. Evaluate results and, if needed, assemble plan for re-taking test or alternatives. See Counselor for advice. Fall: Register for and take October PSAT (test offered at your school). 	<ul style="list-style-type: none"> Prepare your student for the HSPE/EOC/EOC testing program. Be sure to help student get a good night's sleep and a good breakfast. Retakes are available but check with your school regarding the plan of support for improvement if needed. For more information, see http://www.WAtesting.com
CAREER EXPLORATION	<ul style="list-style-type: none"> Create or update resumes. Keep track of all involvement in activities – check out the resume format in the Section VII: Tool Box. 	<ul style="list-style-type: none"> Continue to investigate career possibilities. Take advantage of exploration activities (job shadowing, career fairs/seminars, internet information). Compare abilities and interests with career requirements. Continue to discuss Career Pathway options.
GET INVOLVED!	<ul style="list-style-type: none"> Stay involved! Check out clubs and programs in high school and community. Continue to record activities for use on resumes. Continue volunteering. Record volunteer experiences and submit to high school officials if appropriate. 	<ul style="list-style-type: none"> Facilitate student transportation to allow participation in activities. Connect with other parents and school staff through any school-related activity. Look for formal parent associations connected to your school—a great way to network and stay in the loop!
PLAN FOR JUNIOR YEAR	<ul style="list-style-type: none"> Learn about ways of earning college credit (primarily Tech Prep, Advanced Placement, and Running Start) in high school to prepare for junior and senior year. Plan for summer. Get information about summer programs (travel, camps, volunteering) and employment. Begin early – February or March! 	<ul style="list-style-type: none"> Learn about college credit in the high school. Dual credit may be planned now for next year. These include: <ul style="list-style-type: none"> Tech Prep Running Start College in High School Advanced Placement See Section III: Prepare Now, for details. While students should not work too many hours at an outside job during school, summer work helps.
FAMILY COMMUNICATIONS	<ul style="list-style-type: none"> Continue to talk as a family. Parents and guardians can be valuable allies. 	<ul style="list-style-type: none"> Address employment and financial management, teach how to save and manage a bank account; talk about pitfalls of excessive credit. Relate financial planning to future education.

Grade 11

*In preparing for next steps after high school, the **Junior (11th grade)** year is KEY.*

Use your high school to help: 1. Gather Information, 2. Explore Options, 3. Assemble a Plan.

CATEGORY	STUDENT RESPONSIBILITIES	PARENT SUPPORT
HIGH SCHOOL & BEYOND PLAN	<ul style="list-style-type: none"> Review your High School & Beyond Plan. Visit Counselor to be sure of graduation requirements PLUS courses that fit career and educational plans. Keep working on your GPA. Remember, every class taken and every grade received figures into the cumulative GPA. 	<ul style="list-style-type: none"> Review High School & Beyond Plan to be sure student is on track for graduation and future plans. Talk with Counselor if you have questions or concerns. Review your student's schedule. Encourage challenging classes and the right mix of academic and technical-preparation classes. Check with Counselors if you have questions.
CAREER EXPLORATION	<ul style="list-style-type: none"> Explore Career Clusters. Continue to look for opportunities to connect with professionals in field of interest. Study the education and training requirements for careers of interest. 	<ul style="list-style-type: none"> Continue to investigate career possibilities. Familiarize yourself with general benefits and process to prepare for careers of interest.
POST-HIGH SCHOOL EDUCATIONAL PLANNING (KEEP OPTIONS OPEN!)	<ul style="list-style-type: none"> Research and review the steps needed to be ready for post-high school education plans. Timelines are important! Do not miss critical deadlines! Gather Information about programs and entrance requirements (attend college rep visits, college fairs, visit campuses, and use your career center). Register for Tech Prep Credit. 	<ul style="list-style-type: none"> Review various education and training options in Section IV. Help your student research entrance requirements, program offerings, living situations, financial aid, etc. Keep lines of communication open. Help analyze all the incoming information. Encourage your student to register for Tech Prep credit.
ASSESSMENTS FOR COLLEGE PLANNING	<ul style="list-style-type: none"> Fall: Register for and take October PSAT (test offered at your school). Spring: Register for and take ACT or SAT (tests NOT taken at your school). See Section V for details. Take Placement Tests for Running Start at LCC. 	<ul style="list-style-type: none"> Plan ahead. Prepare for testing/assessments. Know locations, testing registration deadlines (6 weeks prior!), fees, and how results relate to college opportunities. <ul style="list-style-type: none"> PSAT (October) SAT/ACT (Spring) Placement tests at community and technical college
STAY INVOLVED!	<ul style="list-style-type: none"> Continue to record hours of involvement. Update resumes—both Employment and Academic. See Section VII: Tool Box. 	<ul style="list-style-type: none"> Support early plans for productive summer (employment, volunteering, travel). Help manage information, proofread résumés.
CULMINATING PROJECT	<ul style="list-style-type: none"> Get informed! Work with staff advisor and check school's website for more information. 	<ul style="list-style-type: none"> Discuss and assist where necessary. Check your school's website and call your school for details and due dates.
FAMILY COMMUNICATIONS	<ul style="list-style-type: none"> Continue to talk as a family. Discuss specific realistic options for post-high school education and training. Get informed, attend fairs and visits, discuss financial needs. 	<ul style="list-style-type: none"> Become familiar with costs and financial aid programs: loans, grants, scholarships, and work-study. Attend Financial Aid Night at your school.

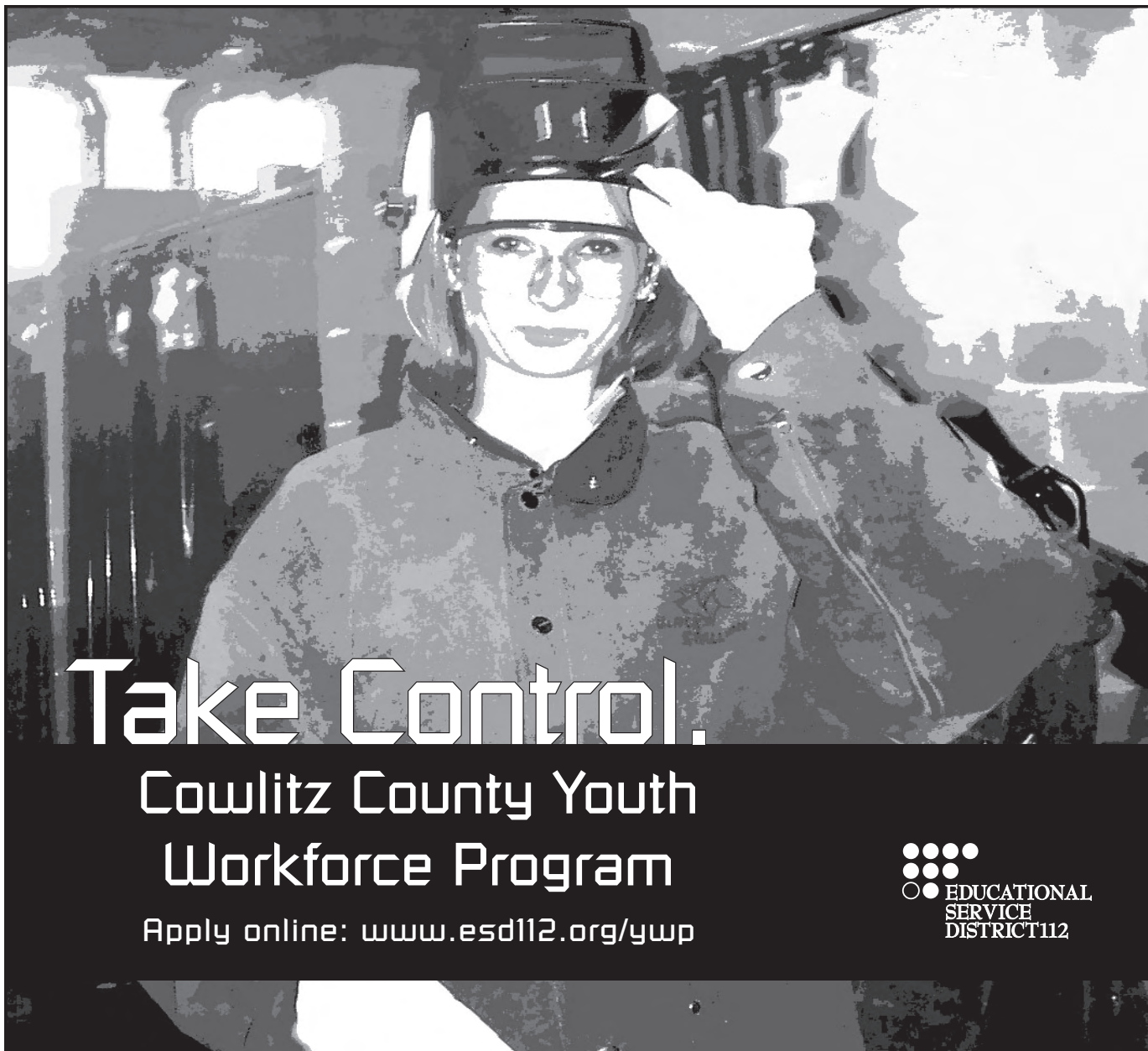
Grade 12

WHEW! The Senior (12th grade) year is busy!

Plan early in the Fall to minimize stress.

CATEGORY	STUDENT RESPONSIBILITIES	PARENT SUPPORT
HIGH SCHOOL & BEYOND PLAN	<ul style="list-style-type: none"> Conduct essential review of High School & Beyond Plan. Visit counselor to be sure of graduation requirements PLUS courses that fit career and educational plans. Focus on challenging classes and math and English classes. Keep working on your GPA. Don't slack off during senior year even though it's tempting! Register for Tech Prep Credit. 	<ul style="list-style-type: none"> Solidify the High School & Beyond Plan. Help complete the necessary steps to plan for first year after high school. Check with Counselors if you have questions or concerns. Encourage student to meet deadlines and apply for Tech Prep Credit.
PLAN FOR SENIOR YEAR ACTIVITIES	<ul style="list-style-type: none"> Fall: Senior pictures to yearbook staff, order graduation cap and gown. Spring: <ul style="list-style-type: none"> School-sponsored: prom, senior reception/tea, awards night, graduation ceremony. Parent-sponsored: Baccalaureate, Grad Party. 	<ul style="list-style-type: none"> Become familiar with the senior year activities and calendar of events. Plan to enjoy senior year activities. Your time and efforts to support parent groups are really needed at this time. Financial assistance may be available to help with some costs. Check with counselor early.
CULMINATING PROJECT	<ul style="list-style-type: none"> Complete and Present Culminating/Senior Project. Meet all deadlines. 	<ul style="list-style-type: none"> Help student meet project requirements and deadlines.
CAREER EXPLORATION	<ul style="list-style-type: none"> Continue to explore Career Pathways and begin to narrow choices. Study the education and training requirements for careers of interest. 	<ul style="list-style-type: none"> Continue to investigate career possibilities and help narrow choices.
POST-HIGH SCHOOL EDUCATIONAL PLANNING: APPRENTICESHIP, WORK, MILITARY, JOB CORP, VOLUNTEER, OTHER	<ul style="list-style-type: none"> Apply Decision-making model: <ul style="list-style-type: none"> Identify interest—begin with you and your career interests. Get information—use career center or counseling office. Evaluate information—visit, talk, attend tours and fairs, compare and contrast. Narrow Choices. Update Resumes. Take necessary tests, complete applications and interviews, pay any required fees. 	<p>To support students making good decisions for their future:</p> <ul style="list-style-type: none"> Reinforce and encourage your teen's strengths. Link her/his passions with future careers. Help access complete information. Help analyze in terms of advantages and disadvantages of each situation.
POST-HIGH SCHOOL EDUCATIONAL PLANNING: COLLEGE (TECHNICAL, 2- AND 4-YEAR)	<p>September and October: EXPLORE, SEARCH and PLAN</p> <ul style="list-style-type: none"> Gather Information: <ul style="list-style-type: none"> College reps, fairs, and campus visits Research admissions requirements and fees. Consider re-taking tests (SAT/ACT, community & technical college placement tests), if necessary. Narrow choices. Apply to no more than 6 colleges to minimize stress. Application processes and timelines—consider early application: <ul style="list-style-type: none"> Begin essay Update Academic Resume Recommendation process Transcript request process 	<ul style="list-style-type: none"> See Section V and VI. Attend college-planning nights. Facilitate taking or re-taking of the SAT/ACT, if needed. Support meeting early with counselor to familiarize admission process to selected colleges. Help identify spectrum of teachers and/or community members to write recommendations. Study Financial Aid and Scholarship information, as well as support student research and review.

CATEGORY	STUDENT RESPONSIBILITIES	PARENT SUPPORT
(CONTINUED) POST-HIGH SCHOOL EDUCATIONAL PLANNING: COLLEGE (TECHNICAL, 2- AND 4-YEAR) SEE SECTION V: PLAN FOR COLLEGE AND SECTION VI: FINANCE THE FUTURE	<ul style="list-style-type: none"> Review financial aid and scholarship information with parents: <ul style="list-style-type: none"> Apply for PIN Number for FAFSA—go to www.pin.ed.gov to apply. Avoid delays. Go to website of specific college to determine special scholarship opportunities and timelines. Get Organized! Develop a management system to keep copies of all application materials. 	<ul style="list-style-type: none"> Apply for PIN Number for FAFSA – (a parent PIN is needed also). Apply early to avoid delays in January! Go to www.pin.ed.gov to apply. Reinforce organization system for all materials.
	November and December: APPLY <ul style="list-style-type: none"> Complete applications for January deadlines. Apply for admissions to Lower Columbia College early. Draft and review all application components (essays, etc). Financial Aid and Scholarships <ul style="list-style-type: none"> Continue scholarship search and application. Attend Financial Aid Night at school with parents—get informed about process! Obtain FAFSA forms online at www.fafsa.ed.gov 	<ul style="list-style-type: none"> Continue with Organizational System. Proofread all essays and application materials. Offer suggestions to strengthen. Encourage and facilitate meeting application deadlines. These deadlines are non-negotiable! Attend Financial Aid Night with student at school. Get informed! Review FAFSA form and prepare information. Encourage and support scholarship search and application, especially, college-specific scholarships.
	January to June : Focus on Finance & College Choice Decision <ul style="list-style-type: none"> Complete and submit/mail FAFSA as close to January 1st as possible for priority financial aid. Complete student information. Estimate tax information. Continue scholarship search and apply for those that fit you. Submit 7th semester transcripts (mid-year report) to colleges to which you've applied. Watch for Student Aid Report (SAR) from FAFSA to arrive (online or by mail). Check for mistakes and review the Estimated Family Contribution (EFC). Expect to receive admission responses from colleges. April: expect to receive admission responses from colleges. Contact counselor with questions. Watch for Financial Aid Packages to arrive from colleges. Check with counselor for assistance in interpreting. Discuss options with parents. Consider "Letter of Special Circumstances", if needed. May 1st: choose college and notify their Admissions Office of your intention to enroll. Notify other colleges of your decision. Notify your high school Counselor also. Implement your school's process to send final transcripts to college of choice. 	<ul style="list-style-type: none"> As soon after January 1st as possible, complete and submit/mail FAFSA together with student. Parents complete their portion while students complete theirs, which requires teamwork and cooperation. Anticipate response from FAFSA in 2-6 weeks. Be prepared to analyze all aspects, as outlined in the Student Responsibilities and in Section VI: Finance the Future. Discuss together. Continue encouraging scholarship application. When college admission and scholarship response letters arrive home, be prepared to support your student. This can be an emotional time. Always remember to seek help from college personnel or from high school counselor/career center. Encourage student to stay engaged, focused, and meet deadlines.
GRADUATION CELEBRATIONS	<ul style="list-style-type: none"> Notify Career Center or Counselor of scholarships earned for recognition at Senior Honors Ceremonies. Send thank-you notes for any scholarships received and to staff who helped with applications. 	<ul style="list-style-type: none"> Plan to attend and enjoy your student's Graduation Ceremony.



Take Control.

Cowlitz County Youth Workforce Program

Apply online: www.esd112.org/ywp



The Youth

Workforce Program is an innovative youth development program designed to improve education and employment outcomes for eligible participants ages 16-21.

Emphasis and resources are targeted at providing youth the assistance they need to graduate from high school, earn their GED, and/or move on to college or trade school. Participants can also receive job counseling and training, hands-on work experiences, and gain work readiness skills, which are needed for apprenticeships or jobs in high-demand fields such as health care and technology.

Eligible youth must be 16-21, low income and meet one of the following criteria:

- » Basic skills deficient
- » School drop-out or truant
- » Homeless/runaway or foster youth
- » Pregnant or parenting youth
- » Have a mental or physical disability
- » Drug/alcohol affected
- » Offender/involved with the justice system
- » Other barriers to employment

Key Terms...

Accreditation—Recognition of a college or university by an outside agency indicating that the institution has been judged to meet established standards of quality.

ACT (American College Test)—Tests in English, math, science reasoning, and reading (optional written test available) used in the college admissions process.

AP (Advanced Placement)—System by which college freshman may bypass entry-level courses by proving that they have taken the equivalent in high school. Colleges may award credit if a student earns a certain score on a specifically designed exam given in May.

ASSET—Group of tests required at community colleges as part of the entrance process. Tests measure reading, math, and writing, and are administered by the college.

Associate Degree—Generally requires a minimum of 90 credits. There are TWO types:

Associate in Arts (AA) or Associate in Sciences (AS)—often referred to as the “Transfer Degree” as it allows students to complete a program of study similar to the first two years of a four-year college.

Associate in Applied Sciences (AAS)—awarded upon completion of a technical program. Generally not all of the 90 credits will transfer to a four-year college.

Bachelor Degree (Baccalaureate)—Granted after completing a course of study, normally requiring four or five years. A student may earn a BA (Bachelor of Arts) or BS (Bachelor of Science) Degree.

College—Institution that only offers associate and bachelor degrees or a subdivision of a university that offers both bachelors and advanced degrees.

College Catalog—Book published by the institution describing requirements for admission, degrees, services, and course selections. Course catalogs are often online.

Community College—Two year institution offering instruction adapted in content, level, and schedule to meet the needs of the community in which it is located. Offerings include transfer and occupational curriculum. Community colleges offer “Open Admission”; however, a placement test is required before admission.

Cost of Attendance—Total amount needed for tuition, books and supplies, room and board (meals), transportation, and personal expenses.

Degree—Titles given to college graduates upon completion of the program. Two-year degree (Associate), four-year degree (Bachelor), six-year degree (Master), and Doctoral Degree, approximately five years beyond a Bachelor’s Degree.

Direct Transfer—A type of associate degree given in Washington State that enables students to transfer to a state university with all or most of the basic requirements completed.

Early Action—A plan allowing students to apply for admission to their first choice college early in senior year to receive a decision well in advance of the normal response date. Students are not committed to enroll, but it is NOT a good idea to apply to more than one college using this plan.

Early Decision—A plan allowing students to apply for admission to their first choice college very early in their senior year. Notification of admission is given to outstanding students who give assurance that, if accepted, they will NOT enter another institution.

FAFSA (Free Application for Federal Student Aid) — Form used by colleges to determine financial aid eligibility.

Financial Aid Package—Amount and type of aid awards listed in a letter along with any conditions attached to the award.

GED (General Education Development)—Certificate earned by passing a test when high school has not been completed. Must be 16 years of age in the state of Washington.

Gift Aid—Financial aid, scholarships, and grants not requiring repayment.

Graduate Student—Student who has already earned a bachelor's degree and is seeking advanced study in a particular area.

Honors at Entrance—Term used by colleges to give recognition to high quality performance on the part of outstanding students who are entering college.

Liberal Arts—Course of study intended to expose a student to a broad sampling of academic studies. Reasoning, writing, and speaking skills are stressed.

Major—Subject area in which a student specializes. Classes in the Major usually comprise half of courses for the bachelor's degree and usually declared your junior year of college.

Open Admission—Policy of admitting all applicants regardless of high school grades or admission test scores.

Pooling Admissions—A pooling admission process means that admission decisions are neither finalized nor communicated until all applications have been received and assessed.

Private College/Independent University—All referred to as Independent. Not supported by public tax dollars.

Profile (CSS Profile)—Form used by some private colleges to determine financial aid eligibility. It is used in addition to the FAFSA form.

Registrar—Person who maintains the academic records. High schools and colleges have a registrar's office.

Remedial College Classes—Classes taken at the college level to improve basic skills, usually in math and English. These classes, when taken at the college level do NOT count towards degree completion, but must be paid for at the college tuition level. These skills may be obtained in high school, saving students time and money.

Rolling Admission—A rolling admission process means that decisions are generally made and communicated as applications are received and assessed. Students should apply well in advance of posted deadlines.

SAR (Student Aid Report) —Contains information from the FAFSA regarding financial aid status.

SAT (Scholastic Assessment Test) — Verbal, mathematical and written tests used in college admissions process.

Self-Help Aid—Financial aid that includes work and loans needing to be repaid.

Subsidized Loans—Based on amount of financial need. Interest is paid by the government, while the student is attending college. Repayment is deferred until after graduation.

Transcript—Chronological listing of all subjects taken and grades received. Colleges only accept transcripts that are official. To be official it must bear the high school seal and be in a sealed envelope with a seal marked "official".

Tuition—Amount of money charged by an institution for its instructional services.

Undergraduate Student—A college student who has not yet received a bachelor degree.

Unsubsidized Loans—Not based on financial need. Interest is charged from the time the loan is disbursed.

Wait Listed—In addition to accepting and rejecting applicants, some colleges place students on a waiting list. As accepted students decide to attend other colleges, admission is offered to students on the waiting list. Waiting list acceptances are very inconsistent.



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