Jeremy Campbell, 21
• Graduate of Perryton High School (Texas)
• Gold Medals in pentathlon and discus at 2008 Paralympics in Beijing
• 2006 Pete Peterson Award for Overcoming All Odds in Football

http://usparalympics.org/athlete/athlete/2015

Carlos Leon, 25
• Earned degree from Full Sail University (geared toward entertainment industry)
•Founded full-service media production company with only $25,000 in “seed” money
• Finalist, America’s Best Young Entrepreneurs

www.carlosleon.net

Sejal Hathi, 17
• Attends Notre Dame High School in San Jose, California
• Founded Girls Help Girls, an international organization to empower girls to decrease poverty, improve health, and promote peace
• Winner of President’s Call to Service Award

www.empoweragirl.org

Anik Singal, 25
• Graduate of University of Maryland
• Founded online Affiliate Classroom to help people start marketing businesses
• Finalist, America’s Best Young Entrepreneurs

www.aniksingal.net
www.lurn.com

Jasmine Lawrence, 17
• Attends Williamstown High School in New Jersey
• Founder and CEO of Eden Body Works—sold in Wal-Mart, Whole Foods and on the Web
• Nominated “Teenpreneur” of the Year by Black Enterprise Magazine

www.edenbodyworks.com

What path will you follow to be here in the future?

For more information on these individuals, please consult the Web sites provided.
Getting Ready for
LIFE AFTER HIGH SCHOOL
Plan to Graduate With a Plan to Succeed
2009-2010

A publication of the
Los Angeles County Office of Education
in cooperation with
Schools, Districts, and
County Offices of Education
throughout California

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Downey, CA 90242

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The Los Angeles County Office of Education (LACOE) is the nation's largest regional educational agency. Under the leadership of the County Superintendent of Schools, Dr. Darline P. Robles, and the County Board of Education, LACOE is dedicated to promoting the achievement of the county's 1.7 million public school students in 80 school districts. LACOE is a premier provider of integrated, educational programs and services, from birth to adulthood, in a richly diverse and multicultural global environment.

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All information contained herein is for educational purposes only. For specific medical advice, consult a health care professional.

Accuracy
Third parties including agencies, schools, colleges, and universities provided information for the Guide during the spring of 2009. Readers should be aware that published dates, requirements, and other information may have changed since publication of this Guide. Please help us to keep the information accurate and timely by reporting errors or updates to Bob Tyra at tyra_bob@lacoe.edu.

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www.schoolguides.org

At our Web site, you will find valuable resources on college and career planning which supplement and update the information found in this Guide.
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- The U.S. Military
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- California Conservation Corps
- Jobs Corps

My High School Contact List

Inside Back Cover
FOREWORD

This year’s Guide has new sections on networking, marketing yourself, keys to managing your money, and studying abroad. In addition, there are new entries on “Greatest Hits on the Web.” Please be sure to visit our newly updated Web site at www.schoolguides.org. Frequent updates to this Guide, which is published in June of each year, are made on this Web site. Schoolguides.org contains resources for students, parents, and educators, including lesson plans, learning activities, media, college and career articles, and much more. These resources are designed to enrich and supplement what you read about in the Guide. Our hope is that you will use the Guide as a starting point for getting ready for life after high school.

Note that our college and university maps are reference tools and are not drawn to scale. Since this Guide was published in spring of 2009, readers should be aware that published dates, requirements, and other information may have changed. Please help us to keep the information accurate and timely by reporting errors or updates to tyra_bob@lacoe.edu.

There are many individuals who have come together as a team to make the publication and distribution of this Guide a reality. Listed below are individuals whose contributions are valued and deeply appreciated:

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Los Angeles County Office of Education
June, 2009
ASSEMBLY BILL 428 (CARTER):
REQUIRED ANNUAL PARENT AND GUARDIAN
NOTIFICATION
(EFFECTIVE JANUARY 1, 2008)

Each school district with grades nine through twelve is required annually to inform parents or guardians of the following information:

1. A brief explanation of college admission requirements (see pages 51-61 of this Guide);

2. The list of courses offered by the districts that satisfy the subject requirements for admission to the University of California (UC) and the California State University (CSU) Systems (please contact your son/daughter’s school counselor for this information);

3. A list of the current UC and CSU Web sites that help pupils and their families learn about college admission requirements and that list high school courses that have been certified by the UC as satisfying the requirements to the UC and the CSU (see page 65 of this Guide);

4. A brief description of what Career Technical Education (CTE) is, as defined by the California Department of Education (see page 5 of this Guide);

5. The Internet address for the portion of the California Department of Education Web site where pupils can learn more about CTE (see page 12 of this Guide);

6. Information about how pupils may meet with school counselors to help them choose courses at their school that will meet college admission requirements or enroll in CTE, or both (please contact your son/daughter’s school counselor for this information).
YOU are about to begin a very exciting and challenging phase of your life. Having a plan to graduate is the start of your plan to succeed. You also know that your family is an important part of helping you plan for your time in high school and for those years after high school.

Today you are embarking on a journey that will provide the stepping stones to a great life. Your first step is getting ready to go, passport in hand—high school diploma—on your journey.

This Guide has been designed to assist you and your family in planning for high school graduation and success in life. Your Guide can help you chart the itinerary for your trip; it is divided into two major sections:

SECTION I—Getting Prepared for Life... Your High School Diploma
SECTION II—Going On the Journey of Life—Life After High School:
A Guide to Post Secondary Options

GETTING PREPARED FOR LIFE, Section I, discusses your need to get a high school diploma, your real passport to the future. Section I is divided into three main parts or aspects of your life: Academic, Personal/Social, and Career. In this section you will find pointers on academic requirements for high school, how to obtain healthy living and effective personal/social skills, and career planning including job skills and financial goals. These ideas will help make your plans a reality. This section also includes information for special needs students. Your journey starts today and continues throughout your life as you learn to prepare for each step.

GOING ON THE JOURNEY OF LIFE, Section II, starts with life after high school and explores the many post secondary options you have before you. You will need to investigate all the possibilities by using this Guide as a starter and follow up with more extensive research on the Internet and other resources. Whether you choose college, career/technical school, the military, or a year of travel or service, you will need to chart your path and make choices in order to succeed in the future. Financial planning is a very important area to explore. Your family, your support system, and school counselor can help you make wise decisions.
TOOLS FOR USING THE GUIDE

Using this Guide may not provide everything you will need to know. It will, however, provide you with a gateway to resources you may need for your journey. For most topics there is a Greatest Hits on the Web section. Look for this “computer” icon to find those resources.

You will also have access to a special Web site that accompanies this Guide, to assist you in getting prepared for high school graduation and life after high school. This site—www.schoolguides.org—will provide you with more resources to find additional information and Web sites.

In order to use the vast material on the Internet, you will need access. You can do this at home, school, or in the local public library. You may want to sign up for free access to a personal e-mail address.

Internet search engines, such as Google and Yahoo, will help you find Web pages on a given topic. The search engines maintain databases of Web sites and use programs to collect information.

You will find this Guide very user friendly. Worksheets and checklists are included for you to complete. Look for the thumbs-up icon for these worksheets and check off your accomplishments in the checklist boxes.

This icon indicates an important tip.

Spaces are available for you throughout the Guide to make your own Notes and Reflections, indicated by a pencil.

A Four-Year Planning Calendar on page 4 provides you with an opportunity to chart your own personal growth. Let’s get started—your mission is Plan to Graduate with a Plan to Succeed!
SECTION I
GETTING PREPARED FOR LIFE...

YOUR HIGH SCHOOL DIPLOMA

Chad Foster, an American author and motivational speaker, wrote, “From everyone I met, both famous and not so famous, I learned that success is a journey, not a destination. … Most journeys have a start, a finish, and a turning point somewhere in between.” The beginning of your journey starts with your high school diploma.

ACADEMICS

High School Graduation Requirements
In order to graduate from a California public high school, you must complete specified state and local graduation requirements. Your local school district has established the high school graduation requirements for your high school.

High School Exit Exam
Another requirement you will have to fulfill in order to receive your high school diploma is passing the California High School Exit Exam (CAHSEE). There are many opportunities during high school to take and pass the CAHSEE. The test consists of an English-language arts portion and a mathematics portion. Your school will provide more information on testing dates and technical assistance if you have problems passing the CAHSEE (see Web site on page 12).

Aim High—Your Four-Year Plan
If you haven’t already made a four-year plan in middle school, you need to begin your planning now. Use the worksheet on the next page to make your plan. If you are considering attending a four year college or university when you graduate, you will also need to include the “a-g” requirements (for the University of California and California State University systems) which are listed on page 8. It is always best to be prepared, so aim high and enable yourself to have choices and options for post secondary education when you graduate.
FOUR-YEAR PLANNING SHEET

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st</th>
<th>2nd</th>
<th>Summer</th>
<th>Meets “a-g” Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10th Grade</td>
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<tr>
<td>11th Grade</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th Grade</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
PATHWAYS FOR COMPLETING HIGH SCHOOL

If you need further help earning credits for graduation, there are several alternative ways to acquire them and earn your high school diploma. You can earn credits through adult school, online distance learning courses, regional occupational centers and programs, supervised work experience, independent study, career technical education classes offered in high schools, and credit earned at a post secondary institution, or community college.

Adult School

Adult Secondary Education programs are designed for students who did not complete high school. Alternatives to the General Educational Development (GED) tests are the National External Diploma Program and the Adult High School Credit Diploma Program.

Adult schools offer flexible schedules, a variety of interesting courses, and a user-friendly environment. Programs include adult basic education, career and technical education, citizenship, English as a second language, high school and GED preparation classes, older adult classes, and parent education/family literacy.

High school students can enroll in adult school to make up credits toward graduation or to enrich their high school program. The high school diploma program meets all California requirements as well as those of the local district. Enrollment requires local school and parent permission. Students can see their high school counselor for more information on eligibility (see Web site on page 12).

Career Technical Education (CTE)

Career technical education classes are designed to prepare students for gainful employment in occupations which are needed in California and your community. They are based on the career desires and needs of students. The California State Department of Education’s definition of CTE is as follows: “Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society.” Your school counselor can assist you with helping to choose courses at your school that will meet college admission requirements or enroll in CTE, or both. Some of the classes may satisfy “a-g” requirements for CSU or UC.

California has written Career Technical Education model curriculum standards which are organized in fifteen industry sectors or groupings. Each of the fifteen sectors has two or more career pathways. These career pathways are designed to offer “a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area.” These pathways can serve as preparation for post secondary courses in rewarding careers of interest to you. The chart on page 6 provides an overview of the industry sectors and the career pathways:
<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>Career Pathways</th>
</tr>
</thead>
</table>
| Agriculture and Natural Resources       | • Agricultural Business  
• Agricultural Mechanics  
• Agriscience  
• Animal Science  
• Forestry and Natural Resources  
• Ornamental Horticulture  
• Plant and Soil Science |
| Arts, Media, and Entertainment           | • Media and Design Arts  
• Performing Arts  
• Production and Managerial Arts |
| Building Trades and Construction        | • Cabinetmaking and Wood Products  
• Engineering and Heavy Construction  
• Mechanical Construction  
• Residential and Commercial Construction |
| Education, Child Development, and Family Services | • Child Development  
• Consumer Services  
• Education  
• Family and Human Services |
| Energy and Utilities                    | • Electromechanical Installation and Maintenance  
• Energy and Environmental Technology  
• Public Utilities  
• Residential and Commercial Energy and Utilities |
| Engineering and Design                  | • Architectural and Structural Engineering  
• Computer Hardware, Electrical, and Networking Engineering  
• Engineering Design  
• Engineering Technology  
• Environmental and Natural Science Engineering |
| Fashion and Interior Design             | • Fashion Design, Manufacturing, and Merchandising  
• Interior Design, Furnishing, and Maintenance |
| Finance and Business                    | • Accounting Services  
• Banking and Related Services  
• Business Financial Management |
| Health Science and Medical Technology   | • Biotechnology Research and Development  
• Diagnostic Services  
• Health Information  
• Support Services  
• Therapeutic Services |
| Hospitality, Tourism, and Recreation    | • Food Science, Dietetics, and Nutrition  
• Food Service and Hospitality  
• Hospitality, Tourism, and Recreation |
| Information Technology                  | • Information Support and Services  
• Media Support and Services  
• Network Communications  
• Programming and Systems Development |
| Manufacturing and Product Development   | • Graphic Arts Technology  
• Integrated Graphics Technology  
• Machine and Forming Technology  
• Welding Technology |
| Marketing, Sales, and Service           | • E-Commerce  
• Entrepreneurship  
• International Trade  
• Professional Sales and Marketing |
| Public Services                         | • Human Services  
• Legal and Governmental Services  
• Protective Services |
| Transportation                          | • Aviation and Aerospace  
• Transportation Services  
• Collision Repair and Refinishing  
• Vehicle Maintenance, Service, and Repair |

Adapted from the 2006 “California Career Technical Education Model Curriculum Standards, Grades Seven through Twelve,” California State Department of Education.
Concurrent or Dual Enrollment
In California, over 115,000 students per year sign up for concurrent or dual enrollment classes with partnering colleges. Eligible high school students may enroll in courses at a community college and earn college credit. Generally, students must complete their sophomore year with a minimum overall GPA of 2.0. To be eligible, students may enroll in a maximum of two college courses per semester provided they maintain a minimum daily schedule in high school. Specialized or higher level courses not offered at a high school can be taken at a community college. This is an inexpensive way to get a jump on college courses. The community college catalogue will explain if a course is transferable to a UC or CSU campus. Talk to your school counselor for more information regarding this option.

Distance or E-Learning
You may choose to earn additional credits toward graduation using the Internet in what is called “distance learning” or “E-Learning.” The University of California accepts online classes through UC College Prep Online (UCCP) and through PASS/Cyber High for migrant high school students. Only UCCP lab science classes are acceptable to UC (see Web sites on page 12 for specific details). Please consult your school counselor for further information.

Regional Occupational Centers and Programs
Regional Occupational Centers and Programs (ROCPs) provide sequenced courses leading to post secondary training. ROCP is a partner with Tech Prep and High Tech High School programs as well as career academies and partnership academies. ROCP courses meet academic content standards through rigorous and relevant instruction. Many ROCP classes are linked to high school career pathways and are “a-g” eligible. Through ROCP courses, you can receive necessary technical and workplace skills that translate into rewarding careers and future success (see Web site on page 12).
California High School Proficiency Examination (CHSPE)
The California High School Proficiency Exam (CHSPE) is the California legal equivalent to a high school diploma. It is not equivalent to completing all coursework required for regular graduation from high school. The CHSPE consists of two test sections: English-Language Arts and Mathematics. If you are at least 16 years old or have been enrolled in the tenth grade for one academic year or longer, or will complete one academic year in tenth grade at the end of the semester during which you take the CHSPE, you are eligible to take it. You must have both a Certificate of Proficiency and have certified parent/guardian permission to stop attending high school (see Web site on page 12).

General Educational Development (GED) Tests
The GED Tests measure knowledge and academic skills against those of traditional high school graduates. GED Tests are administered in many places throughout the state. Adult schools offer classes to prepare you to take the GED tests (see Web site on page 12).

University of California (UC) and California State University (CSU) Entrance Requirements

<table>
<thead>
<tr>
<th>“A-G” Subject Requirements (High School Grades of a C or better)</th>
<th>Check each box when completed.</th>
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</thead>
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<tr>
<td>9th</td>
<td>10th</td>
</tr>
<tr>
<td>A. History/Social Science- (2 years) Combination of U.S. history (1 yr.) or 1 semester of U.S. history and 1 semester of civics or American government and 1 year of social science</td>
<td>X</td>
</tr>
<tr>
<td>B. English- (4 years) of college preparatory English composition and literature</td>
<td>X</td>
</tr>
<tr>
<td>C. Math- (3 years) 4 years is recommended, including Algebra 1, Geometry, Algebra II, or higher mathematics (Pre-Calculus, Calculus)</td>
<td>X</td>
</tr>
<tr>
<td>D. Laboratory Science- (2 years) 1 biological science and 1 physical science. 3rd year recommended</td>
<td>X</td>
</tr>
<tr>
<td>E. Foreign Language- (2 years) of the same language. 3rd year recommended</td>
<td>X</td>
</tr>
<tr>
<td>F. Visual and Performing Arts- (1 year) dance, drama or theater, music, or visual arts (must be a single year-long course)</td>
<td>X</td>
</tr>
<tr>
<td>G. College Preparatory Electives- (1 year)</td>
<td></td>
</tr>
</tbody>
</table>

X- represents the recommended year to complete the requirement

Throughout the Guide the University of California system will be referred to as UC and the California State University system will be referred to as CSU.

NOTE: Current high school students graduating in 2012 and beyond will need to complete 11 of the 15 “a-g” courses by the end of their junior year.
AVID PROGRAM

The Advancement Via Individual Determination program (AVID) was founded on the belief that acceleration, academic challenge, and support are the basic principles needed to help students succeed academically. Students are enrolled in an AVID elective class, take advanced classes with curriculum and tutorial support, and focus on qualifying for four-year college and university admission. AVID programs are available in many middle and high schools in California.

ADVANCED PLACEMENT (AP) CLASSES

Over 1.8 million students take Advanced Placement (AP) classes each year. You may want to take courses during high school that may give you college credit or advanced placement or both. The program allows you to take college level courses while still in high school, which helps prepare you for college courses.

There are several advantages to taking AP classes. By taking an AP class in high school, you get to explore a particular subject in depth. When considering the admission of undergraduates, colleges look favorably on students who have completed college level classes. After being admitted to college, you may skip the class and go on to an advanced class. Some students take several advanced placement classes and accrue a semester or more of college credits if they take and pass AP exams at the required level.

AP exams are offered by the College Board in 22 subject areas. They demonstrate your readiness for rigorous academic study in college. Consult your AP teacher or school counselor for details. Also, refer to specific college and university Web sites for specific AP credit requirements. For example, very selective colleges may want three subject matter test scores.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) CLEARINGHOUSE

Prospective student-athletes are strongly recommended to consult the National Collegiate Athletic Association (NCAA) Clearinghouse regarding eligibility issues at Division I and Division II Colleges. You are urged to read the “NCAA Guide for the College-Bound Student-Athlete” (see Web site on page 12).

COLLEGE ENTRANCE EXAMS

In order to apply for most colleges/universities you will be required to take an entrance exam. You will need to check with the college/university that you anticipate attending to find out which exam or exams are accepted as part of the admissions process.

THE PRELIMINARY SAT (PSAT)

The Preliminary SAT (PSAT) measures three areas: critical reading skills; math problem solving skills (including numbers and operation, algebra and functions, geometry and measurement, data analysis, statistics, and probability), and writing skills. The PSAT provides you with practice for the SAT Reasoning Test. You will receive feedback on your strengths and weaknesses. This will provide you with a road map for additional study and preparation prior to taking the SAT. It will also familiarize you with the types of questions and directions on the SAT.

It is recommended that students take a preliminary college test in October of their sophomore or junior year. If you take the test in grade 11 and do well, you might qualify for participation in the National Merit Scholarship competition.

Brochures and dates for this test are available in your school counseling office. Fee waivers are available for juniors from low-income families. Please see your school counselor regarding this test.
**SAT Reasoning Test and SAT Subject Tests**

Normally, the SAT Reasoning Test is taken during your junior or senior year. The SAT Reasoning Test is made up of three sections: critical reading (reading comprehension, sentence completion, and critical reading passages); mathematics (number and operations, algebra and functions, geometry, statistics, probability, and data analysis) and writing (both multiple-choice questions and short essay). **You can choose which scores to send to most colleges, if you take the test more than once.**

SAT Subject Tests should normally be taken at the conclusion of your junior year, the beginning of your senior year, or when you have completed a specific subject. They are designed to measure knowledge, skills, and application in specific subjects such as English, history, math, science, and language.

Consult the Web sites of the colleges you are considering applying to in order to determine which SAT Subject Tests, if any, are required. For example, the UC system requires the SAT Reasoning Test and two SAT Subject Tests (not including the Math Level 1 Subject Test). The CSU system only requires the SAT Reasoning Test.

SAT fee waivers are available to junior and senior students who cannot afford the test fees. See your school counselor for details. Pamphlets and materials describing each test are available in your high school counseling office, college or career center, or online from the College Board (see Web site on page 12). The SAT test dates are listed below:

*Your school’s SAT Code is ____________________________.  
*(To be provided by your school counselor or teacher)*

<table>
<thead>
<tr>
<th>Test Dates</th>
<th>Test</th>
<th>Registration Deadline</th>
<th>(Late Fee Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 10, 2009</td>
<td>SAT &amp; SAT Subject Tests</td>
<td>September 9, 2009</td>
<td>September 23, 2009</td>
</tr>
<tr>
<td>November 7, 2009</td>
<td>SAT &amp; SAT Subject Tests</td>
<td>October 1, 2009</td>
<td>October 15, 2009</td>
</tr>
<tr>
<td>December 5, 2009</td>
<td>SAT &amp; SAT Subject Tests</td>
<td>October 30, 2009</td>
<td>November 12, 2009</td>
</tr>
<tr>
<td>March 6, 2010</td>
<td>SAT Only</td>
<td>February 4, 2010</td>
<td>February 18, 2010</td>
</tr>
<tr>
<td>May 1, 2010</td>
<td>SAT &amp; SAT Subject Tests</td>
<td>March 25, 2010</td>
<td>April 8, 2010</td>
</tr>
<tr>
<td>June 5, 2010</td>
<td>SAT &amp; SAT Subject Tests</td>
<td>April 29, 2010</td>
<td>May 13, 2010</td>
</tr>
</tbody>
</table>

*Note:* If you cannot take the SAT on a Saturday due to religious reasons, it will be administered the Sunday after the Saturday test.

**Remember** – Earning your High School Diploma could mean as much as $250,000 or more in additional pay over the course of your lifetime. Becoming a high school graduate means more money and opportunity for you!
ACT

All colleges and universities in the United States accept either the SAT or ACT for admission purposes. The ACT is divided into four required sections: English (punctuation, grammar and usage, sentence structure, and rhetorical skills); mathematics (skills typically acquired in courses up through the end of the 11th grade); reading comprehension and science (interpretation, analysis, evaluation, reasoning, and problem-solving skills required in general or introductory science courses). The optional Writing Test measures skills in high school English classes and entry-level college composition courses.

The UC system requires the ACT plus the Writing Test. The CSU system does not require scores from the Writing Test for admission.

Like the SAT, you can choose which scores to send to most colleges.

Materials regarding the ACT test can be secured online (see Web site on page 12). ACT fee waivers are available to students who cannot afford the test fees. See your school counselor for details.

The ACT test dates are listed below for your convenience:

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
<th>(Late Fee Required)</th>
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<tbody>
<tr>
<td>September 12, 2009</td>
<td>August 7, 2009</td>
<td>August 8-21, 2009</td>
</tr>
<tr>
<td>October 24, 2009</td>
<td>September 18, 2009</td>
<td>September 19-October 2, 2009</td>
</tr>
<tr>
<td>December 12, 2009</td>
<td>November 6, 2009</td>
<td>November 7-20, 2009</td>
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<tr>
<td>February 6, 2010</td>
<td>January 5, 2010</td>
<td>January 6-15, 2010</td>
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<tr>
<td>April 10, 2010</td>
<td>March 5, 2010</td>
<td>March 6-19, 2010</td>
</tr>
<tr>
<td>June 12, 2010</td>
<td>May 7, 2010</td>
<td>May 8-21, 2010</td>
</tr>
</tbody>
</table>
Greatest Hits on the Web for High School and Beyond

www.acenet.edu/AM/Template.cfm?Section=GEDTS—The General Educational Development Testing Service Web site provides information about the test, how to take the test, and how to use test results for college applications.

www.act.org—The American College Testing Web site includes registration information, test prep tips, sample questions, and score information.

www.avidonline.org—This is the official web site for Advancement Via Individual Determination (AVID).

www.cde.ca.gov/ci/ct—This California State Department of Education Web site provides students with information about Career Technical Education.

www.cde.ca.gov/ds/si/rp/—This Web site provides the directory for all the Regional Occupational Centers and Programs in California, with links to local program offerings.

www.cde.ca.gov/sp/ae/is—This Web site provides information on adult schools and programs and the California Adult Education Students Succeed project.

www.cde.ca.gov/ta/tg/hs—The California High School Exit Exam Web site gives information about the content of the exam and requirements to earn your high school diploma.

www.chspe.net/—The California High School Proficiency Exam Web site describes the exam and specific test sections as well as eligibility requirements and options after passing the test.

www.collegeboard.com/testing/—The College Board Tests Web site provides test information and links to register online for the SAT, Subject Tests, and the PSAT.

www.ncaa.org/wps/portal—This site gives complete information about initial eligibility at NCAA Division I and II college and universities.

www.uccp.org—This site is the UC Web site for college prep online.

www.whodouwant2b.com—This site provides information on California high school and community college courses, career options, and financial aid, including career paths through taking Career Technical Education (CTE) classes.

Notes and Reflections
YOU have begun your academic and career planning for high school and started your preparation for post secondary education and work. You also may have begun to take college classes and enter the world of work with your first paying job. The second area of mastery in preparation for the future is healthy living and effective personal/social skills.

THE ROLE OF DIET, EXERCISE, AND SLEEP

It should be a priority to eat three healthy meals per day, including at least two to four servings of fruit and three to five servings of vegetables. Fat, cholesterol, salt, and sugar intake should be minimized. Skipping breakfast can affect your academic performance in school.

Exercise should be an ongoing routine throughout life. Exercise benefits us physically and mentally by reducing stress. Exercise at least three to four days per week. It should include continuous (aerobic) physical activity for at least 20 to 30 minutes without stopping. Examples of aerobic exercise include brisk walking, basketball, bicycling, swimming, in-line skating, soccer, and jogging.

Most people need eight hours of sleep per night. Adequate sleep is as important as diet and exercise for good health and a long life. There is a link between sleep deprivation and increased risk of high blood pressure, diabetes, obesity, depression, heart attack, and stroke according to the Institute of Medicine. Inadequate sleep will hinder academic progress by reducing your memory, focus, concentration, and reaction time.

YOUR MENTAL HEALTH

Your mental health is as important as your physical health. While going through high school, many students experience a great deal of stress, anxiety, nervousness, personal and academic pressure, disappointment, or burnout. If you exhibit any of the following behaviors, talk to your school counselor, health care professional, and/or your parents:

- On-going sadness, frequent crying, and/or depression.
- An inability to enjoy previously favorite activities.
- Increased activity and irritability.
- Frequent physical illness such as headaches and stomachaches.
- Frequent absences from school or poor performance in school.
- Continuous boredom, low energy, poor concentration.
- Major changes in eating and/or sleeping patterns.

If you have recurring thoughts about death (not just fear of dying) or thoughts about suicide, immediately get help from a school counselor, doctor, therapist, and/or your parents. The National Suicide Prevention Lifeline is 1-800-273-TALK (see Web sites on page 16).
STRENGTHEN YOUR TIME MANAGEMENT AND STUDY SKILLS

It is extremely important to maximize your use of time as a student and later on in the world of work. Here are eight tips to assist you:

1. Start each day by spending at least 5 minutes writing a “To Do” list consisting of the tasks you need to accomplish.
2. Prioritize these tasks by writing an “A” next to the most important things, a “B” next to less urgent items, and a “C” for tasks that can wait. Use this as a blueprint for your day.
3. Try to have a set place to study everyday away from noise and distractions, such as TV.
4. Identify your best time to study—early in the morning, after school, or after dinner.
5. Study your most difficult subjects first when you are mentally fresh and can quickly process information.
6. Take breaks during studying to avoid “burn out.”
7. Stay organized by using a 3-ring binder with division pages or file folders for all of your school subjects or projects.
8. Have a balanced life while going to school. You need a social life with activities and/or sports.

IMPROVING YOUR PROBLEM-SOLVING AND DECISION-MAKING SKILLS

Effective problem-solving and decision-making means that you can “make things happen,” instead of just “letting things happen.” This is very important in choosing your future academic and career choices. There are eight steps involved in making and implementing decisions:

1. **Recognize the problem**—The decision-making process starts by recognizing that a problem exists. Something needs to be changed in the situation and there are possibilities for improvement.
2. **Analyze the problem**—Once the problem is identified, study it carefully to find out what is causing it.
3. **Consider your goals**—What goals do you want to reach? The goals you choose are influenced by the values you have. What is important to you?
4. **Look for alternatives**—Think and look for as many practical alternatives as possible. Look at the alternatives in terms of the time, money, skill level, or amount of energy you have to expend. Is it worth it?
5. **Select the best alternative**—After looking at each alternative, select the best one for you. Keep in mind the values that are important to you, the goals you are working toward, and the resources you have to work with.
6. **Put the decision into action**—Do not just sit on it!
7. **Accept the responsibility**—You need to accept the responsibility and consequences for making the decision. In other words, you must live with it!
8. **Evaluate your results**—Regularly evaluate your decisions. Decisions may need to be changed in the future. Decisions are rarely cast in stone.

40 DEVELOPMENTAL ASSETS FOR ADOLESCENTS

Developmental Assets are “building blocks” which have been found by the Search Institute to make you more “healthy, caring, and responsible.” Everyone can build assets. Asset-building can be accomplished on a daily basis. These assets can play a significant role in your academic achievement. In fact, studies have concluded that the more assets you have, the higher your grade point average will be.

The Developmental Assets are organized into eight categories:

1. Support
2. Empowerment
3. Boundaries and expectations
4. Constructive use of time
5. Commitment to learning
6. Positive values
7. Social competencies
8. Positive identity

Review the 40 Developmental Assets at www.search-institute.org. Make a list of all the assets you believe you already have. Then, decide how you can add or “build” additional assets. Indicate how you would do this in the space provided below.

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Greatest Hits on the Web for Healthy Living and Effective Personal/Social Skills

www.americanheart.org—The American Heart Association offers practical advice on the roles of diet, exercise, and sleep.

www.cdc.gov—This U.S. government site hosted by the Centers for Disease Control and Prevention has almost unlimited resources related to diseases and healthy living.

www.kidshealth.org/teen—Answers, advice, and information about physical and mental health, food and fitness, and drugs and alcohol are offered to teens and parents on this Web site.

www.moneyinstructor.com—This Web site provides materials on effective time management and work and business skills.

www.search-institute.org—This site sponsored by the Search Institute provides information on all aspects of the 40 Developmental Assets.

www.studygs.net—This comprehensive site provides assistance with study skills and test taking.

Notes and Reflections
CAREER PLANNING

Learning about careers is fun. My school counselor helped me with career planning and I am now ready to go into an apprenticeship program which leads to an A.A. Degree when I graduate from high school.

– Tran, high school senior

In order to make wise choices for your post secondary training and employment, you will want to do some investigation of career paths. You will want to determine your personal areas of interest, your current skills, how much education/training you want to pursue after high school, your personality traits, and your personal and financial goals for the future. If it sounds complicated, don’t let that stop you from going down a career path. It is important to get started investigating careers and learning more about yourself.

This section of the Guide provides information regarding career exploration and planning, interest inventories, skill assessment, and Internet resources to gather the information you need. Listed below are the steps you may take in career planning:

- Talk with your school counselor, teachers, family members, and other role models about careers in which you are interested.
- Visit your school’s Career Center; ask the technician to help you use career resources.
- Complete an interest inventory, skill assessment or personality inventory in the Career Center or at home. These will suggest some careers that may fit you well.
- Seek help in understanding the interpretation of results.
- Match your personal interests, skills, personality traits, and educational goals with possible career choices.
- Investigate different careers using Career Center materials and other Internet resources.
- Take high school classes leading to your desired career.
- Plan for post secondary education/training to reach your career goal.
- Add additional skills through participation in school clubs, student body activities, sports, local community organizations, and religious groups.
- Start a part-time job to develop employment skills.

DISCOVERING YOUR INTERESTS AND SKILLS

A good place to start your career exploration is with your personal interests and skills. You know what you like and you have developed some interests and skills, such as working with animals, computer literacy, playing an instrument, helping less fortunate people, or keeping up with the latest fashion. There are areas in which you haven’t had experience yet and are willing to explore. When you complete your interest inventory, you will be asked to respond to those things you already like and those you may be interested in exploring. In assessing your skills, you will discover what you already know and identify new skills you will want to develop.

There are many interest inventories and skill assessments that may help you explore your interests and discover your skills. Your school counselor or career center technician will help you with your interest inventories that might be available in your high school Career Center.
If you want to complete a personal assessment at home, you can consult many online career Web sites (see page 19). When you take an inventory, it is recommended that you be as honest as possible about your interests and skills. Answer for yourself, not what your parents, teachers, or counselors might think are your interests and skills.

EXPLORING COMPATIBLE CAREERS

You have determined your interests, assessed your skills, and are now ready to explore careers. You are looking for a satisfying career that pays well, is creative and challenging, and provides you with an opportunity to balance work and leisure. Although there are many resources for career information, three of the most useful and comprehensive sources are California Career Zone, the O*NET, and Road Trip Nation. These free resources are available on the Internet (see page 19).

CALIFORNIA CAREER ZONE

The California Career Zone, developed by the California Career Resource Network, the California Department of Education, and the Employment Development Department’s Labor Market Information Division, is an interactive Web site. It is designed especially for students to explore exciting jobs and occupations that California has to offer and to learn about what career paths are of interest to you (see Web site on page 20).

You can work through the Interest Profiler, Work Importance Profiler, and Assess Yourself to discover your personal interests, skills, and values, in preparation for making educational and career choices. You can learn about 900 occupations, specific wages, worker attributes, job characteristics, and job openings from America's Job Bank. The Reality Check section is a great way to understand what choosing a career, becoming an adult, and entering the world of work is all about.

Whether you decide to be an automobile mechanic, a dental assistant, a soldier, a teacher, or a nurse, you will need 21st century skills to be an effective worker. As you prepare for post secondary education and training, you will add to the skills that you already possess. Start now and continue your quest for success through life-long learning. One of the best ways to improve your employment skills is through part-time jobs, starting in high school (see Web site on page 19).

O*NET ONLINE PROGRAM

O*NET is the U.S. government’s program for providing occupational information. Currently, 812 different occupations are included in the database. Every occupation is broken down into knowledge, skills, and abilities using activities and tasks. Career exploration tools are also included to assist individuals seeking to find a job or change jobs (see Web site on page 19).

ROAD TRIP NATION

Road Trip Nation is an organization which has provided people with the opportunity to travel in a recreational vehicle across the U.S., Canada, Australia, and the United Kingdom to research career opportunities. Roadtripnation.com presents web casts of people in numerous occupations, ranging from the editor of Seventeen Magazine to the conductor of the Boston Philharmonic.
Greatest Hits on the Web for Career Planning

http://online.onetcenter.org—The Occupational Information Network (O*NET), developed by the U.S. Department of Labor, is the main source of occupational information in the U.S.

www.cacareerzone.org/index.html—This interactive Web site provides self assessment instruments, 15 industry sectors with 900 occupations and 300 career videos, a reality check section for financial calculations, a search option for finding your favorite career, and a variety of additional resources.

www.californiacareers.info—This site provides career information and resources, including self-assessment, for Californians.

www.keirsey.com—The Keirsey Temperament Sorter II provides insight into your personality or temperament.

www.roadtripnation.com—This site provides a variety of career planning resources.

Notes and Reflections

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It is not too early to think about getting that first part-time job. The Partnership for 21st Century Skills (2003) determined three important skill areas as well as specific skills needed for success in the 21st century work force: information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The 10 top skills and qualities employers seek are:

1. Communication skills (verbal and written).
2. Honesty/integrity.
3. Teamwork skills (working with others).
4. Interpersonal skills (relating well to others).
5. Motivation/initiative.
7. Analytical skills (breaking down the pieces before reaching a conclusion).
8. Flexibility/adaptability.
9. Computer skills.
10. Self-confidence.

You will build your skills through your class work, participation in school and community activities, volunteer service, and through part-time employment. Getting jobs in your career area will help you to discover whether this is the right field for you. Most high school students want to get a job, but aren’t sure where and how to begin. This section of the Guide prepares you for work during high school with tips on resume writing and portfolios, job applications, cover letters, and interviews.

There are many resources to assist you in looking for part-time jobs. It is to your advantage to widen your search by using more than one. **Check off the ones you will use:**

- Networking with friends, relatives, neighbors, teachers, employers, clergy
- School Work Experience Office
- School Career Center
- Knocking on employers’ doors (for example, at malls or supermarkets)
- Calling possible employers in the Yellow Pages
- “Employment Openings” posted in some public libraries
- Internet
- Temporary Employment Agencies
- Public Employment Agencies
- “Help Wanted” Classified Ads
- Volunteer Work
**NETWORK FOR SUCCESS**

According to the U.S. Department of Labor, about 80% of available jobs are never advertised. These jobs are part of what is called the “hidden” job market. Many businesses use word of mouth to find new employees. Therefore, it is important for you to network, that is, talk to people you know to learn about jobs and find jobs.

<table>
<thead>
<tr>
<th>YOUR NETWORKING LIST</th>
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Make a list of 5 family members who work:

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Make a list of 5 family friends who work:

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

Hold an informational interview with at least three of these people. This is simply gathering information through contacts. Take notes. Ask them about their career path. Why did they choose their particular career? What does a typical day look like for them? What education/training is required? Where can you find more information about their career field? What about future openings in the field? You may also want to inquire as to the possibility of getting a summer job or internship in their organization.

Shadow one or more of these people at their place of work for a day during one of your holiday breaks or vacations. How did you like the work environment? Is this a career field which might match your talents and interests?
MARKETING YOUR WAY TO SUCCESS

Marketing your way to success is simply selling yourself to a future employer. What can you offer this employer? The ten top skills and qualities employers seek are found on the top of page 21. These skills and qualities are strong marketing points and should be discussed in your resume, cover letter, and during the interview process.

In the space below, write a reply to one of the most frequently asked interview questions which an employer asks: Why should I hire you? This is your chance to market yourself!

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RESUME WRITING TIPS

You will need to prepare a personal resume. A resume is a one or two page summary of your skills, accomplishments, experiences, and education, designed to capture an employer’s interest and get you an interview. It is your personal poster or Web page telling about yourself and why you are qualified for the job. Here are some tips:

- Show your best attributes and skills so the employer will want to meet you.
- Make your experience and education appropriate to the job you are seeking.
- Be honest about what you list.
- Ask someone like a school counselor, career center technician, or teacher to read your draft and give you suggestions.
- Organize your experiences and skills on your resume to help you prepare for an interview.
- Always prepare a well-organized, easy-to-read printed resume (hand written resumes are not acceptable).
- Check for correct spelling and grammar. There should not be any errors.
- Allow plenty of time to develop your resume.
- Ask your teacher, school counselor, club advisor, or coach to be a reference.
- Start your resume with the job objective at the beginning.

There are many resources for resume writing, both in books and on the Internet. Electronic resumes may also be used and may have different guidelines (see Web sites on page 27). On the next page is a sample resume. You can use it as a model to begin putting together your personal resume.
Lisa Ortiz  
142 South Main Street  
El Monte, CA 91735  
(626) 555-1212  
lortiz1389@smartplace.net

OBJECTIVE: Retail Sales Clerk

SUMMARY OF QUALIFICATIONS
• General retail merchandising skills
• Bilingual – Spanish
• Sales experience
• Merchandise stocking
• Display work
• Use of computerized cash register
• Technological literacy—Word processing, database management, and Internet

EXPERIENCE
Cashier at Target  
Summer 2009
Volunteer Work at L.A. County Fair  
Fall 2008
McDonald’s Restaurant  
September 2007 to May 2009  
Night Drive Up Window Service

EDUCATION
Excellence High School  
Graduate June 2009
Regional Occupational –  
Junior and Senior Years
Retail Merchandising Classes
Work Experience Class  
Senior Year

ACCOMPLISHMENTS AND AWARDS
• Junior Scholastic Scholarship Federation
• Bank of America Award in Retail Merchandising
• Community Service Award for Volunteer Work
• Certificate in Computer Studies
• OSHA Safety Certificate

INTERESTS/HOBBIES
• Softball
• Hiking and Backpacking

REFERENCES
Available upon request. (Type on a separate page.)
COVER LETTERS

Cover letters accompany resumes sent by mail and may be as important as your resume. Cover letters are customized to fit the job being sought. An excellent cover letter:

1. Addresses a specific person.
2. Identifies the job you are applying for and how you found out about it.
3. Summarizes your skills.
4. Tells the employer when you are available for an interview and when you can start work.
5. Provides information on how to contact you.

This cover letter is a sample of what you might use to get a part-time job during high school or college.

September 1, 2009

142 South Street
El Monte, CA 91735

Mrs. Linda Chang, Personnel Manager
Image Unlimited
5683 Business Center
Industrial City, California 91820

Dear Mrs. Chang:

In the August 20 issue of Career Magazine, you advertised for a retail sales trainee. Please consider me as an applicant. I will be graduating from Excellence High School in June. My high school program has included two years as a retail merchandising student. This course helped me develop skills in sales, inventory, merchandise stocking, display work, and the use of computerized cash registers.

My resume is enclosed. I am available immediately for part-time employment and will be available full-time after graduation. It would be possible for me to report for a personal interview any day after 3:00 p.m.

I appreciate your consideration. You may reach me at (626) 555-1212 or by e-mail at lortiz139@smartplace.net.

Sincerely,

(Your Signature)
Lisa Ortiz

Enclosure

Your cover letter and resume were a success; you got an interview—now what?

When you arrive at an interview, you may be asked to fill out a Job Application before the employer interviews you. Your application may be their first impression of you. Make it a good one by following these tips on the next page:
1. Read the entire application before filling in any sections.
2. Use information from your resume to complete the application.
3. For difficult questions, use a separate piece of paper to practice writing answers.
4. Use a pen (preferably black ink) and print clearly.
5. Completely answer ALL questions. If questions do not apply, write N/A (not applicable) or draw a line in that space.
6. After you’re done, proofread the application, correcting spelling and grammar.

### PREPARATION FOR YOUR INTERVIEW

**Check off these items as you prepare for your interview:**

- References—bring a list of three references; do not use family members.
- Portfolios—prepare a sample of documents, projects, and pictures representing your skills and achievements in a notebook or portfolio binder.
- Know your employer—learn about the company.
- Be prepared to emphasize your strengths and how they fit the job.
- Dress up—first impressions are lasting.
- Prepare a list of questions to ask the interviewer.
- Practice interviewing with a friend or family member until the process seems natural (common interview questions are available on job-hunting skills Web sites).
- Bring several copies of your resume, a pad of paper and pen to make notes, and your personal identification documents (social security card and driver’s license).
- Have a positive attitude and a friendly smile.
- Arrive early and call if you are delayed or need to reschedule.

### THE INTERVIEW

You really want that job and have prepared for the interview; now you have to:

- Keep calm. Try not to be nervous.
- Listen to the interviewer.
- Answer questions directly, honestly, and with facts and examples.
- Emphasize your strengths.
- Be polite and considerate by not interrupting the interviewer.
- Never say anything negative about a former employer or teacher.
- Ask any questions you may have about the job (leave salary questions until after you are offered the job).
- Ask for the job.
- Inquire as to when you will be notified about the results of the interview.
- Thank the interviewer for spending time with you.

When your interview is completed, evaluate your success and areas for improvement. Send any requested items to the company and send a thank you note or e-mail the next day.
The California Fair Employment Practice (FEP) Act makes it illegal to ask questions about an applicant’s race, religious creed, color, national origin, ancestry, sex or disabilities BEFORE the person is employed. Questions about physical fitness are allowed if they are directly related and pertinent to the job. The Act also prohibits any nonrelated inquiry: for example, what your parents do, whether you rent or own a home, if you are planning to be married. This law ensures that an employer makes hiring decisions based on your skills, attitude, and ability to do the job.

Greatest Hits on the Web for Your Career Toolbox

http://get2work.borderlink.org/page.php?book=yp—This site provides information about putting together your personal portfolio.

http://jobstar.org/index.php—Job Star Central, a public library site, features the hidden job market of networking, help with resumes and cover letters.

www.bls.gov/opub/ooq/2002/summer/art03.pdf—This resource gives the “inside scoop” on informational interviewing.

www.jobweb.com/Resumes_Interviews.aspx?id=896—This Web site contains tips on interviews, resumes, and electronic resumes.


www.worksmart.ca.gov/tips_resume.html—WorkSmart, also available in Spanish, provides labor market information, tips for success, including the application, interview, and resume.

Notes and Reflections

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THE WORLD OF WORK

YOUR RIGHTS AS AN EMPLOYEE

You are ready to work but you also want to be safe and stay healthy while you work. Before you begin, discuss with your family your desire to work, how it will affect the family schedule, and what effect it will have on your education.

The California Education Code and the California Labor Code outline protections and regulations for employed minors under 18 years old, including minors employed by parents. You may also want to download and read When You Become 18, A Survival Guide for Teenagers (see Web site on page 30). Work place violations should be discussed with the school official who issued you a work permit.

1. You must have a work permit obtained through your high school.
2. For assistance with completing your work permit, talk with your counselor, career technician, work experience coordinator or administrator.
3. Work permits are renewed annually at the start of school or when a student obtains a new job.
4. Work permits serve as an age certificate and state the maximum hours a minor may work.
5. You must attend school full time (except for summer vacation) and cannot be truant.
6. All minors must be covered by Workers’ Compensation, including minors employed by businesses operating from a private residence.
7. It is illegal for your employer to fire or punish you for reporting a workplace problem (see appropriate Web sites on page 31 for reporting problems).

GETTING A JOB

Networking is the single most effective way to get a job. Talk with friends, relatives, neighbors, acquaintances, career center counselors, and/or other school personnel about your job search. Government agencies and non-profits, businesses, especially TV, radio, and newspapers have job banks and clearinghouses with listings of potential jobs. The California State Employment Development Department (EDD) and One-Stop Centers offer a variety of free employment services. A list of Internet resources which may help in a job search is found on page 30.

Consider doing volunteer work that will give you valuable experience, a good reference for a future job, and an opportunity to explore careers and help others. For information, ask your school counselor about community service work, agencies that use volunteers, or programs that specialize in volunteer work for young adults.

Careerssafeonline.com provides online training to receive Occupational Safety Health Administration (OSHA) safety certification. This could make a student more competitive when applying for a job.

I just love my job; I am having all sorts of experiences and it is perfect for my future career.

—Alisha, high school senior
GENERAL INFORMATION ABOUT WORK PERMITS

In order to work in California, if you are a minor, you must have a work permit. You are also restricted to the types of work you can do, for example, non-hazardous work. Work permits are not required for newspaper carriers, babysitting, or yard work in private homes. Please consult with your school counselor, school district office, or work experience coordinator for specifics. Also see the CDE Web site on page 30.

16- and 17-Year-Old Students

Sixteen and 17-year-olds may work 8 hours on non-school days or days preceding a non-school day. You may also work 4 hours on days preceding a school day.

14- and 15-Year-Old Students

When school is in session, 14- and 15-year-olds may work 3 hours per day, not to exceed 18 hours per week. You may also work 8 hours per day when school is not in session (not to exceed 40 hours per week).

SUMMER JOBS AND ACTIVITIES

Perhaps you want to start your work experience with a summer job. Summers can be fun times and an opportunity for you to explore summer jobs, summer school, volunteer work, and start a college savings account. Start early to look for a summer job. Begin your exploration of interests, skills, and needs in February. Network and use the Internet to find positions in April. Submit applications in May and June. Begin work in June or July. Some of these jobs or volunteer activities may link to potential college majors, for example, journalism or working with people. These jobs and activities could increase your chances for college admission when you discuss what you did during summers on your college essay (see page 48).

Examples of summer or seasonal positions would be working at amusement parks and resorts, internship positions, recreation jobs, or working in summer camps. Potential jobs with summer openings include clerical jobs, child and home care, yard work, and restaurant jobs. Jobs in the construction industry could be open to those 18 years or older. Alternative summer activities would include volunteer work, national and local service projects, or going to summer school and taking ROCP, community college, or high school classes.
Greatest Hits on the Web for the World of Work


http://youngbiz.com/—YoungBiz is a youth-oriented Web site with information on getting to work and while on the job. Be sure to check out the “Biz Startz” section.

www.calbar.ca.gov—The State Bar of California Web site is the location for downloading the pamphlet When You Become 18, A Survival Guide for Teenagers.

www.careerbuilder.com/—An opportunity for you to post your resume and links to other job search tools are found on this Web site.

www.cde.ca.gov/ci/ct/we/wpfaq.asp—Frequently asked questions about work permits are discussed on this California Department of Education Web site.

www.coolworks.com/—Cool Works connects you to information about thousands of summer jobs and seasonal jobs in cool places.

www.edd.ca.gov—This Web site offers a variety of programs and services especially designed for youth to help them find jobs.

www.youngworkers.org—Young Workers’ Health and Safety Web site contains the basics about young worker health and safety for both teens and parents and has a link to a downloadable fact sheet “Are You A Working Teen?” in both English and Spanish.

Notes and Reflections

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There are many resources for students with special needs and their families. State agencies, disability organizations, parent organizations, and other private organizations provide ample information and resources. Most of these resources are accessible on the Internet and many are in Spanish. Programs and services may include educational programs, special accommodations for testing, mental health services, alternative education, vocational training, and support services on college campuses. Other services include employment resources, rehabilitation services, and independent living skills training.

Families are encouraged to investigate and use public resources before paying for private assistance. Start your search for the appropriate program and services with your local school and school district. Talk with your school counselor, school psychologist, school nurse, speech and language therapist, special education teacher, or district director of pupil services/special education for recommendations and qualifications.

Both the College Board and the ACT are committed to serving students with special needs by providing special accommodations during testing. These special accommodations may range from giving extended time, frequent breaks, multiple day tests, providing large print or Braille documents, and giving verbal directions. Students are urged to check the ACT and SAT Web sites on page 12 for specific information and guidelines.

The California Community Colleges, University of California, and California State University System provide various services for special needs students. They are developed individually to meet the needs of each student. Ten percent of college students indicate that they need special services.

Included on the next page are key Web sites that will provide you with vital information and links to an enormous number of resources.
**Greatest Hits on the Web for Students with Special Needs**

**www.cccco.edu/divisions/ss/disabled/dsps.htm**—Support services on California Community College campuses, educational accommodations, and specialized instruction for students with disabilities are found on this site.

**www.cde.ca.gov/sp/se/fp**—This California State Department of Education Web site provides information, resources, and support to parents, guardians, and families of children with disabilities.

**www.cde.gov/sp/se/sr/wrkabltyI.asp**—This Web site links viewers to information for pre-employment training, employment placement, and follow-up for high school students in special education who are making the transition from school to work, independent living, and post-secondary education or training.

**www.dds.ca.gov**—This site includes a directory of California State Developmental Centers for services and support to children and adults with developmental disabilities.

**www.disabilityinfo.gov**—This is the online connection to the federal government’s disability-related information and resources.

**www.heath.gwu.edu**—This site is a clearinghouse for the post-secondary needs of students with disabilities.

**www.nichcy.org/states/htm**—This Web site includes state agencies and organizations, disability-specific organizations, parent organizations, and other organizations providing information, referral, or direct services relating to disabilities.

**www.rehab.ca.gov**—On this Web site resources from the California Department of Rehabilitation appear in partnership with consumers and other stakeholders for services and advocacy for employment, independent living, and equality for individuals with disabilities.

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**Notes and Reflections**

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### PREPARING FOR COLLEGE AND CAREER

#### Planning Calendar

*Check off the items as you complete them:

##### FRESHMAN YEAR

- Request a list of approved classes meeting the requirements of a four-year college/university, community, or technical college.
- See your school counselor and complete or update your four-year plan (see page 4).
- Make sure your fall and spring schedules of classes include career/college/major admission requirements.
- Set your goals for success in your classes (grades) and personal life.
- Get involved in extracurricular activities, sports, and/or volunteer work.
- Visit the school’s College/Career Center and begin investigating college and career resources.
- Attend a Career Day, College Fair, or visit a college campus.
- Listen to speakers on the career area(s) of your interest.
- Talk with your parents about your plans for life after high school.
- Meet with your school counselor in the spring to plan which classes you will take during your sophomore year.
- Enroll for summer school classes if necessary.
- Begin developing your portfolio for college or a job.

##### SOPHOMORE YEAR

- Check your classes on your four-year plan and modify as needed.
- Make sure your fall and spring schedules of classes include career/college/major admission requirements.
- Explore careers by interviewing adults in occupations of interest.
- Take a Career Interest Inventory and talk over the results with your school counselor or career center technician and parents.
- Visit additional college campuses and attend college and career fairs.
- Sign up for the PSAT in September or early October.
- Take the PSAT in October.
- Focus on your academic work and meet your goals for good grades.
- Continue your extracurricular activities, sports, and/or volunteer work.
- Plan summer activities for school, work, or community service.
- Surf the Internet to locate college and financial aid information.
- Meet with your school counselor in the spring to plan which classes you will take during your junior year, including any Advanced Placement classes and/or ROCP classes.
- Enroll for summer school classes if necessary.
- Add to your portfolio for a job or college application.
### JUNIOR YEAR

- Check your classes on your four-year plan and modify as needed.
- Make sure your fall and spring schedules of classes include career/college/major admission requirements.
- Work on your grades and seek help when needed.
- Visit more schools and colleges and attend college fairs.
- Contact your Congressional Representative to apply for a military academy.
- Sign up for the PSAT in September or early October.
- Take the PSAT in October.
- Review PSAT scores in December and find teachers or tutors to help you improve in your weak areas.
- Decide which Advanced Placement test you will take in March and register in the spring to take the ACT or SAT.
- Meet with your school counselor in the spring to check graduation requirements and enroll in your senior year classes, including Advanced Placement classes and/or ROCP classes.
- Enroll for summer school classes if necessary.
- Take Advanced Placement tests in May.
- Continue your extracurricular activities, sports, and volunteer work. (Emphasize leadership positions.)
- Discuss financing your future with your family and begin planning.
- Investigate financial aid from Federal, State, and private sources.
- Go online for college and school application forms and information in June.
- In the summer, take a college class, volunteer for community service, or work.
- Update your portfolio for a job or college application.
- Begin working on college essays during the summer.
- Athletes should file with NCAA Clearinghouse.
SENIOR YEAR

☐ Continue your extracurricular activities, sports, and/or volunteer work. (Emphasize leadership positions.)
☐ Continue doing well in your classes and getting good grades.

September
☐ Make sure your fall and spring schedules of classes include career/college/major admission requirements.
☐ Get applications for the colleges you wish to attend.
☐ Sign up for the ACT or SAT test, along with any required SAT Subject Tests.
☐ Surf the Internet to locate college and financial aid information.
☐ Discuss ROCP courses with your school counselor.

October
☐ Identify staff who can write strong recommendation letters for you.
☐ Finish essays for college admission.
☐ Attend College Fairs and make last visits to campuses.
☐ Begin submitting forms for private sources of financial aid.

November
☐ Submit admission applications (electronically preferred) to UC and/or CSU systems.
☐ Obtain recommendation letters by November 15.
☐ Pick up the Free Application for Federal Student Aid (FAFSA) application.
☐ Have your transcripts sent to requesting colleges.

December
☐ Last month to take the ACT or SATs.
☐ Review the FAFSA form with your family and begin completing it.
☐ Make last visits to colleges during vacation.
☐ Begin to send in independent college/university applications.
☐ Apply for PIN for use with FAFSA.

January
☐ Attend your school’s or local college’s financial aid night with your parents (emphasize FAFSA).
☐ Register to take AP exams.

☐ Inquire about learning opportunities such as ROCP and community colleges.
☐ If required by colleges, request 7th semester transcript be sent.

February
☐ Pursue scholarship information and apply for those scholarships for which you are qualified.
☐ File FAFSA no later than March 2.
☐ Check to see that your school sent your Cal Grant GPA Verification Form.
☐ Follow specific campus guidelines regarding housing.

March
☐ Apply to community colleges; take placement exams.
☐ Begin to plan your summer work, school, or volunteer activities.
☐ Decide which Advanced Placement test(s) to take.

April
☐ Register for summer classes at community colleges or ROCP.
☐ Return intent to register forms to your chosen colleges before May 1.
☐ Notify colleges you are not attending.

May
☐ ATHLETES: to play college athletics, you must be certified by the NCAA.
☐ Take Analytical Writing Placement Examination if attending UC in fall.
☐ Take Advanced Placement test(s).
☐ Register for summer programs at college campuses.
☐ Notify scholarship advisor of grants to be included in Awards Assembly.
☐ Return forms for on-campus orientation programs.
☐ Thank those who helped you succeed.
☐ Plan for high school graduation.

June
☐ Congratulations—graduate!
☐ Ensure that your school sent your final transcript to your chosen college.
☐ Begin life after high school.
SECTION II
GOING ON THE JOURNEY OF LIFE...
LIFE AFTER HIGH SCHOOL:
A GUIDE TO POST SECONDARY OPTIONS

FINANCIAL PLANNING TO FULFILL YOUR POST SECONDARY GOALS

I’m going to be the first college graduate in my family. I couldn’t have done this without my high school counselor. She made me aware of all the sources of financial aid.
—Juan, CSU sophomore

HELP WITH FINANCIAL AID RESOURCES
Attending a college, university, career or technical school can be expensive. About three-quarters of all students get some type of financial assistance. However, there are many financial aid resources available to achieve your post secondary goals. They are:

• Federal or California grants.
• Scholarships through your parents’ employers, religious groups, private clubs, lodges, businesses, foundations, unions, community groups, private individuals, and various organizations. They can be based on such things as academic merit, SAT or ACT scores, competitive essay, field of study, special talent (for example, music), ethnicity, leadership ability, community service activities, or athletics. Determine what are the terms and conditions to renew the scholarship (for example, GPA).
• Loans.
• Work study programs.
• Tuition reimbursement programs from part-time employers (for example, Bank of America and Starbucks).

It is never too early for you to explore the opportunities for financial aid while in high school. Getting these financial resources requires some research. Most financial aid is based on your need, not your academic performance. Talk to your high school and career counselors for assistance. Some of this financial aid is given on a first-come, first served basis.

It is important for you to fill out a Free Application for Federal Student Aid (FAFSA) or other required forms prior to deadline dates (see page 38). In this way, colleges determine what type of financial aid you are entitled to as well as your family’s contribution. The FAFSA can be filled out online. An online calculator (FAFSA4caster) has been developed to assist families in financial planning for federal student aid (see Web site on page 44).

Colleges offer different packages and amounts of financial aid. Compare the offers of financial aid from various schools. Accept the right one for you. In some cases, it may be possible to negotiate with a college of your choice for a better offer.
Federal student aid is designed to cover school expenses such as tuition, fees, room and board, books and supplies, and transportation. This financial assistance may be used to attend a four-year or two-year public or private educational institution, a career school, or a trade school. In order to receive this aid, you must:

- Be a United States citizen or eligible noncitizen with a Social Security Number.
- Qualify to obtain a post secondary education by being a high school graduate.
- Enroll in an eligible program as a regular student seeking a degree or certificate.
- Register with the U.S. Selective Service if you are a male between 18 and 25.

Federal programs include (see page 44 for Web sites):

- **Federal Pell Grants** for up to $5,350 are based on financial need. They are for undergraduate students and do not have to be repaid.
- **Federal Academic Competitive Grants** for $750 during first year of study.
- **Federal Stafford Loans** through a private lender for first year undergraduate students in the amount of $5,500. If you qualify for a subsidized loan, the government will pay interest while you are in school. Otherwise, the interest must be repaid along with the loan if it is unsubsidized.
- **Federal PLUS Loans** are unsubsidized loans made to parents.
- **Campus-Based Programs** which are administered by post secondary schools. They include Federal Supplemental Opportunity Grants from $100 to $4,000, Federal Work Study Programs allowing you to earn money while going to school, and Perkins Loans which are low-interest loans in the amount of not more than $4,000.

To apply for the programs:

- Complete a FAFSA. Schools and various states have different timelines, usually early in the calendar year. Apply early not to miss out! The earlier you apply the more opportunities you will have.
- Review your Student Aid Report (SAR) which confirms the information received on your FAFSA and will indicate any Expected Family Contribution which must be made.
- Contact the schools you are interested in attending. The financial aid department will review your SAR, and if you are eligible, prepare a letter outlining your financial aid package.
CALIFORNIA GRANTS

In addition to Federal Student Aid, California also provides grants. Every high school senior who graduates, meets academic, financial and eligibility requirements, and applies on time, is guaranteed a Cal Grant award to attend college. In other words, this is free money. It costs nothing for you to apply and does not have to be repaid! There are several Cal Grant Programs (see page 44 for Web site):

- **Cal Grant A Awards** assist with tuition and fees at public or independent four-year colleges, and some occupational and career colleges. Award amounts cover fees for U.C. and Cal State schools and $9,708 at independent schools. You can also use this award for up to three years at a California community college until you transfer to a four-year college.

- **Cal Grant A Entitlement Awards** are guaranteed to every graduating high school senior with a 3.0 grade point average (GPA) or above who meets financial requirements.

- **Cal Grant B Awards** provide for costs such as living expenses, transportation, books and supplies, and tuition and fees for low-income students during the first-year of school up to $1,551.

- **Cal Grant Competitive A and B Awards** are offered on a competitive basis for those students not receiving entitlement awards.

- **California Community College Transfer Entitlement Awards** are given to students who attend a California Community College who have at least a 2.4 GPA, meet the admissions requirements to attend a four-year college, meet financial requirements, and are under 24 years of age as of December 31.

- **Cal Grant C Awards** assist students in technical, occupational, or career training. It provides $576 for books, tools, and equipment. Up to $2,592 in tuition assistance can be given to students attending a school other than a California Community College. You must meet the Cal Grant financial and eligibility requirements and enroll in a program which is four months or longer.

- **California Chafee Grants for Foster Youth** are grants for up to $5,000 per year given to foster youth or former foster youth ages 16 to 21 to assist with job training or college tuition.

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**All Cal Grant applicants must:**

- Be a high school graduate or graduate from high school in 2009.
- Be a U.S. citizen or eligible noncitizen.
- Have a Social Security Number.
- Be a California resident.
- Attend a qualifying California school.
- Meet U.S. Selective Service requirements, if required.
- Be enrolled at least half-time.
- Maintain satisfactory academic progress.
- Have family income and assets below the established figures set each year.
- Not be in default of any student loan.
- Not owe any federal or state grant refunds.
- File the FAFSA and GPA Verification Form by the March 2 deadline.
AVOIDING FINANCIAL AID OR SCHOLARSHIP SCAMS

If you have to pay to get money for financial aid, it is probably a scam. Every year students and parents are cheated out of more than $100 million dollars. According to the Federal Trade Commission, common signs of a scam which you should watch out for include:

- Companies or organizations using names such as “National,” “Federal,” “Foundation,” or “Administration.”
- “There is a scholarship application fee.”
- “This scholarship is guaranteed or your money back.”
- “You can’t get this information anywhere else.”
- “May I have your credit card number, social security number, ATM pin number, or bank account number to hold this scholarship?”
- “We’ll do ALL the work for you.”
- “This scholarship may cost you some money.”
- “You’ve been selected by a foundation to receive a scholarship,” OR “You’re a finalist” in a contest in which you NEVER entered.

Numerous free services are available for you online (see Web sites on page 44). Be a smart consumer! Never pay money to get money.

TIPS TO REDUCE YOUR COSTS FOR POST SECONDARY EDUCATION

There are several ways to reduce the cost of your post secondary education. They include:

- Reducing the number of classes that you take at a four-year college by enrolling in classes at a community college during your junior or senior year of high school.
- Taking and passing Advanced Placement exams in high school.
- Enrolling in a community college and then transferring to a four-year college.
- Participating in a Regional Occupation Center or Program (ROCP) or Career Technical Program formally linked to a college.
- Investigating Armed Forces programs such as ROTC or the military academies.
- Serving in AmeriCorps doing community services and earning an education stipend.
- Living at home and commuting to college.
KEYS TO MANAGING YOUR MONEY

The following keys to managing your money are a large part of being a wise consumer:

Control Spending.
Do you try to distinguish between needs and wants? Do you save up enough money until you can pay cash for something without borrowing the money or putting it on a credit card? Prioritize your spending. Try not to be an impulse buyer. Think about what you really want to buy and whether you are getting a good deal.

Devise a budget.
Do you know how much you really spend per month (for example, expenses for eating out, entertainment, clothes, car insurance, or buying electronics)? Do you spend more than you make if you have a part-time job? Putting together a monthly budget and sticking to it is a key to your financial future.

Save.
Part of the budgeting process should be establishing a savings plan. You should be paying yourself before you pay others. In other words, put some money in savings. Try to set a goal of saving ten percent of what you make and placing the money in an interest bearing savings account, certificate of deposit (CD), or checking account. This will assist you when making needed large purchases or paying for unexpected expenditures like car repairs.
**Be savvy about credit cards.**
Did you know that the average college student graduates with credit card debt of more than $4,100? One way to avoid this is to **pay cash for as much as you can** or pay off your credit card balance monthly instead of making minimum payments. Most college students have credit cards that carry an Average Percentage Rate (APR) of 15 percent. Don’t take cash advances on credit cards since they charge large fees. In addition, late credit card payments can vastly increase monthly payments or make your interest rates skyrocket.

**Establish good credit.**
Wise money management will lead to establishing good credit and securing lower interest rates. This becomes very important when you purchase a car or home in the future. **Excessive spending, making late credit or car payments, and not paying student loans can damage your credit history for the next seven to ten years** (see Web resources on page 44).

In the space provided, identify three specific strategies in this section that you are currently implementing or plan to implement in the future.

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Many students graduate from high school without a clear understanding of how to manage their money. Decisions you make after high school will carry forward with you into the future.
TIPS FOR PARENTS AND GUARDIANS

There are several things that you can do as parents or guardians to make a difference when working with your young adult to finance a college or vocational education.

- **Start early to open a tax-free “college savings account” (529 Plan).** Talk to your local banker, credit union representative, or financial planner for details.
- **Get help from your student’s school counselor about financial aid information.** Be sure to attend all financial aid and college programs offered by your student’s high school. Talk to friends and relatives whose children have attended college or vocational schools.
- **Be careful to meet all deadlines regarding financial information, loans, or scholarships.** Missing a deadline may mean not getting well-deserved financial assistance for your student.
- **Negotiate with college financial aid officers and loan officers providing assistance.** This could reduce the cost of your student’s education. Your financial situation could have recently changed (for example, job loss, pay cuts, high medical bills).
- **Be aware that there may be an Expected Family Contribution.** This contribution is calculated by the government using various factors based on your student’s FAFSA. These include looking at your family size, income, assets, age of mother and father, and number of family members in college. The Expected Family Contribution is reported on the Student Aid Report (SAR) which is received several weeks after completing the FAFSA. The contribution is the same for all schools, no matter what the costs are to attend the school.
- **Be aware that financial need is determined by subtracting the difference between what it costs to attend college or vocational school and what the government determines your family can afford.**
- **Shop around to find the most affordable private loans.**

**INSTATE TUITION TO QUALIFIED IMMIGRANT STUDENTS UNDER ASSEMBLY BILL (AB) 540**

As of January 2002, immigrant students in California may be eligible to pay in-state tuition at California community colleges, UC, and CSU Systems. Under AB 540, students who meet all of the following requirements qualify:

- Attend a California high school for 3 or more years.
- Graduate from a California high school and pass the California High School Exit Exam (CAHSEE) or receive a general education diploma (GED).
- Have registered at or currently enrolled in an accredited institution of higher learning in California.
- Sign a statement/affidavit with the colleges or university promising that you will apply for legal residency with the Immigration and Naturalization Service (INS) as soon as you are eligible to do so.

**AB 540 does not** provide state or federal financial aid. Ask your school counselor for scholarship referrals or information about loans that do not require legal status or citizenship.

**AB 540 does not** establish or guarantee state residency. AB 540 requires that public colleges and universities keep student information confidential and not report it to the INS or any third party.

**AB 540 does not** make those with a current visitor or student visa eligible for in-state tuition. **You are encouraged to contact the Mexican American Legal Defense and Educational Fund (MALDEF) for additional information (see Web site on page 44).**
LIVING AT OR AWAY FROM HOME—DEVELOPING A BUDGET

Are you thinking about living away from home to attend college or a trade school? Are you going to live at home? How much will this realistically cost you? Are you going to work during college? Are your parents going to help you? You must make a proposed budget. Many students and parents underestimate college costs. Families should realize that only 63 percent of students graduate from a four-year college within six years. You will want to talk to students who are going to the college you wish to attend, college officials, your parents, research local newspapers, or use the Internet to fill out this worksheet.

BUDGET PLANNING WORKSHEET: A REALITY CHECK

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<thead>
<tr>
<th>Part I: Projected Monthly Costs</th>
<th>Part II: Projected Wages or Financial Assistance</th>
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<tr>
<td><strong>FOOD AND HOUSING</strong></td>
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<td>Rent or Dorm Fees (You may want</td>
<td>YOUR WORK (After taxes and Social Security)</td>
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<td>Consider how many hours you really want to</td>
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<td>FAMILY FINANCIAL ASSISTANCE, IF ANY</td>
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<td>FINANCIAL AID FROM COLLEGE, VOCATIONAL SCHOOL,</td>
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<td>Food or Cafeteria Fees</td>
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<td>HEALTH AND DENTAL FEES</td>
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<tr>
<td>TUITION COSTS (After any financial</td>
<td></td>
</tr>
<tr>
<td>aid)</td>
<td></td>
</tr>
<tr>
<td>BOOKS AND SUPPLIES</td>
<td></td>
</tr>
<tr>
<td>MISCELLANEOUS NEEDS (Cosmetics,</td>
<td></td>
</tr>
<tr>
<td>haircuts, cleaning, laundry)</td>
<td></td>
</tr>
<tr>
<td>SAVINGS FOR THE UNEXPECTED</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL COSTS</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Part III: Difference or Discrepancy between Part I and Part II**

Subtract the total of Part I from the total of Part II.

**TOTAL WAGES AND ASSISTANCE**

**TOTAL COSTS**

**TOTAL DIFFERENCE OR DISCREPANCY**

Are you short of money? Do you need to work more or get additional assistance from your parents? Is this realistic?

**NOTE:** This worksheet **does not** include costs to set up an apartment or dorm room (for example, furniture or kitchen goods). It also **does not** include the costs for any vacation or extensive travel plans you may have.
Greatest Hits on the Web for Financial Planning

http://moneytalks4teens.ucdavis.edu—This site, in English and Spanish, provides teens and teachers with videos, guides, games and resource links, and answers about “wise money decisions.”

www.californiarealitycheck.org—This site is designed for you to create a budget for living your “ideal” adult lifestyle and then explore occupations which will provide the salary needed to cover these costs.

www.csac.ca.gov—This is the official California Web site outlining the Cal Grant Programs available free of charge to you.

www.fafsa.ed.gov—This Web site will help you fill out the Free Application for Federal Student Aid (FAFSA). It gives directions, deadlines, and discusses Federal student aid programs worth over $80 billion a year.

www.fafsa4caster.ed.gov—This online calculator will assist families in financial planning for federal student aid.

www.fastweb.com—Fastweb is the largest source of free scholarship assistance. Over 1.3 million scholarships are featured (worth over $3 billion). It is based on a questionnaire you fill out about yourself.

www.finaid.com—This is the most comprehensive “how to” site for getting financial assistance, including an Expected Family Contribution Calculator.

www.financialaidletter.com—This site assists in making sense out of financial aid packages which colleges provide.

www.frbsf.org/education—The Federal Reserve Bank of San Francisco has vast online resources for students and teachers alike on money and the economy.

www.maldef.org—This is the official Web site for the Mexican American Legal Defense and Educational Fund and contains information about AB 540, immigration, citizenship, and voting rights.

Notes and Reflections
A PATH TO CHOOSE: WHAT IS THE RIGHT COLLEGE FOR ME?

I researched colleges for over a year while I was in high school. I’m glad I did. I am very happy with my college choice. I will be graduating in May from a California State University.

—Jennifer, CSU senior

ONE of the most important decisions or challenges you will face in life will be what college or university to attend. While attending college you will pursue your career goals, broaden your interests, and make new friends. Remember, these choices may well impact the rest of your life.

The question may not be, What is the “best” college to attend? It may well be, What is the “right” college for me? The right college for you may not be the one a friend or relative attended or has the most attractive brochure or Web site.

Much time and thought should be given to researching a college. This section of the Guide is designed to assist you in making good decisions and refine your choices in selecting colleges. You will probably want to generate a list of 10 to 20 colleges to carefully research in depth. From there, you should probably apply to six or seven colleges and universities. They would include colleges which would be a “sure thing” for you to be admitted, colleges which “maybe” or “probably” might admit you, and where you believe you will be happy, and colleges which may be a “stretch” or “dream” for you to be admitted.

FACTORS TO CONSIDER IN CHOOSING A COLLEGE OR UNIVERSITY

There are many factors which you will want to consider when selecting a college or university. You may find it helpful to rank these factors by assigning one of these four numbers in the boxes provided below:

4—extremely important  3—important  2—somewhat important  1—unimportant

☐ Reputation of the college—How is the college ranked nationally? For example, U.S. News and World Report and Fiske Guide rate schools yearly on factors such as reputation, student-faculty ratio, SAT/ACT scores, and retention/graduation rate (see Web site on page 49). This factor may have an impact on your future employment activities or admission to a graduate school of your choice.

☐ Selectivity—How difficult is it to be accepted to the college? What criteria are they looking for in order to be admitted (for example, SAT/ACT scores, grade point average, numbers of honors or advanced placement classes, student activities and athletics, leadership roles, admission essays)?

☐ Accreditation—Is the college accredited by a regional accreditation body, such as the Western Association of Schools and Colleges?

☐ Major or Academic Department—Does the college have a strong program of study in the area of interest you wish to pursue (for example, science, math, business, engineering, nursing, education, or the arts)?
<table>
<thead>
<tr>
<th><strong>Special Programs</strong></th>
<th>Is there a range of available internships, research, creative projects, or study abroad programs?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Size</strong></td>
<td>How large are typical classes (for example, large lecture classes or small discussion-type classes)? This may have an impact on how much interaction you will have with professors. This is particularly important in your major field of interest. These same professors will act as mentors, assist you with career pursuits, and write letters of recommendation for future employment opportunities or graduate schools.</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>What is the student-teacher ratio? What percentage of classes are taught by teaching assistants or part-time faculty members? Again, this may determine how much contact you will have with professors.</td>
</tr>
<tr>
<td><strong>Academic Facilities</strong></td>
<td>Are there adequate facilities available (for example, science labs, Internet capabilities, library resources)?</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Are you going to commute from home to college? How far are you willing to live away from home? Do you want to live in a climate that is warm, moderate, or seasonal? Do you want to live in an urban, suburban, or rural environment? The size of a geographical area can also be a factor in you being able to get part-time employment if you need it.</td>
</tr>
<tr>
<td><strong>Size of College</strong></td>
<td>How comfortable would you feel at a small, medium, or large-size college? Will you be overwhelmed at a large college versus a smaller college which may provide a more intimate setting?</td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td>If you are living away from home, are there adequate dormitory or rental facilities available? Will you be comfortable with roommates? How long is housing guaranteed?</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>To what extent will cost be a factor in your decision-making? Nationally, tuition costs and fees alone at an independent college average over $25,143 a year, $8,720 at a UC campus, $4,155 at a CSU campus, and $660 at a California Community College. You need to seek out all sources of financial aid and complete the Budget Worksheet: A Reality Check on page 43.</td>
</tr>
<tr>
<td><strong>Support Services</strong></td>
<td>To what extent are things such as health facilities, recreational facilities, library services, counselors, and computer labs of importance to you?</td>
</tr>
<tr>
<td><strong>Student Body</strong></td>
<td>Is the student body diverse ethnically and socio-economically? Is this of relevance to you?</td>
</tr>
<tr>
<td><strong>Campus Life</strong></td>
<td>To what extent are a student union, social activities, fraternities, sororities, student clubs, organizations, leadership opportunities, athletic activities, and cultural activities of interest to you? These could be major considerations if you intend to live away from home.</td>
</tr>
<tr>
<td><strong>Campus Safety</strong></td>
<td>Do you believe you will be safe on a particular campus? Are there &quot;safety&quot; features such as blue light phones for 911 access, secure dorm access, 24-hour security patrols, and late night security personnel to walk or drive you to your car or dorm? Get a copy of the latest campus crime statistics for a college of interest to you. This is usually available online at a college's Web site.</td>
</tr>
<tr>
<td><strong>Special Assistance</strong></td>
<td>If you have a disability, does the college provide adequate personal assistance? Are there learning or tutoring labs for math and writing available?</td>
</tr>
</tbody>
</table>
RESOURCES TO ASSIST YOU WITH COLLEGE SELECTION

There are many resources to assist with selecting the right college for you. Most are free of charge. Make sure that you critically review this information and avail yourself of these resources during your junior and senior years. Get past any hype a college representative may be “selling” you. Important sources for you include:

- **College Nights**—Once a year most high schools or college admissions organizations invite colleges and universities to attend a College Night. Representatives, and in some cases alumni of your high school, assist with handing out printed information and DVDs regarding admissions and programs of study and answering your questions. It would be beneficial if your parents or guardians also attended this function.

- **Print Materials**—Your high school career center, public library, or bookstore have many books available to assist you with college selections (for example, *U.S. News and World Report’s America’s Best Colleges*, *The Fiske Guide to Colleges*, *Newsweek/Kaplan’s How to Get into College*, *Colleges for Students with Learning Disabilities and ADD*, *Peterson’s Four Year Colleges*, *Princeton Review’s Complete Book of Colleges*, and college catalogs). Make sure that these materials are current.

- **Virtual Tours**—About two-thirds of colleges have established Internet sites highlighting their campus and will take you on virtual tours of the campus (see Web site on page 49). In many cases, this can be the next best thing to personally visiting a campus.

- **Surfing the Web**—There are numerous free resources on the Internet to assist you in screening colleges (see Web site on page 49). Almost all colleges have their own Web site.

- **Talking to College Alumni**—Graduates of colleges of interest to you, particularly recent graduates, can be a useful resource for you.

- **Talking with Your School Counselor**—Your school counselor has a good grasp of college opportunities available for you.

- **Visitations to Colleges**—A visit to a college, while in session, during your junior or senior year can be an invaluable experience. It is probably the best way to find out what a college is really like. In order to maximize this experience, you may want to contact the admissions office in advance to schedule a tour. Get as much information as you can on the college prior to your visitation. You will want to visit classroom buildings, labs, the student union, the bookstore, the library, residence halls, the cafeteria, and areas surrounding the campus. Read copies of the college newspaper. Does the college have a recent copy of a student satisfaction survey? Most importantly, you will want to talk to students about their academic and social experiences at the college. Do they seem to be happy or fulfilled in their environment? Does the college feel like a match for you? What makes this college unique? Jot down your impressions at the end of the visit.
12 TIPS FOR INCREASING YOUR ChANCES OF GETTING INTO THE COLLEGES OF YOUR CHOICE

College admission officers **carefully** assess your high school grades, courses, test scores, essays, activities, recommendations, and interviews, if required. You will increase your chances of getting into the colleges of your choice by following these twelve tips:

1. **Get the best possible grades you can during ALL four years of high school.** Grades are extremely important.

2. **Take academically rigorous classes ALL four years.** You should carry as many challenging courses as you can handle—college prep, Advanced Placement (AP), honors, and International Baccalaureate (IB).

3. **Practice taking the SAT or ACT.** Become familiar with the types of material covered and test directions. Take the PSAT during your sophomore year. Determine what knowledge and skills you lack and master them for actual tests. Take advantage of free online SAT or ACT materials, study guides, practice tests, tutors, and prep courses before or during your junior year.

4. **Try taking both the SAT and ACT.** Colleges will accept either test. You may do better on one test than the other. This will boost your chances for admission. Take the SAT or ACT more than once if you are not satisfied with your scores.

5. **Take SAT Subject Tests and AP Tests.** Competitive colleges may require you to take some of these exams and they take note of exam results. Only AP scores of 5 are accepted by top colleges.

6. **Spend sufficient time developing your college essays.** Think and reflect before you write. Write, edit, rewrite. This is your opportunity to sell yourself. Make yourself appear energetic, exciting, passionate, and intellectually curious. How can you make the real “you” stand out from the rest of the crowd? Get feedback on the essays from your teachers and/or other school personnel.

7. **Become involved in your school and/or community during all four years and summer vacations.** You need to document your involvement in extracurricular and co-curricular activities, sports, and/or volunteer activities in your community. Move up to leadership positions. Demonstrate growth. Develop a deep interest or talent in one or more areas. Some of these activities can directly connect to a future college major (for example, being a reporter or editor of your school newspaper or working at a local newspaper and becoming a journalism major).

8. **Ask teachers who know you well and your school counselor for recommendations.** At least a month in advance of college deadlines for recommendations, jog their memories by providing them with a “personal data” or “brag sheet” highlighting your academic accomplishments, athletics, activities, and community service work and leadership positions. Also, highlight anything special you did during the summer (for example, foreign travel to improve language skills, volunteer work, projects).

9. **Prepare for on-campus interviews, if required by colleges.** Re-read your essays and any information you have acquired on specific colleges. Be friendly and articulate. Dress like a winner—not casually. After the interviews, send thank you notes or e-mails expressing your continued interest in their institution.
10. **Decrease your stress by starting your search for colleges early—not later than the start of your junior year.** This gives you adequate time to work on researching colleges, completing applications, writing essays, and taking necessary exams.

11. **Get organized and stay focused.** Make a file folder for each college that interests you and put relevant information inside of it (for example, a copy of your application and essay, and material downloaded from the Internet). Keep focused on your ultimate goal: Getting into the colleges of your choice.

12. **Get on-going assistance from your school counselor and teachers.** Don’t be afraid to ask questions of them no matter how simple they may seem.

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Greatest Hits on the Web for College Planning

- **www.ope.ed.gov/security**—This U.S. Department of Education Web site provides campus crime data.
- **www.campustours.com**—This Web site provides links to hundreds of U.S. Colleges and Universities offering virtual tours, interactive campus maps, web cams, videos, campus pictures, general information, tuition costs, enrollment statistics, admission requirements, major fields of study, and sports.
- **www.collegeview.com**—This site combines college searches and interactive presentations.
- **www.nces.ed.gov/collegenavigator**—A U.S. Department of Education site on finding the “right college for you.”
- **www.petersons.com**—This site is a major point of departure to start your college search.
- **www.princetonreview.com**—Much information is provided on this site about college searches and evaluation of colleges.
- **www.usnews.com**—This site provides useful information including college rankings, searching for colleges, college majors, and college planning tools.
After completing my A.A. Degree at a local community college, I achieved my dream of enrolling at a UC campus as a junior.

—William, UCLA junior

YOUR choices of college opportunities are almost unlimited. You could attend a two-year community college or four-year public or private institution, transfer from a community college to a four-year institution, attend a military school, or complete courses through distance learning. You may also consider going to a public or private school out-of-state.

In California alone, you have access to the largest network of colleges in the world. Nine of the tier-one (top 50) national colleges are in California:

- Stanford University
- California Institute of Technology
- University of California (UC): Berkeley, Los Angeles, San Diego, Davis, Irvine, and Santa Barbara
- University of Southern California.

Besides the UC schools just listed, two other UC campuses are ranked as top fifty national public universities:

- UC, Riverside
- UC, Santa Cruz.

Also, six colleges in California are ranked as top 50 liberal arts colleges:

- Pomona College
- Claremont McKenna College
- Harvey Mudd College
- Scripps College
- Occidental College
- Pitzer College.

In this section of the Guide, you will have the opportunity to learn more about the California Community College System, transfer opportunities from a California community college to a California State University or UC Campus, the California State University System, the University of California System, independent universities, studying abroad, military schools, and distance learning. Refer to the chart on the next page which describes the differences between the California Public Colleges and Universities.
## CALIFORNIA’S PUBLIC COLLEGES AND UNIVERSITIES

<table>
<thead>
<tr>
<th>University of California (UC)</th>
<th>California State University (CSU)</th>
<th>California Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection:</strong> Top 12.5% of high school graduates. Others admitted using different criteria; top nine percent for high school class of 2012 and beyond.</td>
<td><strong>Selection:</strong> Top 33% of high school graduates.</td>
<td><strong>Selection:</strong> All high school graduates; adults 18 years of age or older.</td>
</tr>
<tr>
<td><strong>Programs:</strong> Undergraduate and graduate degree programs, including law, dental, pharmacy, and medical schools.</td>
<td><strong>Programs:</strong> Undergraduate and graduate degree programs.</td>
<td><strong>Programs:</strong> Two-year associate degree programs; vocational programs; certificate programs; transfer opportunities to UC or CSU campuses.</td>
</tr>
<tr>
<td><strong>Students:</strong> 220,000</td>
<td><strong>Students:</strong> Over 450,000</td>
<td><strong>Students:</strong> Over 2.6 million</td>
</tr>
<tr>
<td><strong>Campuses:</strong> 10</td>
<td><strong>Campuses:</strong> 23</td>
<td><strong>Campuses:</strong> 110</td>
</tr>
<tr>
<td>(See map on page 59.)</td>
<td>(See map on page 56.)</td>
<td>(See map on page 52.)</td>
</tr>
<tr>
<td><strong>Estimated Costs:</strong> $8,720 for fees; $13,225 for room and board; $1,700 for books and supplies.</td>
<td><strong>Estimated Costs:</strong> $4,155 for fees; $9,382 for room and board; and $1,525 for books and supplies.</td>
<td><strong>Estimated Costs:</strong> About $660 for fees; $1,350 for books and supplies. This assumes that a student lives at home.</td>
</tr>
<tr>
<td><strong>Entrance Requirements:</strong> Top 12.5% of high school graduates statewide or other criteria; 15 prescribed courses and appropriate admission tests (see pages 8–11).</td>
<td><strong>Entrance Requirements:</strong> Top third of high school graduates statewide, 15 prescribed courses, and appropriate admission tests (see pages 8–11).</td>
<td><strong>Entrance Requirements:</strong> Open to all California residents 18 years or older, including those without a high school diploma. A California resident may attend college anywhere in the state (see page 53).</td>
</tr>
</tbody>
</table>
THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

The California Community College System is the largest system of higher education in the world serving 2.6 million students on 110 college campuses throughout California (see map on page 52 for locations). Community colleges offer a smooth transition to a four-year institution. **Sixty percent of students who received their bachelor’s degree at a California State University and 30 percent of students who graduated from a UC school started their education at a California Community College.** Eighty percent of the students who attend a community college also work at the same time. Fees are a bargain at about $660 per year.

Most community college campuses, like four-year institutions, provide a large variety of services to assist students in pursuing their educational and career goals. Such services include: academic advising; disabled student services; honors programs; learning and tutoring programs; scholarships; child care; and career center.

For many students, the community college offers a quality lower-division academic or vocational college education at value prices while living at home. Programs include:

- Associate degree programs in arts and sciences (lower division requirements).
- Certificate programs in arts, sciences, technical and occupational fields such as health, business and finance, electronics, computer sciences, agriculture, police and fire science, food science, and building and landscaping trades.
- Credit and non-credit classes.
- English training.
- Citizenship classes.
- Remedial or “catch-up” classes.

**From a consumer’s standpoint, students would be well advised to see if programs are offered at community colleges before enrolling in a costly two-year private technical or occupational school.**

**There are five ways to be eligible to attend a community college:**

- Be a high school graduate.
  
  **OR**

- Be eighteen years of age.
  
  **OR**

- Gain special admission as a “gifted” 10th grade student or earlier in an enrichment program not offered in your school’s curriculum. This requires a recommendation of your principal or counselor, parental approval, a minimum GPA of 3.0, and passing English and reading placement tests.
  
  **OR**

- Gain admission as a high school junior or senior to take transfer-level college courses. To qualify you must be recommended by your principal or counselor, have parental approval, a minimum GPA of 2.5, and pass English or reading placement tests.
  
  **OR**

- Gain admission as a high school junior or senior to take occupationally-oriented or activity courses. To qualify you must be recommended by your principal or counselor, have parental approval, a minimum GPA of 2.0, and pass English and reading placement tests.
TRANSMEMBER TO A CSU, UC CAMPUS, OR OTHER FOUR-YEAR INSTITUTION

Each year thousands of students transfer to four-year institutions from California Community Colleges. It is extremely important for students who are considering transferring to a CSU, UC, or other four-year institutions to work closely with their community college counselors at the time of admission to discuss this goal. If you know the specific campus or major you want to target, you will be more successful in transferring courses. Students should balance their course load by taking both general education courses and lower division courses in their proposed major. In addition, many community colleges offer written transfer guarantee programs for specific universities.

You should also refer to the college catalog of the institution you wish to attend to double-check transfer requirements. A tool which you are strongly advised to use is ASSIST. It is a Web-based student transfer information system where you can explore transfer information for California public two-year and four-year institutions (see page 65 for Web site). All of these resources will ensure that classes you might take will be transferable.

In order to transfer from a California Community College to a CSU campus, admission officers look at several factors:

- High school requirements (courses which you took in high school, grades, test scores, if you are a high school graduate).
- A minimum college GPA of 2.0. Some high-demand majors and campuses may require a higher GPA (for example, all majors at CSU, San Luis Obispo and most majors at San Diego State are impacted or overcrowded as is a major in architecture at Cal Poly, Pomona).
- Whether or not you are in “good standing” at your last college (eligible to re-enroll).

Some CSU campuses also require you to complete certain English composition and mathematics courses with a grade of “C” or higher.

The CSU system recommends that if you are a lower-division student and do not meet the eligibility index from high school, you can enroll at a California Community College and complete 60 or more transferable semester units before attempting to transfer. Each year, over 80,000 students transfer to CSU campuses from California Community Colleges.
The University of California gives California Community College students first priority to transfer over all other transfer applicants. More than 90% of transfer students offered admission are California Community College students. In 2007, 84% of all California Community College applicants were admitted. About one-third of all UC bachelor’s degrees are awarded to students who start at a community college. Two-thirds of all students who transfer from a California Community College graduate from a UC campus within three years. Academically, community college transfer students perform equally as well as students who started at a UC campus as a freshman.

Since UC admits a limited number of transfer students each year (about 16,500 students from California Community Colleges), this means that most community college students should complete 60 semester units prior to transferring. Initially, transfer students are evaluated to see if they meet minimum eligibility requirements (minimum GPA of 2.4 in transferable courses). Then, if a campus or program has more applicants than they can admit, a comprehensive review is made for a prospective student. Factors which are considered in this review process include:

- Completion of a specified pattern or number of courses that meet breadth/general education requirements.
- Completion of a specified pattern or number of courses that provide continuity with upper division courses in the student’s major.
- Grade point average in all transferable courses.
- Participation in academically selective honors courses or programs.
- Special talents, achievements, and awards in a particular field, special skills, special interests, demonstrated leadership, significant participation in community service or student government, and significant life experiences.
- Completion of college special projects.
- Academic accomplishments in light of life experiences.
- Location of the student’s college and residence.

Students who wish to transfer to other four-year institutions should consult the respective college catalogs and talk to admission officers about specific requirements.
THE CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM

The California State University System is the largest and most diverse university system in the United States. At a cost of about $4,155 per year, it is also one of the most affordable four-year institutions. It has over 450,000 students on twenty-three campuses throughout California (see map on page 56). It offers numerous programs in over 240 subject areas. A comprehensive Web based resource, called CSU Mentor, has been developed to assist students and their families learning about the Cal State System. Such topics as selecting which CSU campuses to attend, financing your education, information about applying for admission, admission filing dates, and completing the application for admission online are covered on this interactive site (see Web site on page 65).

Students are admitted as a freshman at a CSU campus who meet the following three standards:

• Taking specific high school courses; that is, completing the 15-unit pattern of required courses (see page 8).
• Grades and test scores. CSU uses an Eligibility Index that combines your high school GPA with the score you earn on either the SAT or ACT test (see page 58). Test scores are not required if your GPA is 3.0 or above. However, these individuals should take either the SAT or ACT since they may not need to take the English and math placement tests after admission depending upon their score. Scores on the writing section of the ACT or SAT are not required for admission purposes.
• Graduation from high school, passing the California High School Proficiency Examination, or passing the General Education Development (GED) test.

CSU has an Early Assessment Program (EAP) for eleventh grade students to determine college readiness in English and math. The EAP identifies whether a student is prepared for college in these subjects or whether they need additional preparation during the twelfth grade. Please see your school counselor for details.

Several CSU campuses are in high-demand and overcrowded in certain majors. They may have higher standards for those individuals who live outside of the local campus area. In addition to the three standards outlined above, these campuses have supplemental admission criteria.
ARE YOU ELIGIBLE FOR CSU?

Step One—Calculate Your Grade Point Average:

1. Using the chart below, enter the count of each grade you have earned in “a-g” classes after 9th grade (see page 8). Example: If you have earned four A’s so far, then enter 4 in the box next to the A.

2. If you have taken any approved honors classes in the 10th, 11th, or 12th grades, then enter the number (count) of honors course grades you have earned with a “C” or better. The maximum number of honors courses you can use is eight semesters in the 11th and 12th grades. No more than two approved honors level courses taken in the tenth grade may be given extra points. Do not enter any count for the honors courses with grades of D or below. Enter .5 for each semester of approved honors work up to a maximum count of 4.

3. For each grade or course, multiply the “Count” by the “Worth” and enter the result in the appropriate “Point” box.

4. Add up the “Count” and “Points” columns and enter the number into the appropriate total box.

5. Divide the Total Points by the Total Count. The result is your CSU GPA.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Worth</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>CSU GPA</td>
</tr>
</tbody>
</table>

NOTE: If you apply for admission before you graduate from high school, you should compute your GPA using grades earned in “a-g” courses completed after the 9th grade. Do not include grades you expect to earn in courses during the remainder of 12th grade.

Step Two—Calculating the Eligibility Index:

1. Once you calculate your GPA, you can use this formula to see if your grade point average and test scores meet the minimum required eligibility index. California residents must have a minimum Eligibility Index of 2900 using SAT scores or 694 using ACT scores. The SAT score for CSU is the sum of the Critical Reasoning and Math scores.

2. For SAT scores: Your GPA _______ X 800 + Your SAT Total
   MY ELIGIBILITY INDEX IS _______.

3. For ACT scores: Your GPA _______ X 200 + (10 X ACT Composite)
   MY ELIGIBILITY INDEX IS _______.
THE UNIVERSITY OF CALIFORNIA SYSTEM

The UC System is among the world’s greatest educational and research universities. More than 220,000 students attend college on ten campuses throughout California (see map on page 59). Programs are offered in over 150 disciplines. You are strongly encouraged by the UC system to apply online and track admissions information (see Web site on page 65).

There are three ways for you to gain admission to the UC system as a freshman:

- **Eligibility in the Statewide Context**—Students who meet minimum requirements for coursework (“a-g” requirements), GPA, and test scores (ACT Assessment plus writing or SAT Reasoning Test and two SAT Subject Tests, excluding Math Level 1) are admitted by this path. This is the path most students take to enter UC.
- **Eligibility in the Local Context**—Students who rank in the top four percent at participating California high schools and have required classes may be admitted in this manner; nine percent for high school class of 2012 and beyond.
- **Eligibility by Examination Alone**—Students may qualify for admission by achieving high scores on the ACT Assessment plus Writing or SAT Reasoning Test and on two different SAT Subject Tests (not including Math Level 1).

**NOTE:** Current high school students graduating in 2012 and beyond will no longer be required to submit two Subject Tests for admission. However, they can still submit their scores for consideration. The Subject Tests could also be required for certain majors.

California students who are designated as “UC Eligible” by one of the three paths previously mentioned are guaranteed admission, but not necessarily to the campus or program of their choice. In all cases, however, students must have a GPA of 3.0 or above in all transferable coursework.

In addition, a personal statement is required of all applicants. This is an important part of the admissions process since it is a way for the University to learn more about you beyond test scores and grades (for example, your talents, experiences, achievements, and points of view). This is an opportunity for you to make your “best” possible case for admission. The personal statement is also part of the comprehensive review process discussed on the next page. This may positively influence scholarship awards for you. Students respond to two prompts totaling no more than 1,000 words.

In addition to the two prompts, there is a section called “Additional Comments.” Using up to 500 words, “tell us anything you want us to know about you or your academic record that you have not had the opportunity to describe elsewhere in the application.”

**NEW UC “BLUE AND GOLD” FINANCIAL AID PLAN**

UC now offers adequate scholarship and grant assistance to fully cover students’ systemwide UC fees for California families with income of $60,000 or less and who meet eligibility requirements for need-based financial aid. In addition, eligible students showing sufficient financial need will receive grants to assist with the cost of books, housing, food, and transportation. Financial aid estimators are available at www.universityofcalifornia.edu/admissions/paying.html.
Most UC campuses receive more applicants than they have room for and they use a comprehensive review process. The process is made up of fourteen criteria:

1. Academic GPA in all completed “a-g” courses.
2. Scores on either the ACT Assessment plus Writing or SAT Reasoning Test, and two SAT Subject Tests.
3. Number of, content of, and performance in academic courses beyond the minimum requirements.
4. Number of, and performance in, University-approved honors courses and Advanced Placement, International Baccalaureate, and transferable college courses.
5. Identification by UC as being ranked in the top four percent of the student’s high school class at the end of his or her junior year.
6. Quality of the student’s senior year, as measured by the type and number of academic subject areas.
7. Quality of the student’s academic performance relative to the educational opportunities at his or her high school.
8. Outstanding performance in one or more academic subject areas.
9. Outstanding performance in one or more special projects in any academic field of study.
10. Recent marked improvement in academic performance, as demonstrated by academic GPA and the quality of coursework completed or in progress.
11. Special talents, achievements and awards in a particular field, special skills (for example, visual or performing arts and athletics), special interests, leadership experiences, significant community service or significant participation in student government, or other significant experiences or achievements.
12. Completion of special projects undertaken in the context of the student’s high school curriculum or in conjunction with special school events, projects, or programs.
13. Academic accomplishments in light of the student’s life experiences and special circumstances.
14. Location of the student’s secondary school and residence.

**NOTE:** UC will waive application fees for up to four campuses for qualified students. In order to qualify, students must have had a fee waiver for the SAT test. You can apply for a fee waiver within the online application.

**Are you eligible for UC?**

You can easily calculate your eligibility for UC by using the interactive eligibility calculator available online at [www.universityofcalifornia.edu/admissions/scholarshipreq](http://www.universityofcalifornia.edu/admissions/scholarshipreq).
INDEPENDENT COLLEGES AND UNIVERSITIES
AND OUT-OF-STATE PUBLIC COLLEGES

In addition to the many fine community colleges and universities in California, there are hundreds of independent or private colleges and universities from which to choose. There are seventy-six independent colleges and universities serving over 290,000 students throughout California alone (see map on page 62 for locations and Web site information on page 65). Private colleges and universities are quite diverse in nature, including major research universities, comprehensive universities, small liberal arts colleges, faith-based colleges and universities, and specialized colleges (for example, the arts).

Since these universities do not receive state funding, their “sticker price” is higher than public colleges and universities (averaging $25,143 per year). However, these institutions have a variety of financial aid programs. Your ability to graduate in four years at a private institution may be greater than at a public institution due to more courses being available to their students. The average student graduates in 5.3 years at private institutions versus 6.2 years at public four-year schools.

Some independent institutions, such as the Ivy League Schools, Stanford, Massachusetts Institute of Technology, and California Institute of Technology, are very selective. Other universities are less selective in nature. It is very important to research the individual college catalogs and Web sites for specific admission information. Transfer to many independent colleges is possible after your freshman year at a community college or other institution.

If you have taken a rigorous program in high school including “a-g” requirements, Advanced Placement, honors, and international baccalaureate classes, been involved in leadership roles or athletics, have special interests or talents, solid GPA and SAT or ACT scores, and have strong letters of recommendation, you would likely be a candidate for a good private college or university.

There are also numerous out-of-state public colleges and universities. However, you will be paying out-of-state tuition. Consult individual college Web sites and your school counselor for further information.

STUDYING ABROAD

In this era of increased globalization, almost a quarter of a million American students study abroad each year. Many American colleges and universities offer study abroad programs. Some programs combine study with travel. Many foreign universities offer programs and courses in English. It is also possible for Americans to pursue an undergraduate degree in a foreign university instead of studying in the U.S. The Institute of International Education provides a good jumping off point to research study abroad (see Web site on page 65).
**U.S. MILITARY ACADEMIES**

In addition to the many opportunities which exist at public and private institutions, you may wish to consider attending the U.S. Coast Guard Academy, the U.S. Naval Academy, the U.S. Military Academy, the U.S. Air Force Academy, or the U.S. Merchant Marine Academy. Majors are available in many fields of study. Graduates of these institutions receive a commission as an ensign in the Navy or Coast Guard or second lieutenant in the Army, Air Force, or Marine Corps upon graduation. Graduates of the Merchant Marine Academy also have a service obligation upon graduation. They also must complete a five year commitment to serve in the military after graduation. Tuition, board and room, and medical and dental care are free of charge. In addition, students also receive a small monthly salary.

The Naval Academy, West Point, the Air Force Academy, and the Merchant Marine Academy also require nomination for appointment (which is competitive in nature) from a U.S. Representative, U.S. Senator, or Vice President of the United States depending upon the Academy. The U.S. Coast Guard Academy has an annual nationwide competition.

The service academies are quite selective in nature and have many requirements in their admissions process. Interested students should apply during their junior year for consideration and consult online resources for specific admission requirements and deadlines (see page 65 for Web sites).

**DISTANCE OR E-LEARNING PROGRAMS**

A growing number of colleges and universities throughout the United States are offering courses through “distance learning,” that is, on the Internet. Over four million people take these courses each year. They are designed primarily for students who wish to take courses at other colleges or universities, for adults working full-time who need to further their education, stay at home moms, or for those individuals who wish to complete certificate, associate, or bachelor’s degrees online. Some of the largest degree-granting online programs include the University of Maryland, University of Phoenix, and Troy University in Alabama.

Students who enroll in distance learning courses are generally somewhat older than those who attend a traditional campus, and are highly motivated and self-disciplined to manage their own time. They don’t mind missing the campus “scene” and face-to-face contact with professors and other students. Many times the trade-offs for them are being able to “attend” class on the Internet twenty-four hours a day, seven days a week, not having to commute to campus or find parking, studying and doing assignments at their own pace, and adjusting to their own job schedule. These distance learners use various types of technology to learn, such as, message boards, online forums, podcasts, online lectures, video conferencing, and e-mails. They send and receive information electronically, download videos, and listen to podcasts.

Five questions which you may want to ask when choosing an online education are:

1. Is the program accredited through a regional accrediting association (for example, Western Association of Schools and Colleges or North Central Association of Colleges and Schools)?
2. How long has the institution been offering distance learning?
3. What kind of computer equipment and internet connectivity do you need?
4. What type of technical support will you receive by telephone or online and how many hours a day is it available (for example, 24 hours/day, seven days/week)?
5. What tuition and fees are required in order to take the classes?

A good place to start your research would be to look at the resources regarding courses and programs found online at the California Virtual Campus (see Web site on page 65).
Greatest Hits on the Web for College Choices

www.aiccu.edu—This Web site links you to all California independent colleges and universities.

www.assist.org—This interactive site provides course transfer information for students planning to transfer from a California community college to a UC or CSU.

www.californiacolleges.edu—This site provides invaluable information about all aspects of California colleges and universities including admissions, financial aid, contact information, and career opportunities.

www.cga.edu—This is the official Web site for the U.S. Coast Guard Academy and outlines all admission requirements.

www.cccco.edu—This is the official Web site of the California Community College System. It offers links to all of the California Community Colleges.

www.csumentor.edu—This extensive online site offers assistance to students and their families on the California State University system, including the ability to apply online, and links to all CSU campuses.

www.cvc.edu—The California Virtual Campus offers extensive information about courses and programs that are available online at community colleges and public and private colleges and universities throughout California.

www.iie.org—The Institute of International Education provides resources about study abroad on this site.

www.usmma.edu—This is the site for the U.S. Merchant Marine Academy.

www.onlinedegrees.com—A comprehensive Web site for college online programs.

www.universityofcalifornia.edu—This massive Web site offers information regarding admissions, online application, and links to all UC campuses.

www.usafa.af.mil—This is the official Web site for the U.S. Air Force Academy. It outlines all admission requirements.

www.usma.edu—On this site, all admission requirements for the United States Military Academy (West Point) are discussed.

www.usna.edu—This is the official Web site of the U.S. Naval Academy which outlines all admission requirements.

Notes and Reflections
MORE POST SECONDARY OPTIONS FOR YOU

I wasn’t ready to go directly to college right out of high school. I joined the Navy for three years after high school, learned valuable skills in computer science, and am now receiving tuition benefits for my college education.

– Maria, CSU sophomore

IN this part of the Guide, you will have an opportunity to explore other post secondary options apart from colleges and universities. They include Regional Occupational Centers and Programs, apprenticeships, private career and technical schools, the U.S. Military, the “gap” year, AmeriCorps, California Conservation Corps, and the Job Corps.

REGIONAL OCCUPATIONAL CENTERS AND PROGRAMS

Regional Occupational Centers and Programs (ROCPs) have existed in California for over forty years and currently serve more than half a million high school students and adults in 74 ROCPs (see Web site on page 70). ROCPs are designed to provide California students with quality career technical education and workforce preparation.

Numerous programs are offered in such fields as information technology, business, culinary arts, health care fields, automotive technology, carpentry, merchandising, cosmetology, and computer science. Many courses are articulated for credit with community colleges and universities, while others may lead to certification and employment.

Students are encouraged to consult with their school counselor to find out the availability, times, and location of classes in your area.

APPRENTICESHIPS: EARNING WHILE LEARNING

An appealing way for many men and women to earn money while learning an important skill is through an apprenticeship program. In California alone, there are 1,400 programs serving 73,000 apprentices.

There are 800 recognized apprenticeship occupations in the service, manufacturing, construction, public administration, retail trade, transportation, and utilities industries. Examples of such occupations include barbers, correctional officers, vocational nurses, electricians, firefighters, machinists, automotive technicians, and those in the construction trades.

Typically, an apprenticeship program can take from three to five years of classroom and on-the-job training while working beside an experienced journey-person. During this time, apprentices are paid a wage of $9 to $14 per hour and regular raises up to $30 per hour. Upon completion of the program, apprentices can earn $35 or more per hour depending upon the particular trade.

Generally, to apply for an apprenticeship, an applicant must:

• Be 18 years of age.
• Have a high school diploma or the equivalent.
Possess the aptitude, interest, and physical ability to succeed.
Be willing to work in the environment of the craft or trade.
Have good math skills.

In addition, reading, writing, and speaking skills are also important in many of the trades. Pre-apprenticeships are available in some California high schools. High school classes in mechanical drawing, blueprint reading, drafting, electricity, welding, chemistry, and higher math are valuable.

If you are interested in an apprenticeship program, you should contact an employer in the trade, the appropriate union, the California Employment Development Department, or the Office of the Division of Apprenticeship Standards (see Web site on page 70).

PRIVATE CAREER AND TECHNICAL SCHOOLS

Career and technical schools offer a variety of programs to meet your needs in such fields as automotive mechanics, aircraft mechanics, health care, business, computer science, cosmetology, and truck driving. These programs vary in both length and cost.

Before enrolling in one of these programs, do a cost comparison to see if these programs are offered for considerably less tuition at a public tax-supported Regional Occupational Program, adult school, or community college. It is possible that some programs could be completed faster in a private school. For example, a private beauty school may offer a ten-month cosmetology program as opposed to a two-year program in a community college (see Web site on page 70).

You can carefully check out the schools by asking several questions:

- Is the program approved by the California Bureau for Private and Post Secondary and Vocational Education? The Bureau determines whether the school meets minimum standards for integrity, financial stability, and educational quality (see Web site on page 70).
- Is the school accredited by one of the numerous accrediting bodies in the United States?
- Have you thoroughly read the available program material provided by the school?
- Have you toured the school? What were your impressions?
- How long has the school been in business? When was it last accredited?
- Are the school’s courses current and appropriate for you?
- How long will the training take?
- What is the total cost of the program including tuition, fees, supplies, and books?
- If you are living away from home, how much will it cost you for room and board?
- Is the equipment current and how much “hands-on” use will you actually get on it?
There are also two- and four-year Reserve Officers Training (ROTC) Programs in colleges leading to a commission as an officer. During their junior and senior years of college, students can receive stipends of $450 to $500 per month. The U.S. Military Academies may also be options for you and are discussed on page 64.
THE “GAP YEAR” OR “YEAR OUT”

For many years, some graduates of high schools in Great Britain and other countries have taken a year off before entering college. This is often referred to as the “gap year.” This option is now becoming more popular in the United States. The gap year is designed to be an exploratory year between high school and college.

By means of carefully planned activities of your choosing, you can do such things as travel to another country to learn or perfect a foreign language, volunteer in another country or part of the United States, participate in a community project such as those offered in AmeriCorps and the California Conservation Corps, get a job in a foreign country in the food or hotel industry, teach English abroad, or explore a work area of interest to you while saving money for college. Gap year activities are meant to be new and exciting life experiences for you. The gap year is not designed for you to sit on the couch and watch TV for a year! It provides many students with the opportunity to mature financially, socially, and academically. Students frequently come back from the gap year experience with a clearer idea about what they want to do with their lives and the careers they wish to enter.

Many colleges and universities in the United States endorse the concept of the gap year. However, students who wish to pursue a gap year should first gain acceptance to a college or university and then ask for a deferral. If you are interested in gap year activities, you are strongly encouraged to carefully research various options (see Web site on page 70).

AMERICORPS

Each year over 75,000 men and women join AmeriCorps—a network of local, state, and national service programs in education, public safety, health, and the environment. AmeriCorps members work in local communities in the United States on such projects as tutoring and mentoring disadvantaged youth, fighting illiteracy, improving health services, building affordable housing, teaching computer skills, cleaning parks, coastlines and streams, helping to manage after-school programs, and responding to natural disasters. AmeriCorps members learn teamwork, communication skills, and responsibility. To qualify for AmeriCorps, you must be a United States citizen, a United States national, or lawful permanent resident of the United States and be 18 years of age or older.

Full-time members of AmeriCorps who complete one year of service earn an award of $4,725 to assist with college, graduate school, or to pay back qualified student loans. In addition, many AmeriCorps members receive a modest living allowance to cover basic expenses (see Web site on page 70).

CALIFORNIA CONSERVATION CORPS

The California Conservation Corps (CCC) program emphasizes workforce development. Programs include environmental conservation in the wilderness, fire protection, and emergency response covering fires, floods, oil spills, and earthquakes. CCC members learn teamwork, self-discipline, confidence, and receive technical skills and training.

In the Backcountry Trails Program which lasts for five months, crew members receive $1,387 a month less a deduction of $325 for food, health insurance, and an educational award of about $2,360 upon completion of the program. Applicants must be between 18 and 25 years of age and cannot be on probation or parole. After completing college, many graduates of the Backcountry Trails Program later become environmental workers at the state or federal levels (see Web site on page 70).
JOBS CORPS

The Job Corps is administered by the U.S. Department of Labor and is a no-cost education and vocational training program helping 75,000 students each year. It is designed for those individuals who wish to learn a marketable trade in areas such as health care, information technology, automotive, and construction industries.

Participants receive a monthly allowance, live in a campus-like setting with dormitories, earn a high school diploma or equivalent, and receive help in finding a good job. Students learn personal responsibility, job search, and computer skills required in the workplace. They also create a personal career plan. After finding a job, graduates of the program get a year of career counseling and help to find housing, transportation, and health care. Applicants must be between 16 and 24 years of age, be a U.S. citizen or legal resident, and meet income requirements (see below).

Greatest Hits on the Web for Post Secondary Options

http://jobcorps.dol.gov—This is the official Web site for Job Corps and includes thorough information for students and parents.

www.americorps.gov—This site provides detailed information about AmeriCorps programs.

www.calapprenticeship.org—This site provides detailed information about apprenticeship programs in California. Many links to other apprenticeship sites are also provided.

www.careervoyages.gov—This U.S. Department of Education Web site provides numerous career resources, including apprenticeship programs.

www.carocp.org—This site provides extensive links to ROCP sites throughout California.

www.ccc.ca.gov—This is the official Web site for the California Conservation Corps outlining the programs which are available.

www.findagap.com—This site is an online worldwide Gap Year directory.

www.rwm.org—This site provides a database for private postsecondary vocational schools by state and by training occupation.

www.todaysmilitary.com—This is the official Web site for careers in the U.S. Military. Numerous links to all military branches are included.

Notes and Reflections
**MY HIGH SCHOOL CONTACT LIST**

Fill out this page and identify the individuals who can assist you at your high school.

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California Career Resource Network (CalCRN)

Free Career Exploration Resources for Students!

California CareerZone
Visit the California CareerZone to learn about yourself and explore the vast world of work to discover opportunities that match your interests and plans for your future.

CaliforniaRealityCheck.org

California Reality Check
The California Reality Check allows you to create a budget for living your ideal adult lifestyle and then explore occupations that will provide the salary needed to cover your cost of living.

CaliforniaCareers.info/ccpg

California Career Planning Guide (CCPG)
The California Career Planning Guide is designed to help you explore potential occupations, educational options, green careers, financial budgeting, and much more. The CCPG can be downloaded in PDF format.

For more information, call CalCRN at (916) 323-6544 or visit www.CaliforniaCareers.info

For easy access to more Web sites and curriculum resources, including order forms for the series of guidebooks, Getting Ready for Middle School, Getting Ready for High School, and Life After High School, please go to: www.schoolguides.org.

For more information about this publication, please contact: Bob Tyra at tyra_bob@lacoe.edu.