

Career and College Planning Guide

Pathways to an outcome for High School students



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Career and College Planning

The purpose of this packet is to assist students and parents through the career and college planning process. In order to find the best path, students need to learn about the various options available for the future. The outcome is not just graduation. The outcome is the viable career that allows students to work and live independently and become contributing members of society.

There are multiple pathways that lead to outcomes.

College is only 1 of the many pathways. Other pathways may include: vocational/skilled trades/technical training, Military training, apprenticeship programs or seeking employment.

This can be a stressful time and the decisions that surround this process may seem overwhelming and confusing at times. We hope this packet provides you with a starting point for the search.

This information has been gathered throughout the years and it is our hope that it will aid you in the process of choosing what will come after high school. This guide is a reference tool for High School students to bring clarity to a seemingly confusing process.

Please do not hesitate to call with questions or concerns.

STEP 1: SELF EXPLORATION: SKILLS & ABILITIES

DECISION MAKING...

Each of us makes decisions every day. Often, we are not consciously aware that we have mentally thought through a situation, discarded ideas, and made note of advantages. In high school you will be expected to

make many decisions, some of which will affect the rest of your high school years and beyond. Now is a good time to give thought to the many important decisions you will have to make in high school.

"The quality of the rest of your life can be enhanced or diminished by the seemingly unimportant decisions you make day by day."

—Margaret C. Morrison

You can use your knowledge about yourself to help **define your personal and career goals**. The more you know about yourself, the more successful you will be in defining goals within the framework of your own values. Take the time to complete the questions below. Use the first worksheet as a prewriting tool to help you brainstorm your various ideas. Next, write your statements, expressing your ideas in sentence/ paragraph form on the "Who I am Worksheet." You may not know "what you want to be," but you should begin thinking about "the kind of person you want to be." Revisit your worksheet comments from time to time, and update information as necessary.

Prewriting, brainstorming: Asking yourself about you

Who I am

(Roles like student, daughter, brother; your personality—serious, social, giving, quiet, fair, helpful, open-minded, etc.)

My strengths and talents

(A leader, creative, intelligent, hard-working, artistic, athletic, peacemaker, good communicator, team player, enthusiastic, etc.)

My weaknesses

(Fearful/timid, a procrastinator, insecure, narrow-minded, disorganized, constantly late, lose temper easily, etc.)

My values

(Excellence, justice, service, ethical, religious, honesty, personal growth, etc.)

What I hope to become in life

(Career path, dependable, forgiving, loyal, dedicated to..., courageous, principle-centered, balanced, happy, monetarily successful, secure, healthy, etc.)

Specific goals

(Short term: academic commitment, accept responsibilities, read more, take an "outside school" class or instruction in your area of interest, community service, better diet, more sleep, more exercise, spend more time with family, etc. Long term: go to college or vocational school, pursue a specific career, improve "weaknesses," develop talents, etc.)

Steps necessary to reach my goals

(Seek help in a specific subject; go to library once a week to check out a book of interest; study at least "x" number of hours a night regardless of homework; take an outside class on arts, sports, or computers, etc.)

Who I Am Worksheet

Who I am

My strengths and talents

recognize my strengths and develop my talents as a person who is

My weaknesses

and acknowledge my weaknesses

My values

I hope to lead a life centered on the following beliefs (values):

**The kind of person
I hope to
become in life**

and envision myself becoming a person who is

Specific goals

I have set these goals in order to fulfill my hopes:

**Steps necessary to
reach my goals**

I will start on this journey by taking one or more steps this year. I plan to

STEP 2: CAREER EXPLORATION

Choosing the pathway that's right for you involves being aware of what kind of environment in which you best learn and perform. Match your **skills, abilities, interests, values, and needs** to the pathways that can offer you an atmosphere in which to grow and learn.

Questions to ask:

1. Who am I and What do I want?

See the “Who I Am” Worksheet for more detailed information that you have already collected and described what is most important to you.

2. What’s out there for me?

*See **career clusters** on page 8 or login to Naviance for a comprehensive list of careers, related information, and resources to begin your exploration.*

3. How do I get there?

*Now is the time to ask questions and explore as many interest areas and careers that you can. The **Exploring Program** (www.swcexploring.org) is a great way to learn more about careers in an interactive way. Also, Visit the **Naviance: Career and College Portfolio** website to take various career assessments and explore careers or colleges by name.*

CAREER EXPLORATION USING NAVIANCE



Take one of the
assessments:

- **StrengthsExplorer:** Identify your three strongest emerging talents

- **Personality:** Match your personality with career fields

- **Career Interest Profiler:** Match careers to interest and have a career list generated

- **Learning Style Inventory:** Identify how you best learn and work

- **Career Cluster Finder:** Discover the career fields that interest you

Naviance your way to career readiness...

- A **career and college readiness portfolio** to help connect academic achievement to post-secondary goals, and improve college and career planning.
- This comprehensive solution empowers students and families to **connect learning and life** and provides schools with the information they need to help students prepare for life after high school.
- Students to **create a plan for their futures** by helping them **discover their individual strengths and learning styles** and **explore career and college** options based on their results.

Login Information: user names and passwords are case sensitive

User Name - FirstName_LastName

(Capitalize first letter in both first name and last name - ex. Andrea_House)

Password - passwords available in counseling office or by email at donna_hartley@wheatland.k12.ny.us

Student Login

Visit the [Counseling Webpage](#) for Naviance information

CAREER EXPLORATION USING NAVIANCE

Career exploration is an ongoing process of **diving into your** interests and abilities; **strategically** planning and setting career goals; and **designing action plans** to help achieve goals.

One way to start is by reviewing the **Career Clusters** in **Naviance**.

Career clusters are a way of **grouping careers with common features and skills**.

Careers grouped into the same cluster typically require similar education and training.

Exploring clusters can be a useful way to find a good career match, especially if you have general areas of interest but are not sure what specific careers match those interests. Career clusters can also help you better understand how your coursework in school can prepare you for certain types of careers.



[Agriculture, Food and Natural Resources](#)



[Arts, Audio/Video Technology and Communications](#)



[Education and Training](#)



[Government and Public Administration](#)



[Hospitality and Tourism](#)



[Information Technology](#)



[Manufacturing](#)



[Science, Technology, Engineering and Mathematics](#)



[Architecture and Construction](#)



[Business Management and Administration](#)



[Finance](#)



[Health Science](#)



[Human Services](#)



[Law, Public Safety, Corrections and Security](#)



[Marketing](#)



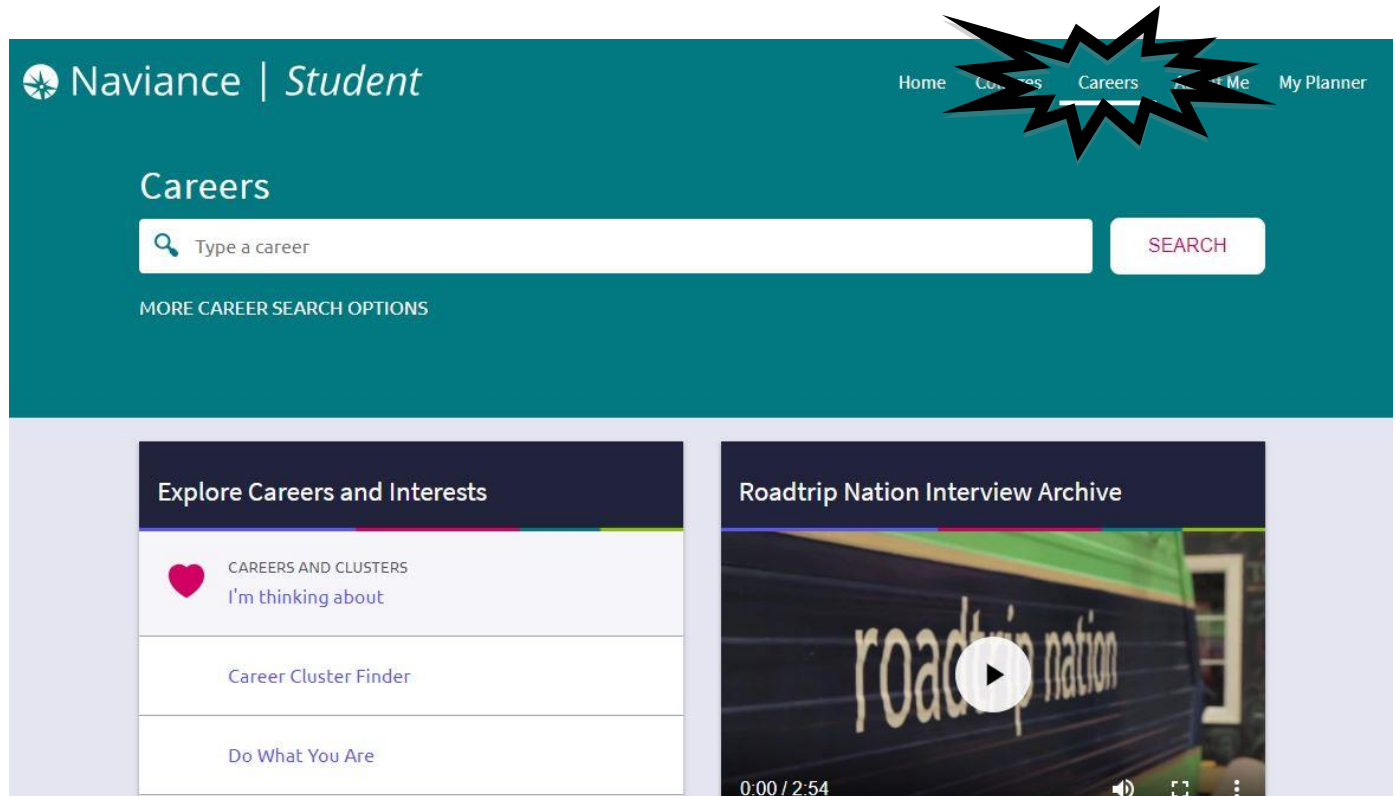
[Transportation, Distribution and Logistics](#)

US Department of Labor - [Student Resources](#) Section - a variety of resources for students related to career exploration and planning.

CAREER ASSESSMENTS

Career Assessments are used in Middle and High School. Students may also want to explore on their own.

1. Log in to Naviance.
2. Click on Careers.
3. In the Explore Careers and Interests section, click on any of the assessments:
 - Career Cluster Finder
 - Do What You Are
 - Career Key
 - Career Interest Profiler



Naviance | Student

Home Courses **Careers** About Me My Planner

Careers

Type a career SEARCH

MORE CAREER SEARCH OPTIONS

Explore Careers and Interests

CAREERS AND CLUSTERS
I'm thinking about

Career Cluster Finder

Do What You Are

Roadtrip Nation Interview Archive

0:00 / 2:54

Career Training - What's EVEN Out There???

STEP 3: CAREER PLANNING WHAT TO DO AFTER HIGH SCHOOL

Apprenticeship Programs and WEMOCO

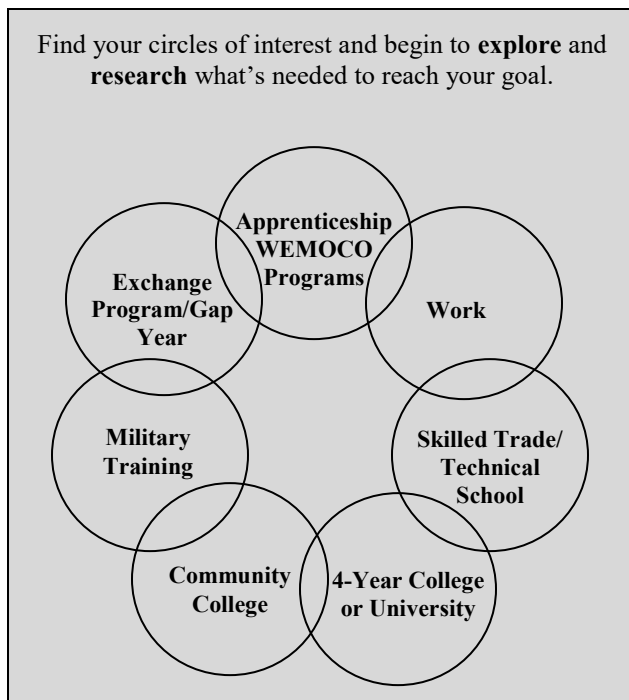
An apprentice is a person who is—

- At least 16 years old,
- Being trained in a particular trade by a skilled worker under a planned program on the job,
- Taking classroom instruction (through adult education, at a community college, or in regular school if in a part-time job), and
- In training anywhere from one to six years (depending upon the trade—averaging three to four years).

Some additional facts:

- Employment is based on supply and demand
- The person wanting an apprenticeship may apply to and have a contract with one of the following:

- An employer in the trade, The association of employers, A Union in that trade area



College/University

There are several types of colleges and universities – 2-yr (community colleges) and 4-yr colleges. The counseling office has additional resources through Naviance and other websites to help you choose the right school, major, and pathway to pursue your career interests.

Military Training

You can learn about your chances for success in the military by taking the Armed Services Vocational Aptitude Battery (ASVAB). This test is given at local high schools free of charge. Men and women may enlist in all branches of the military. Enlistment procedures are similar, but the services differ in length of enlistment and opportunities for specific training. Active military enlistments are available in U.S. Army, Navy, Air Force, Marines, and Coast Guard.

Skilled Trades and Technical Training

WEMOCO and many high schools offer a variety of programs in which students may obtain technical training during high school. Advanced Manufacturing, Welding, Electrician, Certified Nurse Assistant, and Cosmetologist are a few of the programs that may be completed in high school and/or continue at Community Colleges.

Work/Postsecondary Education

If you decide to get a job immediately after high school you should—

- Develop some job-finding and job-keeping skills,
- Talk to a counselor about job possibilities
- Talk with employers about combining work and a part-time college program, and
- Investigate career education courses that match your interests.

STEP 4: EDUCATION & CAREER PLAN

OPTION 1: MIDDLE SKILLS, SKILLED TRADES, FULL-TIME EMPLOYMENT

Skilled or Expert Training

- Requires 1-5 years at a school or apprenticeship (ie. Unions)
- **Process**
 - Applications (assessments may be requested)
 - Resume (Use Naviance)
 - Letters of reference (Ask Teacher, ie WEMOCO)
 - Interview (prepare by writing a college essay about your journey and skills you have)
- **Resources in the community**
 - [wemoco](#) – career and technical education
 - [rochester works](#) – job search, job training
 - [reoc](#) – rochester education opportunity program

EDUCATION & CAREER PLAN

OPTION 2: COLLEGE AND UNIVERSITY SPECIFICS

Any updates related to admissions requirements can be found on college websites, especially as it pertains to COVID-19

Consider signing for [collegeboard parent notifications](#)

Most colleges are very clear in their admissions requirements. Use their websites to search for the specific information. It will take time to research individual schools for their particular requirements, but the following are generally considered in the admissions decision:

- 4 years of high school courses including overall average and grades (GPA) and rigor – the type/difficulty of courses taken
- Test scores from SAT/ACT and Regents exams – **Many exemptions apply this year**
 - Be sure to check this [website](#) for more details
- Teacher and counselor recommendations
- Participation in school and extracurricular activities, community service, and part-time work
- Written essay on a particular topic

GRADES AND COURSES IN HIGH SCHOOL ARE IMPORTANT

- The high school transcript will be one of the most important factors in whether a student will be admitted to a particular college or university. Good grades in all your courses throughout high school show that you are willing to work hard and have an interest in a variety of subjects. Aim for honor roll status (85+ GPA).
- A poor grade or two in high school does not necessarily translate to denial to a selective college. If grades improve, even late in high school, most colleges will notice.
- Colleges do consider the diversity and difficulty of courses. Success in tougher courses (AP) suggests you will do well in college.
- Most colleges prefer that students take four years of math and four years of science and three years of a foreign language.
- Common high school prerequisites for many colleges include successful completion of Algebra 2, Biology, and Chemistry. Also, some require Pre-calculus and Physics.

CRITERIA FOR COLLEGE ADMITTANCE

Grades and Courses

The quality of work a student has done in high school is the single most important factor in college acceptance. Colleges are interested in grades earned, the level of courses taken, the variety of courses taken and the trend that the grades indicate.

Class Rank

Class rank is based on academic record compared to the other members of the graduating class. Final unweighted grades in all courses are used to determine class rank. Class rank is computed at the end of 11th grade and after the 3rd quarter of the 12th grade year.

Standardized Test Scores – Many schools are waiving this requirement for the class of 2021

College admissions testing scores (SAT I or ACT), course grades and the academic record help college admissions personnel evaluate how prepared a student is for college level work. Since course and grading standards vary from school to school, scores on standardized tests, help colleges compare the ability of students from different schools.

Some colleges require SAT II tests which measure one's knowledge of particular subjects and ability to apply knowledge. Check the requirements of the college before deciding which tests to take.

Recommendations

Many colleges require a written recommendation by the school counselor. They may additionally require one or two recommendations by a classroom teacher,

coach, administrator, employer, or other significant adult (Not a relative).

1. Choose adults willing to write a recommendation.
 - Pick 1 adult who knows your character
 - Pick 1 adult who knows your skills/ability in the area you are planning to go to school for
 - Consider an adult who has seen you work hard
2. Be sure to give the person at least two weeks advanced notice. A recommendation can help enhance chances of admission.
3. Students need to add a request for teachers into Naviance so teachers can upload their letters.

Activities and Special Talent

Although academic credentials are the primary factors in determining admission, the record of involvement in activities can be significant as a supporting credential. The activity record is a listing of all your clubs, sports, awards, and jobs. Colleges want to know: Leadership abilities, amount of time spent in an activity or employment. It may not be a long list, they are looking at the level of involvement and accomplishment in the activities. Special talents such as musical or athletic skills, dramatic or artistic interests, work with publications or managerial accomplishments are important factors. Admissions officers agree that **talent in a particular area shows evidence of a person's depth of interest, or his initiative, and ultimately, of his achievement.**

Essay and/or Interview

Many colleges may require essays and/or interviews. This is the best way to showcase the growth and development as a student and distinguish oneself from others.

THE COLLEGE APPLICATION PROCESS

Carefully read the directions on the application; **pay particular attention to all deadlines.**

Students complete these steps:

- ❖ **Research Colleges** – making list of pros and cons, likes and dislikes, Visiting is best – check website for specifics related to mask wearing and other procedures!
- ❖ **Find the college application and choose the type to use** – Types of applications:

Commonapp.org suny.edu individual college websites
- ❖ **In the applications will be requirements for:**
 1. **Entrance Exams: SAT or ACT.** Many schools are not requiring, but you can still take it if you want - [Sign up online](#). Send score reports for free with registration to 4 colleges. If the college requires official scores – those must come from the testing center.
 2. **Letters of Recommendation:** It is the student's responsibility to **ask** for any required recommendations from teachers or employers (allow plenty of time). Naviance requires teachers to upload their letters and evaluation. Students must **send a request** from the College page in Naviance. This option is only for teachers. All other letters – coaches on travel teams, employers, clergy – must send email a letter to the counseling office. andrea_house@wheatland.k12.ny.us or donna_hartley@wheatland.k12.ny.us
 3. **Resume and Activity List:** Listed in Naviance (feel free to include award information)
 4. **College Essay:** Completed in ELA classes in the fall. Write with heart and share enough personal information to allow them to get to know you, but not too much that makes you uncomfortable. Allow ample time so that your English teacher/counselor can assist you in revising it before you complete your final copy.
- ❖ **Complete Application and notify HS counseling office:**
 - a. Fill out **pink cover sheet**.
 - b. Submit all of the above to the Counseling Secretary by the Counseling Office deadline, Allow 10 days for processing.

HELPFUL HINTS FOR APPLYING FOR FINANCIAL AID

Free Webinar for help
with completing the
FAFSA 9/25/20:
[Register](#) to take part

After College Applications are completed:

Everyone who wants to apply for financial aid must fill out the FREE Application for Federal Student Aid (FAFSA). The 2021-2022 version of the FAFSA worksheets will be in the Counseling Office in late November/early December or online at <http://www.fafsa.ed.gov/>

Some schools, mostly private, also require you to complete their own institutional financial aid forms that will be sent to you when you inform them that you are applying for financial aid.

When to submit each form:

The FAFSA should be submitted as soon after October 1 as possible, **but not before college applications are completed.**

Each college may also have a different deadline for their own institutional financial aid forms. Again, check with the Financial Aid Office.

Income and tax information:

Prior, prior year income information is used to complete the financial aid forms. If your living situation has changed, contact the Financial Aid office directly for guidance on special circumstances.

Complete the asset data section (savings, stock, bonds, etc.) on the financial aid form as of the date you file the form.

Avoid making simple errors on the forms:

If you make mistakes on the forms, you will have to file a corrected application that will put you behind for receiving any aid. **Be sure not to**

- Omit your social security number
- Leave any answers blank instead of writing "0"
- Use white out when making corrections
- Use monthly instead of yearly figures
- Forget to register for selective service if you are a male student age 18-25

Create an FSA ID for the student and the Parent

ACTIVITIES SHEET

Student Name: _____

List the activities in which you have participated.

ACTIVITIES		Grade of Participation				OFFICES HELD and/or HONORS WON
		9	10	11	12	
S C H O O L						
C O M M U N I T Y						
W O R K						

Wheatland-Chili High School
APPLICATION COVER SHEET & TRANSCRIPT REQUEST
Must be completed for EACH application – College OR Scholarship.

Student Name _____ Today's Date _____

1. **Name of App** - College/Scholarship/Organization _____

Circle one

2. Application Type:
(Circle all that apply) Hard Copy Online: Common App School Website SUNY

3. Application Submitted: **Y** **N** Date Submitted: _____

4. App Deadline: _____

5. If College, Did you list in Naviance? **Y** **N** Linked Naviance to Common App? **Y** **N**

6. Request materials to be sent: (Circle all that apply) Transcript Report Card Scores

Resume (Must create in Naviance or provide us with a copy)

7. Major/Program, if applicable : _____

8. Recommendations: From whom? WCHS: _____

Community: _____

9. Did you send a request to WC Teachers in Naviance? **Y** **N** When? _____

Notes/Questions:

Have you completed all the steps on the COVER SHEET?

For Office Use Only:

Online upload: _____ By: _____ Date: _____

Mailed to: _____ By: _____ Date: _____

Faxed to: _____ By: _____ Date: _____

Final Transcript via _____ By: _____ Date: _____

_____ Accepted
_____ Denied
_____ Wait-Listed
_____ Enrolled

COLLEGE ADMISSIONS GLOSSARY

Acceptance Form: This form documents the student's receipt of an award letter. The form usually includes a space to indicate acceptance of offered aid, declination of all or part of the package and some means for requesting an appeal to modify the award. Acceptance letters and award letters are frequently combined into a single document.

Admit-Deny: Some schools will admit marginal students, but not award them any financial aid. Very few schools use admit-deny, because studies have shown that lack of sufficient financial aid is a key factor in the performance of marginal students.

Associate Degree: A degree which is granted to a student who has completed a two-year program (64-66 credits) and is equivalent to the first two years of study for a Bachelor degree. An Associate degree may be further specified as an **Associate of Arts (AA)** (granted to students who have completed a two-year program in liberal arts) or an **Associate of Science (AS)** (granted to students who have completed a two-year program in the sciences).

Associate of Applied Science (AAS): A degree that is granted to students who have completed a technology or vocational program. It is generally considered a terminal degree as it prepares students for immediate employment upon graduation. In some cases, the credits earned while completing an AAS can be transferred to a Bachelor degree, but only when specified by the school or program in question.

Award Letter: The form which notifies the student that financial aid is being offered. The award letter usually provides information about the types and amounts of aid offered, as well as specific program information, student responsibilities and the conditions which govern the award. The Award Letter often includes an **Acceptance Form**.

Bachelor or Baccalaureate Degree: A degree which is granted to a student who has completed a four-year program (120-128 credits). The most common types of Bachelor degree programs include the **Bachelor of Arts (BA)** (for students of liberal arts) and the **Bachelor of Sciences (BS)** (for students of science).

Bursar: The treasurer or business officer at a college or university.

Campus-Based Programs: The term commonly applied to those U.S. Department of Education federal student aid programs administered directly by institutions of postsecondary education. Some examples of this type of aid are: Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Work-Study (FWS) programs.

Class Rank: A student's approximate position in his/her graduating class, figured according to his/her cumulative grade point average. At Wheatland-Chili High School a "weighted" GPA, accounting for Honors and AP courses, is used to determine a student's class standing. Final class ranks are calculated after the first semester of the senior year.

Commuter Student: A student who does not live on campus; typically "commuter" refers to a student living at home with his or her parents, but can also mean any student who lives off-campus.

Cooperative Education: In a cooperative education program, the student spends some time engaged in employment related to their major in addition to regular classroom study.

Credit (or Credit Hour): The unit of measurement some institutions give for fulfilling course requirements.

Early Action: An early action program has earlier deadlines and earlier notification dates than the regular admissions process. Unlike the **Early Decision** program, the early action program does not require that a student commit to attending the school if admitted.

Early Admission: Procedure used by colleges which allows gifted high-school juniors to skip their senior year and enroll instead in college. The term "Early Admission" is sometimes used to refer collectively to Early Action and Early Decision programs.

Early Decision: Some colleges offer the option of an early decision to students who meet all entrance requirements, are certain of the college they wish to attend and are likely to be accepted by that college. Students participate in the Early Decision plan by indicating their desire to participate on their college application. The decision regarding admission is made by mid-December of the student's senior year in high school, as opposed to the regular admissions notification of mid-April. A drawback of the Early Decision program is that students will have to commit to a school before they find out about the financial aid packet. A student can apply early decision to only one school.

Expected Family Contribution: The amount the Federal Student Aid estimates that a student and his/her family should be able to contribute to the cost of the student's college education. The EFC is determined by such factors as parents' income, assets and debts, the student's earnings and savings, and the number of children in the family currently enrolled in college.

Enrollment Deposit: A nonrefundable deposit required of accepted students at many colleges and universities to reserve a space in the incoming class.

Grade Point Average (GPA): A system of scoring student achievement used by many colleges. A student's GPA is calculated by multiplying the numerical grade received in each course by the credit value of the course, then dividing by the total number of credit hours.

Liberal Arts: Courses in humanities and social sciences as opposed to technical courses.

Matriculation: Enrollment at a college or university to begin work toward an academic degree.

Open Admissions: Students are admitted regardless of academic qualifications. The school may require an additional probationary period during which the student must earn satisfactory grades to ensure continued enrollment.

Out-of-State Student: This term generally applies to students applying to a public college or university. Tuition rates are lower for state residents; out-of-state students must pay a higher rate of tuition until they have established the legal residency requirements for the state.

Registrar: College official who keeps records of enrollment and academic standing.

Rolling Admissions: Students' applications are considered when all required credentials have been submitted. There is either no deadline or a very late deadline; qualified students are accepted until classes are filled. Applicants are notified of admission continuously throughout the enrollment period.

Selective Admissions: Admissions procedure used by colleges and universities, where additional standards and criteria are required, usually for specific programs or departments.

Transcript: An official copy of a student's educational record, including courses, final examination scores, final course averages, GPA, and class rank.