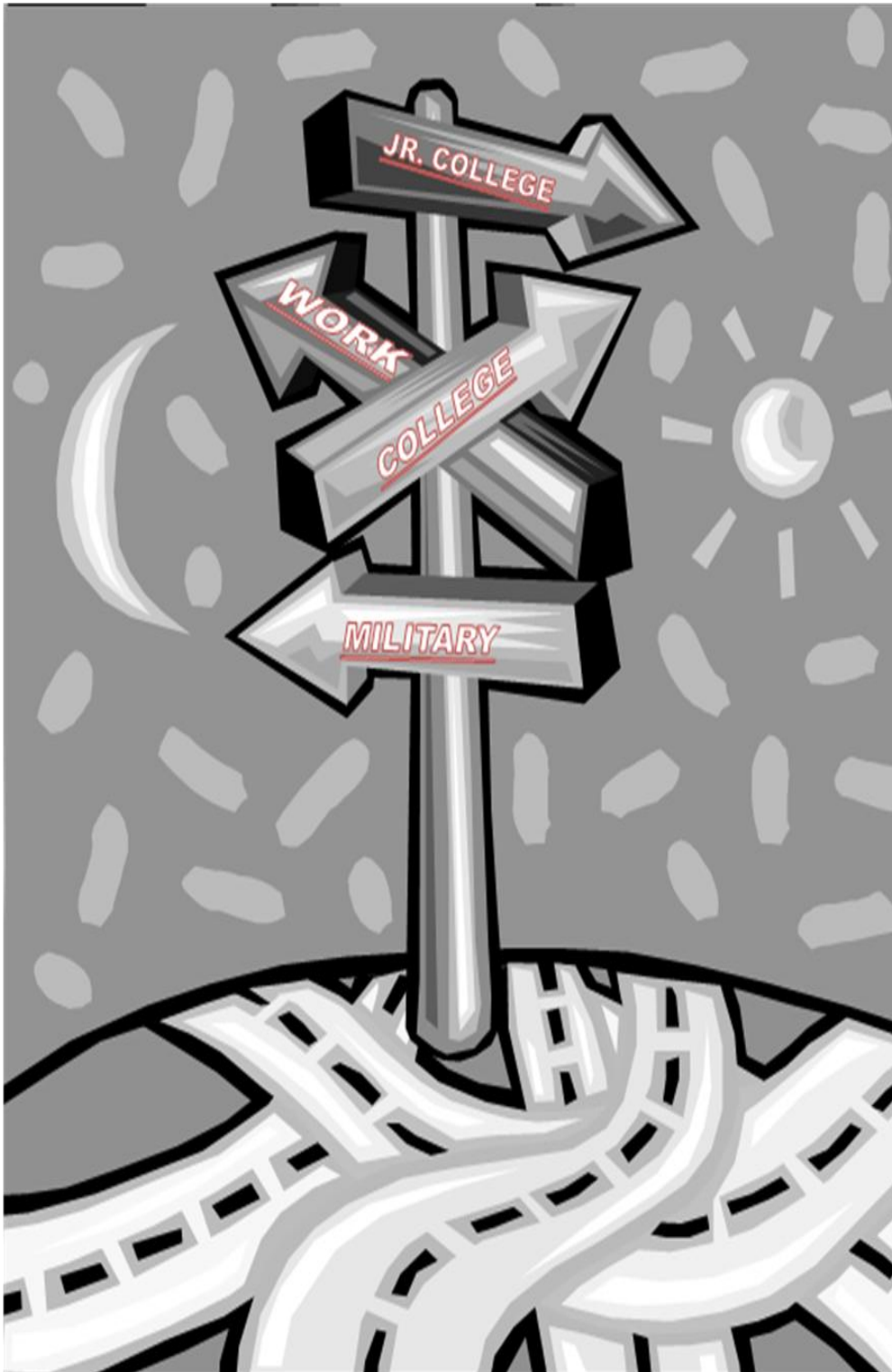


Planning for the Future: Class of 2013



JUNIOR HANDBOOK
HERNDON HIGH SCHOOL

TABLE OF CONTENTS

DECISIONS	1-4
COLLEGE PLANNING	
Planning Calendar Junior Year	5-6
What Colleges Look For	7
Selecting a College	8-9
The College Visit	10-11
Types of Admission	12
College Vocabulary	13
Some Important Parts of an Application	14
How and When to Apply	15
Two Year Colleges	16
Why to Choose a Community College	17
Helpful College Search Websites	18-19
COLLEGE ENTRANCE EXAMS	
Types of College Exams	20
Test Dates	21
SAT versus ACT	22
Selecting a Test Prep Course	23
PAYING FOR COLLEGE	
Applying for Financial Assistance	24-25
Financial Aid Vocabulary	25
Financial Aid Sources	26
PROFESSIONAL/TECHNICAL PLANNING OPTION	
Work Vocabulary	27
Private Schools.....	28
Apprenticeships.....	29
Finding the Job.....	30
Applying and Interview.....	31
Resume and Cover Letter	32
MILITARY OPTION	
Military Options	33
Service Academies	33-34
APPENDICES	
Herndon High School Career Center.....	35
Student Activity Record.....	36
Standard Diploma.....	37
Civics Seal.....	37
Advanced Studies Diploma.....	38

DECISIONS

Dear Junior,

It is amazing to think that in the next several months you will be taking the necessary steps toward solidifying your post-secondary school plans, which means that you will be making many decisions. Some of these decisions will be relatively easy to make, but some, like what you will do in the future, can be confusing and difficult. Keep in mind:

- ❖ The more you know about your interests and abilities, your career possibilities and educational options, the easier it will be to make sound decisions about your future.
- ❖ Since the U. S. Department of Labor predicts that you will make many career changes in your lifetime, the decision-making skills you develop now will be valuable to you throughout your life.
- ❖ We live in a demanding, global society. You will need to make decisions about balancing your professional life with quality leisure time.

The purpose of this *Junior Handbook* is to provide a guide for you and your parents to assist with preparation and plans for your post-secondary education. We hope that you find the handbook and its resources to be helpful as you continue post-secondary planning.

HERNDON HIGH SCHOOL DEPARTMENT OF STUDENT SERVICES

Student's Last Name	Counselor	Phone (703)	Email
A - Bre	Betsy Knoizen	810.2302	Betsy.Knoizen@fcps.edu
Bri - Ea	Kie Anderson (substitute)	810.2252	KEAnderson1@fcps.edu
Ei -Hash	Christy Rappoport	810.2300	CPRappoport@fcps.edu
Hask - Laz	Emily Welty	810.2308	ECWelty@fcps.edu
Le - More	Jimmy Vasquez	810.2307	Jimmy.Vasquez@fcps.edu
Morf - Rai	Sandie Connelly	810.2305	Sandra.Connelly@fcps.edu
Raj - Sol	Randy Gazda	810.2301	Randy.Gazda@fcps.edu
Som - Z	Kelly Winningham	810.2304	KMWinningham@fcps.edu

Ms. Candace Morris - Career Resource Specialist
703 810-2310
cemorris1@fcps.edu

MAKING DECISIONS

POST-HIGH SCHOOL PLANNING

Identify Your Goal

Think about what you want to achieve and state that as your goal. *Do I want to go to college? Or do I want to go directly to work? Will I be happy with a job I can get right out of high school, or do I want a job that requires more training? Should I go to a four-year college or to a two-year program? Should I enlist in military service now or should I wait until I'm out of high school?*

Gather Information

Talk with a variety of people, read books, visit the career center and library.

List Possible Choices

Write down the choices that appeal to you. Write down the choices that do not appeal to you.

Evaluate each alternative

Consider the possible effects of each choice. Ask yourself these questions:

Will I feel good about this choice?

How will my parents feel about it?

Will it satisfy me?

Will certain risks be involved?

Am I willing to take such risks?

How will I feel about this choice five years from now?

Make a Choice

List the advantages and disadvantages of each choice.

Develop a Plan of Action

Rank choices from highest to lowest according to desirability of each choice.

Examine your choice.

Identify what steps are necessary to accomplish it.

If you are not happy with your choice, start the decision-making process again.

FOR THE UNDECIDED GRADUATE

Here are some suggestions to help you prepare for your future, or at least to get started in the right direction:

Learn to understand yourself. Get in touch with what you like and dislike.

Develop your self-profile by asking yourself the following questions:

- What are your values?*
- What are your favorite interests?*
- What are your abilities and aptitudes?*
- What special talents and skills do you have?*
- How do you get along with others?*
- What useful experience do you have?*

There are about 37,000 different types of employment in America today. In choosing a career, narrow the field by asking yourself:

- Is it challenging?*
- Can I succeed in this field?*
- How much can I earn?*
- How is the working atmosphere in this occupation?*
- Is the job flexible?*
- What training will I need?*
- What is the future outlook?*

When you see a job you think you want, find out more about it by:

- Studying the job description*
- Talking it over with family, friends, and counselor*
- Observing and interviewing workers in that field*
- Reading **Occupations Guide**, which is available in the Career Center*

The answers to some of these questions can be found in the career resource material in the Career Center. Take time this year to familiarize yourself with the Career Center's resources. There are interest inventories, career and aptitude tests, and a computerized aptitude test to help you make up your mind about possible career choices.

Source: "After High School What?" Channing L. Bete Co., Inc., Greenfield, MA.



RESOURCES AVAILABLE FOR THE UNDECIDED GRADUATE

In addition to your counselor, talk with Ms. Morris, Herndon's Career Center Coordinator. She can answer questions and direct you to resources that will help you in making your post-secondary plans.

Career Searching/Research Tools

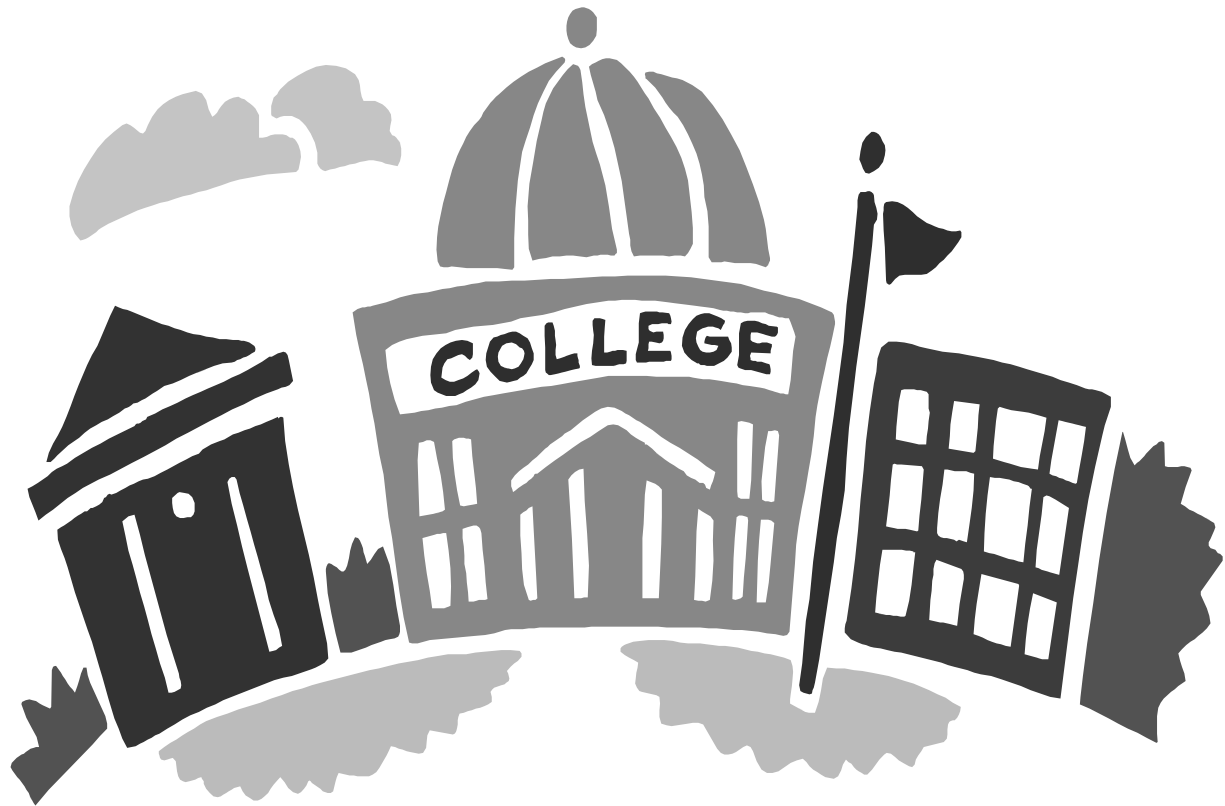
- Take the ASVAB in March or November (sign up with Ms. Morris)
- Fairfax County Public Schools Career Connection
<http://www.fcps.edu/is/schoolcounseling/careerconnections/index.shtml>
- Career Web: www.employmentguide.com
- Career Magazine: www.CareerBuilder.com
- O*NET (U.S. Department of Labor): www.onetcenter.org
- Herndon High School Career Center:
<http://www.fcps.edu/HerndonHS/CollegeCareerCenter/careercenter.htm>

Learning About and Finding Jobs

- Occupational Outlook Handbook: www.bls.gov/oco/
- Job-Web: www.jobweb.com
- NationJob Network: www.nationjob.com

Use the Family Connection Resource to Identify Interests and Skills

- Go to <http://fcps.blackboard.com> with your student ID and password
 - Do the Personality Types Inventories and research jobs
 - Research colleges and scholarships



COLLEGE PLANNING

COLLEGE PLANNING CALENDAR

DECEMBER and JANUARY

Go over the Junior Handbook (on HHS website) with your parents; discuss your post-high school plans with them.
Review your PSAT scores
Begin looking into a meaningful summer activity (e.g. internship, college course, college planning seminar, job).
Set up a calendar for taking college entrance exams—SAT and/or ACT (SAT Subject Tests, if required by colleges).
Become further involved in extracurricular activities and take on leadership roles.
Visit the Career Center to investigate careers and colleges of interest.
Review college websites, newsletters, books, and college videos in the College/Career Center.
Begin researching colleges; develop a broad list of choices (approximately twenty schools).
Discuss financing college with your parent(s). An honest discussion about financing four years of undergraduate education is imperative.
Register online for the SAT and or ACT tests. (Take SAT Subject Tests if required by your prospective colleges.)
Talk with Herndon alumni to gather first-hand knowledge of their college experiences.

FEBRUARY and MARCH

Course Registration – Select appropriate courses to meet high school and college entrance requirements.
Meet with your counselor to have your questions answered and explore options.
See Mrs. Morris in the Career Center to explore educational opportunities.
Review admission requirements for the colleges that interest you.
Talk to people about colleges they attended.
Discuss your options for college with your family.
Begin college visits. Include a variety of schools ranging in size, selectivity, location, programs, etc.
Maintain your grades. Beware of the third quarter slump.
Invite your parents to meet with your counselor to discuss your college plans.
Consider taking the ASVAB on March —Sign up in the Career Center.
Generate a list of colleges meeting your individual criteria using the college search through Family Connection and other computer based searches.
Have you taken the SAT and/or ACT? REGISTER NOW!!!

APRIL and MAY

Visit colleges over Spring Break.
Attend College Fair at Patriot Center, GMU in April (Exact date to be announced.)
Talk to people about colleges they attended.
Begin thinking about teachers who might write a recommendation for you. (Ask them in May or June.)
Update your “Student Activity Record.”
Register on line for the SAT and/or ACT tests (Take SAT Subject Tests if required by your prospective colleges.)
Check Scholarship Data Base for scholarship opportunities for juniors.
Generate a list of colleges meeting your individual criteria using the college search through Family Connection and other computer based searches.
Take Advanced Placement (AP) Exams and SOL tests.
Review the scholarship application files for potential scholarships. Learn about sources for scholarships and procedures for applying.
Begin to narrow your college choices while continuing your visits.
Research NCAA eligibility if you are an athlete.

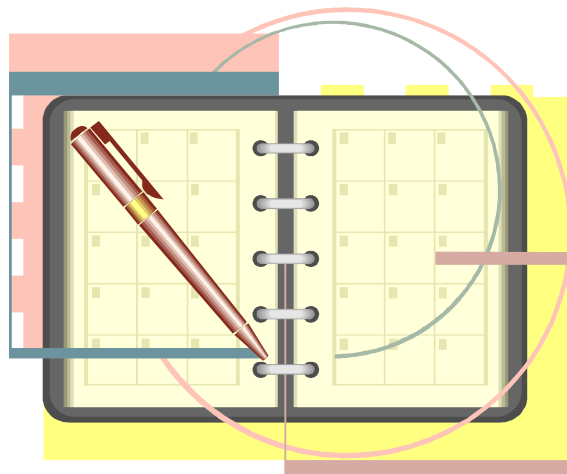
COLLEGE PLANNING CALENDAR CONTINUED...

JUNE, JULY AND AUGUST

Complete the required College Information Packet and return it to your counselor.
If required, take the SAT Subject Tests in June to prepare for early decision/early action if you choose
Complete NCAA form, if interested in playing Division 1 or 2 sports.
Continue visiting colleges and college websites.
Narrow your college choices down so that you have “reach, 50-50, and safety” schools on your list.
Update your calendar with all deadlines (test registration deadlines, application deadlines, etc.)
Locate application information on college websites. Begin completing applications.
In August, if necessary, register to take the October SAT.
Start preparing portfolios, audition tapes, writing samples, or other evidence of talent.

SEPTEMBER AND OCTOBER/SENIOR YEAR

Know college deadlines: Will you apply Early Decision, Early Action, Rolling Notification, or Regular Decision?
Begin completing your college applications. If you are applying early decision/early action, complete the application and submit by November deadline.
Stay organized!
Meet with your counselor to discuss your post-secondary plans and to update him/her on college choices and to review Senior Packet.
Request transcripts by designated deadlines.
Continue to visit colleges and consider overnight visits for those you are seriously considering attending.
Tell parents to attend Financial Aid Night.
Attend College Rep. sessions—Go to Family Connections (through Blackboard) and sign up and print pass.
Update your Activity Record
If necessary, register for additional SAT and/or ACT tests.
Remind your teachers about recommendations.
Attend College Rep sessions—Go to Family Connections and sign up and print out pass.



WHAT COLLEGES LOOK FOR

No single factor determines acceptance or rejection from a college. Some colleges do consider only grades and test scores, but most consider interests, accomplishments, and future goals. On the other hand, poor grades and weak course selections will not impress an admissions officer, regardless of extracurricular activities. This is especially true if you hope to be admitted to a selective college. For selective colleges, you need to take the most demanding courses offered by the school and maintain a high scholastic average. Most competitive colleges expect their applicants to have at least an Advanced Studies Diploma, preferably with four years of advanced math, as well as honors and AP classes.

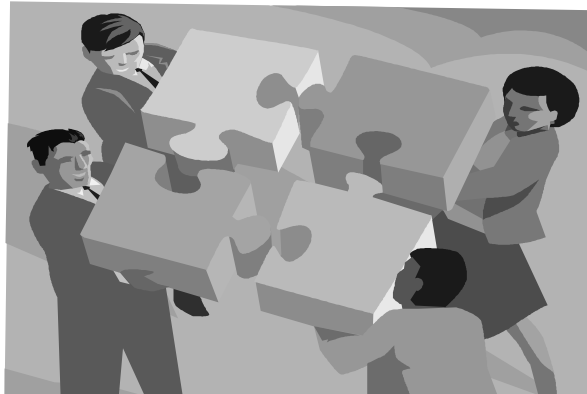
Factors Considered in College Admissions:

GPA	Letters of Recommendation
Class Rank*	Essays
Strength of the Program	Interviews
Test Scores	Resume (activities/leadership/ awards)
Major/College Applied To	

Other Factors considered:

Special Talents	Internships
Athletic Talent	Special Circumstances
Summer Experience	First in Family to Attend College
Diversity	Legacy

The function of the college admissions committee is to assemble a freshman class that meets the requirements of the institution. Since most colleges have more applicants than available space, they establish certain criteria for selection.



While the criteria may be the same from school to school, their order of importance will vary. However, the most important thing is to take challenging courses and work hard.

*Most Fairfax County Public Schools (FCPS) do not rank students. Colleges have been informed and this does not affect a FCPS student's application.

SELECTING A COLLEGE

When selecting colleges, you need to keep in mind that most students apply to between three to six schools. As you narrow your choices your selections will fall into three categories based on GPA:

- ◆ Reach Schools
- ◆ 50/50 Schools
- ◆ Safety Schools

Identify Priorities: Ask yourself the following questions as you try to decide where to apply:

Location region/state

- How close to home do you want to stay?
- Is a four hour drive too much?
- How well do you adapt to new situations?
- Would you be lonely if you moved far away from family and friends?
- Is there an area of the country where you always wanted to go to school?

Setting urban/suburban/rural

- Are you looking for the excitement of a big city?
- Would you like to live on a picturesque campus with easy access to the activities of a big city?
- Would you prefer a school on a wooded campus with many opportunities for outdoor activities?

Size

- Have you always thought you would attend a big football school?
- Do you like the idea of a small school where it is easy to get to know everyone, including the professors?
- Do you learn better in a small class environment?
- Will a small school offer you a variety of courses and majors?
- Have you thought you would like to start at a small school and later transfer to a larger school?
- Are you looking for a college about the size of your high school?

Type of School

- Would you prefer a liberal arts college or a major university?
- Would you be interested in a more specialized school such as an art school or a service academy?
- Have you considered a single-gender school?
- Would you be interested in a historically black college or a religiously affiliated school?

Majors

- Are you looking for a school with a particular major?
- Do you want a school that offers programs such as pre med, pre law, or pre vet?

Academic Reputation

- Are you looking for a school that has a reputation for being academically challenging?
- Do you think you will need a school that offers strong academic support?

Cost

- Have you and your family discussed how much you can afford to spend on college?
- Are you thinking of going to a community college for the first two years to save money?
- Will you be living at home?
- Would you be willing to take a job on campus to help pay for college expenses?

Athletics

- Do you intend to play a sport in college?
- Are you competitive for Division I sports?
- If playing for a Division I team meant sitting on the bench all season, would you rather play at a Division III school where you will play every game?
- Are you looking for a club team where you could play against other colleges?
- Are you looking for an intramural team where you could play a sport just for fun?

Campus Facilities

- Are you looking for a school where most students live on campus, or will you be commuting?
- As a freshman, will you want to have a car on campus?
- How important is the quality of the food?
- Will you require special foods such as vegetarian or kosher meals?
- Do you require accessibility for the disabled?

Special Programs

- Do you need a school with services or programs for the learning disabled?
- Are you interested in ROTC?
- Have you thought you would like to study abroad?
- Do you plan to continue your ESL studies in college?
- Are you looking for an honors program?

Campus Life

- Do you plan to join a fraternity or sorority?
- Do you participate in activities in high school that you would like to continue in college?
- Does the college offer opportunities for community service?

Gather Information Using the Resources Below:

- Generate a computer list of colleges meeting your individual criteria using college search software in the Career Center and through Family Connection.
- Gather more in-depth information from catalogs, videos, view books, and guides available in the Career Center, and college internet web pages.



THE COLLEGE VISIT

Would you spend thousands of dollars to buy a new car without taking a test drive? The same question applies to college. It makes sense, therefore, to test the college with a visit to the campus after you have narrowed your choices to a manageable number. If possible, plan to visit during your junior year, when students are on campus, to search, explore, and screen your choices. Gather information, consider programs and majors, locations, and finances. Schedule a second visit for decision-making purposes. After you have your acceptances, a return visit may help you make that final decision and determine the "best match" for you.

- ◆ Plan to visit no more than two colleges in one day.
- ◆ Plan your visit when classes are in session. Fall and spring are best. Visit during our spring break or on teacher work days.
- ◆ Call the admissions office and schedule a campus tour and information session. Ask about directions and parking.
- ◆ Allow enough time to see everything that is of interest to you (e.g. residence halls, libraries, laboratories, student center, athletic facilities, surrounding area)
- ◆ Stay overnight in the dorm whenever possible. Eat a meal in the dining hall. Attend a class. Attend a social event.
- ◆ Talk with students, faculty, and admissions personnel. It is especially helpful to talk with Herndon alumni who attend the college. Meet with faculty in your potential major. If you are an athlete, meet with the coach.
- ◆ Have a list of questions and take a notebook to record the answers and your impressions. Take pictures or video the campus. Pick up brochures, campus newspaper, etc.

Warning: When visiting a college campus, keep the following in mind:

- ◆ Try not to let the weather affect your judgment.
- ◆ Don't judge a school based on a single student tour guide.
- ◆ Don't let a single faculty member or officer determine your college decision.

Some possible questions to ask the admissions personnel:

What is the average size of freshman/introductory courses?
Are classes taught by professors or by teaching assistants?
Are professors available for help? Do they have regular office hours?
What percent of faculty are part-time? Which departments have the most adjunct faculty?
What percent of faculty time is spent doing research versus teaching and advising students?
Can I always enroll in the classes I request during registration?
How am I assigned an academic advisor?
What is the availability of technology?
What is the housing system?
Can I choose my roommate?
Are there drug-free dorms?
Are there single-sex dorms?
Is freshman housing guaranteed?
What type of housing is available during my 3rd and 4th year?
What safety and security procedures are in place should I need help?
What percent of the students return after freshman year?
Are any curriculum changes contemplated? If so, how will they affect my college experience?
What is the quality of student/faculty relationships?

Some possible questions to ask current students:

Has the college lived up to expectations?
Have there been any major disappointments?
Did anything surprise you?
What is distinctive about the college? What are the strengths/weaknesses?
Are there any particular tensions on campus?
Is there anything special I should see during my visit?
If you were to do it all over again, would you still choose this college?
How many hours a week do students typically study?
Is it quiet enough to study in the residence halls?
Where do you live? Why?
What rules and regulations govern residence hall life?
How difficult is it to make the (*your area of interest*) team/activity?
How can I qualify for the newspaper? Orchestra? Drama Club?
What do students generally do on the weekends?
What were some social or academic issues concerning students last year? How did the administration respond?
What are the most popular clubs/organizations on campus?

TYPES OF ADMISSIONS

College admissions offices require students to file applications during the fall or early winter of the senior year. Members of the admissions committee evaluate each application and decisions are mailed to applicants through mid-April. Students have the legal right to wait until May 1 to notify all colleges of their decisions, except for early decisions candidates.

Rolling Admission

A college using rolling admissions will review the applicant's folder once it is complete and will render a decision within a few weeks after completion. Some colleges send decisions as soon as the folder is completed and reviewed, regardless of the time of year. Other colleges will accumulate applications and send decisions only after a certain date (February 1, for example).

Regular Admission

The college sets a date by which all applications must be filed. After considering all applications, decisions are mailed to the applicants. All applicants are notified at the same time as to whether they have been accepted, rejected, or wait-listed, usually by April 1.

Early Decision

A student applies to his/her first-choice college early in the fall (usually by November 1) of the senior year and agrees by *binding* contract to enter that college if offered admission. Early decision applicants are judged on the basis of their junior year test scores, GPA, and other factors. A student applying for early decision should have a strong academic program and be 100 percent committed to his or her first choice college.

Early Action

Early action follows the same application/notification timetable as early decision but allows the accepted candidates until May 1 to accept or decline the admissions offer. EA is not binding. Students may apply Early Action to multiple schools unless the school has an early action single-choice policy. EA deadlines and notification dates vary by college.

Early Action Single-Choice

With the single-choice early action program, a student may not apply early to any other school. He/she may apply to other schools under regular decision admission.

Open Admission

Some colleges do not practice selective admissions and offer admission to all students who apply. Such colleges usually have extensive programs designed to provide remedial or developmental help to students who enroll with academic deficiencies.

Deferred Admission

Many colleges offer an opportunity for a student who has been admitted to delay or defer enrollment for a semester or a year. Students who defer an offer of admission may choose to work for a while to earn money for college, travel, or pursue special programs. The student who defers cannot attend another college during this time.

A good rule to follow: Never apply to a college that you would not consider attending if offered admission.

REQUESTING INFORMATION FROM COLLEGES

Almost all colleges maintain informative websites that are loaded with vital information for prospective students. College websites can be found by typing the name of the school into a search engine (such as Google) and then going to the Admissions or the Prospective Student page. You will find important admissions information and links to request printed information, including applications. Searching through the website will allow you to learn more about the college, its programs, campus life, and the admissions process.

COLLEGE VOCABULARY

Academic Common Market: cooperative agreement among fourteen southern states that waives out-of-state tuition to students wishing to pursue programs of study not available in their state

Accreditation: endorsement granted to colleges and universities that meet established standards formally approved by one of six regional accrediting boards

American College Testing Assessment (ACT): college entrance exam similar in purpose to the SAT. It includes four sections: English, mathematics, social studies, and natural sciences

Associate Degree: degree awarded after completion of a two-year college program of study

Bachelor's Degree: degree awarded after completion of a four- or five-year college program of study

Candidate Reply Date: date by which most colleges require students to reply to offers of admission (often May 1)

Common Application Form: application form, accepted by approximately 100 colleges, designed to ease the workload of students and high school Student Services Department.

Concurrent Enrollment: a plan that allows students to take courses at nearby colleges while completing high school

4-1-4: a modified semester system that provides a January or winter term of approximately four weeks for special projects that usually earn the same credit as a one-semester course

Semester System: division of the year into two units

Internship: program of supervised work experience related to a student's field of interest, which is performed with or without pay. Generally the student receives degree credit

National Collegiate Athletic Association (NCAA): the association of member colleges that makes rules governing eligibility, recruiting, and financial aid for student athletes

Open Admissions: a college admissions policy that grants acceptance to all high school graduates without regard to additional qualifications

Private College: an academic institution financed primarily by tuition and endowments.

Public College: an academic institution financed primarily by tuition, endowments, and state or local taxes. Tuition for in-state students is reduced and programs and policies are state-regulated

Reserve Officer Training Corps (ROTC): two, three, or four-year college based military training program leading to an officer commission upon graduation

Retention Rate: the percentage of college freshmen that return for the following fall term

Terminal Program: program preparing students for immediate employment following a course of study. It is available in many two-year colleges and vocational schools and results in an associate degree or certificate of completion

Transfer Program: a two-year program that results in an associate degree and is designed for students who intend to continue their studies at a four year college

Trimester Program: division of the academic year into three units. It is sometimes called the quarter system

Waiting List: used by colleges to hold in reserve students who meet admissions requirements but cannot be accepted due to enrollment constraints

SOME IMPORTANT PARTS OF THE COLLEGE APPLICATION

❖ The Essay

Colleges often include one or more essay questions on their applications. Some schools require you to write on specific topics; others request essays about personal goals and ambitions. Personal comments give admissions officers an opportunity to evaluate writing ability and to estimate potential contributions to the non-academic life of the college.

❖ Letters of Recommendation

Many colleges ask you to supplement your application with letters of recommendation. It is your responsibility to determine what letters, if any, are required. Colleges may specify that recommendations come from:

- Teachers in academic subjects, who can address your academic strengths.
- Counselors who can address your personal strengths, accomplishments and special circumstances that might impact an admission decision.
- Coaches and teachers who can attest to your athletic or artistic talent.
- Club sponsors, religious leaders, employers, or someone who can give evidence of your character and leadership ability.

It is a good idea to ask your teachers for a recommendation in the spring of your junior year, once AP exams are over.

To help your counselor write a college recommendation for you, you must complete an information packet, which is available on Herndon's website. These packets may vary a bit from counselor to counselor, so make sure you complete your assigned counselor's recommendation packet. Also, make sure you understand what your counselor requires from you in regards to completing his/her packet.

❖ Interview

The purpose of the college interview is for you to find out what is unique and distinct about a college and for the college to find out what is unique and distinct about you. There are three types of interviews:

Alumni Interviews

Many colleges enlist their alumni to help recruit candidates. Alumni interviews may be held in the homes of alumni, or alumni representatives may visit your high school. Following the interview, the alumni representative will send an evaluation report to the college admissions office for consideration along with your other credentials.

Group Interviews

Group interviews for students and their parents are often conducted during college visits. An admissions staff member presents a brief overview of the college's history, curricular offerings, and campus activities, after which prospective applicants may ask questions. Group interviews are designed to be information sessions rather than evaluations of individual credentials.

Personal Interviews

Personal interviews are conducted by admissions staff members and are designed primarily to evaluate a candidate rather than to provide information about the college. The importance of personal interview in the final decision varies among colleges, but a strong interview can only increase your chances of acceptance.

HOW AND WHEN TO APPLY

In most cases you do not need to submit applications before the fall of your senior year. However, you should begin the application process to service academies in the spring of your junior year or in the summer prior to your senior year. ROTC programs generally have strict early-fall application deadlines.

For specific information you should contact the college's admissions office or investigate the college's website for applications and information. Most selective colleges request that applications be received by early January of your senior year. It is wise to check and log each college's specific deadline.

After examining available options, you should apply to colleges that have accepted students with credentials similar to yours. Students generally apply to three to six colleges. One or two colleges of the six may be "dream schools." You should also take the precaution of applying to at least two "safety" or "back-up" schools, to which your acceptance is likely.

Highly competitive colleges turn away two to four qualified candidates for every one they accept. The admissions criteria include more than test scores and GPA. Colleges also seek a diverse student body. Your application should give a thorough impression of you as a candidate. Give colleges full information about your non-academic achievements; this is not a time to be modest! Remember that your application is the only impression of you that the college may see.

General guidelines for the college application process:

- Download applications from the college websites early, beginning in August and September.
- Copy the applications before you fill them out. Practice on the copies. Many colleges prefer that you apply online. Online applications allow the student to work on the application and save it, allowing for careful editing and review prior to clicking the "send" button.
- Read and follow the directions carefully.
- Complete one application at a time rather than working on all of them in bits and pieces.
- Fill out the Student Activity Record (SAR). A template is available on the Career Center website. Some students choose to write a resume. We do not send SARs or student resumes to colleges, but we do use them when writing a recommendation.
- Draft all required essays. Allow them to "rest" while you complete the application process. Senior English teachers will review appropriate writing techniques in the fall.
- Note application deadlines.
- Select references wisely. Ask people who personally know you, your academic work habits, and your strengths and accomplishments. To insure that you receive a thoughtful and timely recommendation, make sure you comply with your recommenders' instructions for requesting a recommendation. Give your recommenders a minimum of four weeks to write your recommendation.
- Start with the simplest applications and save the ones that matter most for later.
- Consider applying to one or more "Early Action" or "Rolling Notification" schools. Receiving an acceptance letter before winter break can be exhilarating!
- Type or print neatly.
- Answer all questions. Use N/A (not applicable) if a question does not apply.
- Put essays in final form. Include your social security number at the top if it is requested.
- Keep a copy of each application for your records.
- Remember that HHS does not send out SAT or ACT test scores. Either have the scores sent to your prospective colleges when you register to take each test OR request that the scores be sent to colleges you are applying to in senior year. There is a fee for ordering scores to be sent if it is not in conjunction with a test registration. Allow several weeks for timely delivery of scores to colleges.

TWO-YEAR AND JUNIOR COLLEGES

Two year colleges provide a variety of opportunities for students who want additional education beyond high school. Students may elect certificate programs which offer specialized training and instruction, Associate degree programs which can lead to a terminal two year degree, or a transfer option to a four year institution. Students with a certificate will be eligible for specific jobs. Those who have earned Associate's Degrees will be eligible for immediate employment or the opportunity to transfer to a four year college.

COMMUNITY COLLEGES

Community colleges are public two-year institutions. Their objective is to offer programs that are financially and geographically accessible to the local community.

Admissions:

- open admissions policy—high school diploma or equivalent is accepted
- applications are submitted in early summer, right after final exams or graduation
- no minimum grade point average
- SATs and ACTs are not required
- placement tests are given at the time of enrollment (The results of the tests determine the appropriate level of courses a student should take.)
- register early for classes after talking with an advisor

Terminal Programs:

- designed to meet the increasing need for workers in occupational and technical fields
- prepare students for immediate employment
- result in either a certificate of completion or an Associate degree

Transfer Programs:

- include freshman and sophomore courses in arts and sciences and pre-professional programs
- meet standards acceptable for transfer to four-year colleges (However, the student is responsible for determining which credits will transfer to the receiving institution.)
- program completion results in an Associate degree

Financial Advantages:

- lower tuition fees
- no expense for room and board
- flexibility to pursue education while employed

Pathway to the Baccalaureate Program:

This is a program designed to increase access to a four-year college education for students in the Northern Virginia region. The Pathway Program provides a supportive environment for a smooth transition for students from high school through Northern Virginia Community College to George Mason University. See your counselor for details.

JUNIOR COLLEGES

Junior colleges are private two-year institutions. They are similar to four-year colleges with respect to admissions policies, residence facilities, and on-campus activities. The successful completion of a two-year program results in an Associate degree.

WHY CHOOSE A COMMUNITY COLLEGE?

Each year, nearly 6 million students are enrolled in one of the nation's 1,440 two-year colleges. This enrollment figure is steadily growing and is expected to continue to increase. Why are more and more students choosing community colleges? What are the advantages of attending community colleges? What should students consider when deciding whether to attend a community college?

Advantages of Attending Community Colleges:

One reason for the growing popularity of community colleges is their relatively low tuition. Overall, the average cost of public community colleges is less than half of the cost of public four-year colleges and about one-tenth the cost of private four-year colleges. Students who spend two years at a community college and then transfer to a four-year college spend less money for the same Bachelor's degree as their classmates. (The 2009 tuition at NVCC for per credit hour is \$112.45 compared to the current rate in-state tuition at George Mason University of \$326.00 per credit hour.)

Some students use their two years at community college to improve their chances of getting into a more selective four-year college.

Most community colleges cater to students of all ages and backgrounds. As a result, you'll often find more options in class scheduling, including evening and weekend classes. Distance learning is also one of the strengths of community colleges, including a variety of courses offered online, by correspondence, or by other alternative methods (such as "telecourses").

There are varied opportunities to begin a job in as little time as a year (the certificate program) or in two years after the Associate Degree is awarded.

Students are likely to mention the following advantages of attending community colleges:

- I like the extra attention I get from the instructors at my community college. They are readily available to students and seem to care that we do well.
- I need to be able to work to support my family. I take classes at the community college in the morning and go to work from there.
- The money I'm saving by living at home and going to my local community college will help pay for my junior and senior years at the state university.
- My community college is helping me get the skills I need to qualify for enrollment in the nursing program. In addition to the basic skills courses I'm taking in English and science, I also receive special one-on-one attention at the Learning Resource Center.
- I wasn't sure what program I wanted to pursue. A counselor at my community college helped me assess my abilities, interests, and educational options. With my counselor, I've put together a program in computer graphics I'm really happy with.

Herndon High School traditionally offers an informational program in the spring of senior year for students who are interested in applying to NVCC.

Check out Northern Virginia Community College at: <http://www.nvcc.edu/>

HELPFUL WEBSITES FOR APPLICANTS

Comprehensive Guides

Career Connections

<http://www.fcps.edu/DIS/SchoolCounseling/CareerConnections/>

- Career planning, self-assessments, college selection and applications, military opportunities, academies, ROTC, trade schools, apprenticeship programs and more!

Peterson's

www.petersons.com/

- Campus news, advice on writing application essays, and an engine for college searches.

The College Board

www.collegeboard.com

- A lot of useful information about campus visits, interviews, and other parts of the college search process. Downloadable applications for over 800 colleges and a solid, comprehensible search engine. There is also an abundance of information on the SAT.

ACT

www.actstudent.org or www.act.org

- This site by ACT (alternative to the SAT) provides user-friendly access to detailed academic preparation and college-planning checklists, downloadable applications and a college search engine with an option to find institutions within miles of a specified location (instead of just by state.) There is a plethora of information on careers. Sample ACT questions and test prep information abound.

Virginia Education Wizard

www.vawizard.org

- This website helps you choose a career, get information you need to pursue a career, enroll in one of Virginia's Community Colleges, transfer to a four-year college or university, pay for college and get answers to your questions about your future.

U.S. News

- <http://www.usnews.com/education/best-colleges/articles/2011/09/13/best-colleges-articles-2012-from-america-authority-on-colleges>

College rankings, advice from high school counselors and financial aid experts, a comprehensive college search engine, and college links.

Guide for Students with Disabilities

www.VaCollegeQuest.org

- This site includes information on IEP, Transition Planning, legal rights and eligibility for college, college services, self-assessments, online college mentors, and free email newsletter.

College Search Sites

College View

www.collegeview.com

- One of the most detailed search engines on the Internet, with wide-ranging criteria that include diversity, field of study, religious affiliation, athletics, and services for disabled students.

College Home Page Listing

www.clas.ufl.edu/CLAS/american-universities.html

- A list of U.S. university and college home pages with links to international schools.

The Princeton Review

www.princetonreview.com

- A good search engine with a wide array of variables, including location, academics, sports, student life, and housing.

Fish Net

www.mycollegeguide.org

- Get information on colleges via their college search page; create a profile of yourself to send to colleges; ask questions of their admission expert; get information about paying for college.

Online Common Application

www.commonapp.org

- Find your application and fill it out online.

Online Common Application for Historically Black Colleges and Universities

www.eduinonline.com

- Fill out one application, pay one fee and have the application sent to 32 member colleges.

College Net

www.collegenet.com

- This database has information on colleges, scholarship opportunities and academic resources. It offers a comprehensive college index with great graphics and interesting resources. On-line application processing.

Family Connection Resource

Use to research colleges and scholarships as well as to view and exchange information about your plans with your counselor.

- Go to <http://fcps.blackboard.com> with your student ID and password.
- Do the Personality Types Inventory
- Look below to see what information is available to you and your parents.

ABOUT ME

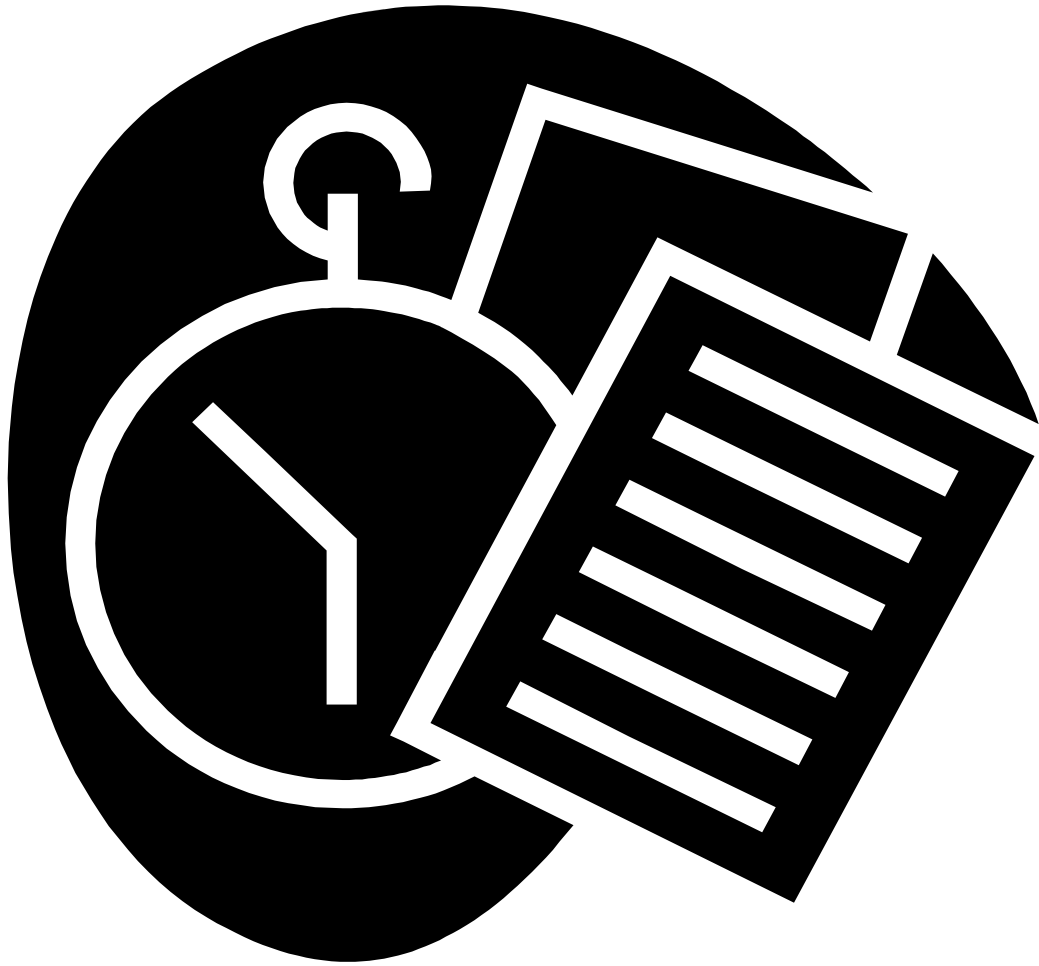
Develop plans
Record Activities
Identify skills and
Interests

ABOUT COLLEGE

Search for Colleges
See college acceptances
from your school
Sign up for college visits

FROM YOUR SCHOOL

More resources for career and
college exploration
Forms from your counselor
Link to FCPS homepage



COLLEGE ENTRANCE
EXAMINATIONS

COLLEGE ENTRANCE EXAMINATIONS

Most colleges require some form of testing to determine readiness for college-level work. Many colleges will accept either the SAT or the ACT, but some colleges require one or the other. Each student must research the required tests for the colleges on his or her list. This information is available from the colleges themselves or in guidebooks in the Career Center. A limited supply of registration and practice SAT booklets for all tests, except Advanced Placement tests, are available in the Career Center and the guidance office. Most students register online to take SAT and/or ACT.

You can indicate on your SAT or SAT Subject Tests registration forms for the College Entrance Examination Board to send your test scores directly to four colleges of your choice. “Additional Report Forms” for sending scores to other colleges are available in the Career Center or online. The College Board charges a nominal fee for additional reports beyond the first four. Special education students may request an extended time exam—see your counselor if you think you qualify.

Scholastic Aptitude Test (Formerly called the SAT I): www.collegeboard.com

The SAT is required for colleges on the east and west coasts. It is usually taken in the spring of the junior year and again in the fall of the senior year. It assesses Critical Reading, Math, and Writing skills; each component is scored on a scale of 200 (low) to 800 (high). Generally retesting without additional preparation can result in a gain or loss of 20 to 30 points.

Subject Tests (Formerly called the SAT IIs): www.collegeboard.com

The SAT Subject Tests are one-hour proficiency tests in individual subject areas. They are required by highly competitive colleges in addition to the SAT and are offered in October, November, December, January, May, and June. Students can take both the SAT and SAT Subject Tests, but not on the same day. Schools usually require two or three Subject Tests, all of which can be taken on the same day. Students should take the SAT Subject Tests in the spring of their junior year if they are completing their studies in foreign language, want to take the American history test, or intend to apply for early decision or early action options. SAT Subject Tests are used mostly for placement, but some schools do use them for admissions. It is important to note that not all of the SAT Subject Tests are offered on each test date. Registration can be done by mail or online by contacting the College Board.

American College Testing Program (ACT): www.act.org or www.actstudent.org

The ACT is a series of tests in English, math, social studies, and science. Some schools, primarily in the Midwest and Southwest, require it instead of the SAT. Many schools will accept either the ACT or the SAT. The ACT is basically an achievement test rather than an aptitude test, and this difference should be considered when choosing which test(s) to take. Registration can be done through the mail or online.

Test of English as a Foreign Language (TOEFL): www.ets.org

This test used to measure the English language proficiency of foreign students. Currently it is used as an admissions requirement at many colleges for students whose primary language is not English.

Advanced Placement Tests (AP): Students who are taking advanced or college level course work in certain subjects usually take these tests. The tests are graded on a scale of 1 through 5. Many colleges award credits to students who earn high scores (usually 3 to 5). Students decide whether or not to submit their test results to the colleges. To do so, students must contact College Board directly.

www.collegeboard.com/student/testing/ap/exgrd_rep.html

Testing Reminder: Colleges want test score reports sent directly to them from the testing service. ***It is the student's responsibility to have test scores sent to colleges.*** If in doubt about procedures, seek help from your counselor. In order to determine whether to take SAT, ACT, and/or SAT SUBJECT TESTS tests, check the catalogs or websites of the colleges to which you plan to apply.

TEST DATES 2011 - 2012

Herndon High School CODE: 471065

2012 – 2013 dates will be available in the Spring *Confirm all dates on the web!!!*

SAT AND SAT SUBJECT TESTS TEST DATES

www.collegeboard.com

TEST	TEST DATES	Regular Registration Deadline	Late Registration Deadline
SAT I & SAT SUBJECT TESTS	Jan. 28, 2012	Dec. 30, 2011	Jan. 13, 2012
SAT I only	March 10, 2012	Feb. 10, 2012	Feb. 24, 2012
SAT I & SAT SUBJECT TESTS	May 5, 2012	April 6, 2012	April 20, 2012
SAT I & SAT SUBJECT TESTS	June 2, 2012	May 8, 2012	May 22, 2012
	October ?	TBA	TBA
	November?	TBA	TBA
	December?	TBA	TBA

ACT TEST DATES

www.act.org or www.actstudent.org

TEST DATES	Regular Registration Deadline	Late Registration
February 11, 2012	Jan. 13, 2012	January 14-20, 2012
April 14, 2012	March 9, 2012	March 10-23, 2011
June 9, 2012	May 4, 2012	May 5-18, 2012
September 2012	TBA	TBA
October 2012	TBA	TBA
December 2012	TBA	TBA

TOEFL TEST DATES

TEST	DATES	Registration Information
TOEFL & TWE	Jan 14, '12	www.ets.org/toefl HHS Career Center
TOEFL & TWE	March 9, '12	Not offered at HHS
TOEFL & TWE	May 5, '12	www.ets.org/toefl HHS Career Center
All TOEFL/TWE offered at Herndon High School are paper-based tests (pBT). Information on internet based tests (iBT) is available at www.ets.org/toefl .		

SAT vs. ACT: How do the Tests Compare?

What is the difference between the SAT and ACT? They're both standardized tests and both are accepted at most colleges. Most colleges require test scores! To learn about the differences between the two tests and how they compare, take a look at the chart below.

	ACT	SAT
Administered	Six times/year	Seven times/year
English	Stresses grammar and usage, punctuation, and sentence structure	Questions test grammar, usage, and word choice
Writing	Optional	Required
Math	Up to trigonometry	Up to ninth grade basic geometry and algebra II
Reading	Questions drawn from four passages (may cover prose fiction, social science, humanities, and natural science)	Sentence completion, critical reading, and reading comprehension
Science	Charts and experiments	None
Penalty for wrong answers	No	Yes
Calculators permitted	Yes (optional)	Yes (optional)
Scoring	1–36	200–800 per section, combined for a total of 2400 possible
Fees	Basic fee \$34 Optional Writing, \$15.50	Reasoning Test: \$49 Subject Tests: \$22 registration plus \$11-\$22 per test

For a more detailed comparison of the two tests, go to <http://www.princetonreview.com/sat-act.aspx>

For a list of colleges that do not require ACT or SAT scores (referred to as “score optional”), please refer to <http://www.princetonreview.com/schools/college/QuickSearchList.aspx?programId=417>

(These colleges usually require good grades, lots of quality activities, and perhaps an audition, depending on the type of college.)

SELECTING A TEST PREPARATION CLASS

Many families decide to invest in standardized test preparation courses to prepare their high school student for the SAT/ACT test. There are a variety of programs, including many online programs now available. Some programs stress review of basic terms while others look at test taking strategies to maximize skills. They can vary in length from two to fifty-six hours and charge a wide range of fees. Students have many different test taking needs. Is the best course the longest time period? Is most expensive the best? An intensive prep class can teach new skills for tackling problems the student may not know how to solve. Not all test prep classes are created equal. Families should shop around before they commit to a program and invest time and money in an SAT prep course. Choose an SAT prep class or tutor that best meets the needs of the individual student. Factors that should be considered include:

- What is the maximum class size? What is the student to teacher ratio? Are students grouped by shared strengths and weaknesses?
- Do experienced teachers teach the course? How much experience have they had coaching for the SAT?
- Are the teachers available for free extra help outside of scheduled class hours? If you miss a class, are make-ups offered? If so, are they with a teacher or an audio or video tape?
- What materials are provided? Are they yours to keep and take home? How recently have the materials been updated?
- Does the course offer diagnostic testing? Does the course utilize actual SAT or ACT test materials?
- How many practice tests are offered, under both proctored and non-proctored conditions? Are the practice tests analyzed by computer? Is computer software available to supplement the class materials?
- As the SAT program changes, is the course changed?
- Is the student's progress monitored regularly?
- What is the average score improvement? Are guarantees associated with this?
- Will the course schedule and the student's schedule be compatible? Will the student have time to attend the classes and do the homework?
- Does the course teach to the individual needs of the student?
- Does the course address the needs of students with learning disabilities?

Carefully check credentials of each program and ask for references of previous students and parents. Ask for independent verification of score claims. The best teachers are formally trained in the method they teach and know how to make learning fun and engaging. Preparation at home can definitely improve scores (and save the wallet) only if the student is willing to study. Many companies offer excellent study guides and computer software complete with SAT strategies and practice tests. An excellent resource for preparing for the SAT is the College Board's free publication "Taking the SAT Reasoning Test," which is available in the high school career center.

The Career Center and the counselors have lists of local test prep programs and websites. (FCPS does not endorse specific tutorial services.)



PAYING FOR COLLEGE

Financial Aid Comes in 3 Basic Forms

Scholarships/Grants--These are monetary gifts that do not have to be paid back.

All colleges award school scholarships /grants based on demonstrated need shown by FAFSA, and, if needed, CSS PROFILE results.

The majority of colleges award merit scholarships for outstanding academic, athletic, artistic, musical, and theatre performance during high school. Students should apply directly to colleges for information and/or applications.

In addition, there are hundreds of college scholarships awarded by other sources such as parents' employers, labor unions, civic and religious organizations, professional associations, and other private groups.

Renewable scholarships will have continuing eligibility requirements, such as maintaining a certain level of academic or athletic performance or showing evidence of continued financial need.

College Work Study—CWS

This program enables students to work and earn money to contribute towards their educations. CWS is a federally funded, need-based program.

The Commonwealth of Virginia also sponsors a work study program for undergraduate and graduate students who are Virginia residents enrolled at Virginia institutions.

Student Loans

The Federal Perkins Stafford and Plus loan programs provide educational money to eligible undergraduate and graduate students and to parents. Interest rates on the different loan programs vary, as do the terms of repayment.

APPLYING FOR FINANCIAL ASSISTANCE

In recent years, financial assistance for college students has not kept pace with the rising costs of a college education. Your family may need assistance meeting the annual cost of tuition, books, fees, room and board. If this is the case, you should be prepared to do a thorough search of available resources. Here are some points that may help you along the way:

- ◆ Begin researching scholarships in the spring of your junior year. Look for scholarship information and run a scholarship search in the Career Center. Access the various online scholarship searches.
- ◆ Continue to investigate scholarship opportunities throughout your senior year. Let your counselor and career resource specialist know you are interested in locating scholarship money.
- ◆ Examine information available on individual college websites regarding financial aid, scholarships, and other payment options.

- ◆ Find out what forms your colleges require and what the deadlines are. That information is available in the Career Center.
- ◆ Attend a financial aid workshop.
- ◆ Senior year, complete the Free Application for Federal Student Aid (FAFSA). All students must submit the FAFSA to be considered for any financial assistance including the Stafford Loan. Complete the FAFSA as soon as possible after January 1 of your senior year.
- ◆ Complete and return CSS Profile application in the fall if applying to a college using this system.

NCAA Clearinghouse for Student Athletes: Eligibility Information:

<http://www.ncaa.org>

High school athletes who intend to become student/athletes in college should apply to the Clearinghouse at the end of junior year to establish eligibility. You will need to ask your counselor to send your junior transcript. Also, make sure to have your SAT and ACT scores sent to the Clearinghouse. Your coaches may advise you about the feasibility of playing college level sports.

FINANCIAL AID VOCABULARY

College Scholarship Service (CSS): one of several organizations authorized to process the Free Application for Federal Student Aid (FAFSA)

CSS/Financial Aid Profile (Profile): the form for data on family assets and liabilities used by the College Scholarship Service for evaluating student need

Expected Family Contribution: total amount a student and his or her family are expected to pay toward college costs from their income and assets

Financial Aid Package: total financial aid award received by the student

Financial Need: amount by which a student's family contribution falls short of covering the student's expense budget

Free Application for Federal Student Aid (FAFSA): form distributed by the federal government for use by students applying for federal financial aid programs

Grant: financial award that does not have to be repaid

Loan: money borrowed that must be paid back with interest

Student Aid Report (SAR): report produced by the U.S. Department of Education and sent to students who have applied for federal student financial aid

Scholarship: monetary gifts that do not have to be repaid

Federal Work-Study: on-campus job obtained through the Financial Aid Office at each college

FINANCIAL AID WEBSITES

The Federal Government

www.studentaid.ed.gov

www.ed.gov/about/offices/list/ope/index.html

- The largest provider of financial aid, the federal government has a great deal of information on student financial aid on its site.

The Federal Government

www.fafsa.ed.gov

- An interactive web version of the Free Application for Federal Student Aid

www.pin.ed.gov

Apply for pin before filling out online FAFSA (in the fall of your senior year)

Financial Aid Information Page

www.finaid.org

- Rich offerings on everything from scam alerts to scholarship searches

Fast Web

www.fastweb.com

- A free, searchable scholarship database that enables you to locate sources of financial aid suitable for you

College Net

www.collegenet.com

- Database with information on colleges, scholarship opportunities and academic resources
Offers a comprehensive college index with great graphics and interesting resources
On-line application processing.

Additional and Local Scholarships

Available in the Career Center/Check out Family Connection

Tips:

- ◆ Be sure to examine information available on individual college websites regarding financial aid, scholarships, and other payment options.
- ◆ Watch for announcements regarding Financial Planning Night in the fall of senior year.
- ◆ You can access scholarship databases through Family Connection.
- ◆ Be very wary of scholarship search businesses (on the web or mailers) that charge a fee!



PROFESSIONAL AND TECHNICAL OPTION

WORKING VOCABULARY

Apprenticeship: formal training program which combines full or part-time work in a trade or craft with classroom instruction

Avocation: an activity one pursues in addition to regular employment; a hobby

Career: all one's work activities

Commission: pay received based on a percent of the product sold or manufactured

Flex-time: adjustment of working hours to accommodate employees as well as employer

Fringe Benefits: in addition to salary, benefits such as medical insurance coverage, paid vacations, day care, tuition assistance

Job: all tasks performed by a worker

Job Sharing: When two or more persons share responsibility, hours, and salary

Journeyworker: a person who has served an apprenticeship and is qualified to work at a trade

Minimum Wage: the lowest allowable hourly wage as established by the federal government

Occupational Outlook: estimate of the future demand for workers in an occupation

On the Job Training (OJT): a training program that qualifies the employees to do a job or improves existing skills

Professional/Technical: Professional /technical training for post-secondary students that results in a certificate of completion

Resume: A brief well-written listing of one's educational background and employment experiences

Salary: fixed compensation paid regularly for services

Skill: the ability to do something well, arising from talent, training, and practice

Wages: payment for labor or services performed hourly or daily

W2 Form: statement of yearly earnings used for income tax purposes

PRIVATE CAREER SCHOOLS

Private career schools are institutions that offer career specific programs of study. A typical program can vary in length from three months to two years. Tuition depends on the program of studies and the skills taught.

If you are considering a private career school, write to institutions offering courses in your chosen career and ask for a catalog. Use the following to compare the schools:

State Licensing

Most states require that schools be licensed in order to operate. At a minimum, schools should be approved by the state board of education.

Accreditation

To be accredited, schools must pass a thorough examination of policies and practices and meet standards set by an agency recognized by the U. S. Department of Education.

Courses

Schools should offer up to date, well rounded, high quality courses taught by instructors with experience in the field.

Facilities and Equipment

The school should be well maintained and meet fire safety and building code requirements. The equipment should be up to date and adequate to meet the needs of the students.

Hands on Training

Laboratory or shop facilities should be adequate to enable students to obtain practical experience.

Job Placement

The school should have an active placement office and offer instruction in resume writing, interviewing, and filling out applications.

Cost

Cost can range from \$2000 to \$15,000 per year. Investigate the school's financial aid resources and refund policy.

Visit the school

Choose a day when classes are in session. Talk to students. See if the buildings and equipment compare with the catalog description. Talk to graduates and employers to see what they think of the school.

APPRENTICESHIPS

An apprenticeship is:

- A training program that prepares you for a skilled occupation. Training varies from between one to six years with an average period of four years.
- a combination of classroom and supervised on-the-job training. As a trainee you are paid a salary while working and attending a minimum of 144 hours of classroom instruction for each year of apprenticeship.
- sponsored by employers, a group of employers, joint committees, or employee organizations such as unions.

An apprentice must:

- be at least 16 years old.
- negotiate a formal written agreement with the employer through the Virginia Department of Labor and Industry.
- work with a journeyworker.

An apprentice will:

- learn a trade or craft.
- earn a regular wage while learning.
- be supervised on the job by a journeyworker.
- be taught in class by an expert, usually a journeyworker.
- work toward becoming a journeyworker.

There are at least fifty different occupations that can be developed through the apprenticeship program. Among them are:

- air conditioning, heating, and ventilation
- auto mechanic
- bricklayer/stone mason
- cook
- cosmetologist
- custom tailor
- drafter
- electrician
- funeral director
- jeweler
- land surveyor
- landscape gardener
- meat cutter
- optician
- pharmacy assistant
- photographer
- plumber
- printing press operator
- television repairman
- upholsterer

How do I find an Apprenticeship? The Virginia Employment Commission has field offices with apprenticeship specialists who can refer you to employers:

Website: www.vec.virginia.gov

Information regarding apprenticeships can also be found Fairfax County's *Adult and Continuing Education* website: <http://www.fcps.edu>

Region Four includes Arlington, Fairfax, Loudoun and Prince William Counties and the cities of Alexandria, Fairfax, Falls Church, Manassas, and Manassas Park. Other sources for apprenticeships are local unions, a medium to large sized business, America's Job Bank, and searchable databases.

FINDING THE JOB

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

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

HOW TO BEAT THE COMPETITION

Develop a list of businesses that usually hire people with your skills and ask for an interview. Two thirds of all job hunters use this approach and most get the jobs they want. It is by far the best way to land a job.

- Don't wait for businesses to advertise. Be aggressive. Beat the competition to the door.
- Don't underestimate smaller businesses. Eighty four percent of the work force is employed by small companies.
- Find out what new businesses are opening in your area and when they will begin hiring.
- Target jobs in rapidly expanding fields.



APPLYING FOR A JOB

The first step in conducting your job search is preparing a record of the things that your prospective employer will wish to know, such as who you are, what you are, what you have done, what you believe you can do, and who will confirm what you say.

❖ Personal References

When you are asked for the names of two or three persons with whom the employers may review your qualifications, be sure to list names of people whom the prospective employer will respect. He would not rely on the word of a relative, for example, nor of anyone under voting age. A reference list ordinarily will include the name of a person who, like a previous employer, can confirm your working attitude and drive; and of someone who is able to confirm your character, such as a religious affiliate.

Never use the name of someone as a reference without his permission. If a person finds he has been used as a reference without permission, he may not support the application with enthusiasm. The easiest way to request permission is, of course, to speak to the person. For example, say, "Mrs. Hunter, may I use your name as an employment reference?" The alternative is to write a letter:

Such a letter should be accompanied by an addressed card, or stamped and addressed envelope to expedite your receiving a reply. If you do not receive a reply, you may prefer not to press the matter. You might assume the answer to be "no" and then look elsewhere.

❖ The Employment Interview

When you meet your interviewer, fix his or her name in your memory. You will have to use the name during the interview and in any follow-ups. If you're asked to fill out an application form, be as brief and clear as possible. Refer to your resume for consistency. The application will probably ask for your social security number and personal references, so be prepared. The following are some tips for having a positive interview:

- Take the initiative early in the interview. Ask questions.
- State your goals. Remember that you are selling yourself.
- Relax and be yourself. Remember that you are interviewing the company as much as it is interviewing you.
- Show enthusiasm for and interest in the product, the people, the process, and your potential as an employee with the company.
- Speak clearly and to the point. Look your interviewer in the eye.
- Your posture is important. Sit straight, with hands and legs relaxed. No gum, no smoking.
- If you don't know an answer, say so. This will show that you are truthful, and your employer will probably expect to train you.
- Be honest.
- For questions about past employment: Don't exaggerate. Don't cover up your past record. Remain positive. Avoid complaints.
- End the interview on a positive note and ask when the decision will be made and how you will be notified.
- Thank the person for the interview: "Thank you for speaking with me. I look forward to hearing from you."
- Promptly send a thank you note by mail or e-mail to show your appreciation for the interview. In the note express your continued interest in employment or withdrawal of your application.

THE RESUME

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

- always be accompanied by a cover letter which refers to an ad or position.
- be developed for a specific objective to get the job.
- mirror the requirements of the job. List all relevant experience, including school projects, club activities, volunteer work, etc.
- contain correct information. Proofread your resume several times and have someone else proofread for you. Accuracy is extremely important.
- use action verbs such as managed, supervised, monitored, marketed, created, developed, planned, organized, reviewed, evaluated, etc.
- highlight your knowledge, skills, and accomplishments.
- emphasize your strengths.
- be easy to read. (The experience you have will sell you, not the size of the words you use.)
- be concise, no longer than one page.
- be organized logically; in order of importance, or chronologically.
- be scannable.
- promote your selling points.
- be professional. (Use a computer to print your resume, making sure copies are neat and clean.)
- emphasize key points or expressions by using bold type or underline.

Mail your resume in good condition, preferably in a large envelope.

If you have not received a response to your cover letter and resume within a reasonable time (up to three weeks), follow up with a phone call.

THE COVER LETTER

The cover letter communicates to a prospective employer that you are interested in obtaining a position with his or her company. It is usually sent with a resume. There are some points you should consider when writing the letter:

- Try to address your letter to the specific individual who will be hiring you. Be sure the name is spelled correctly.
- State the purpose of your letter in the first paragraph. Name the position you are applying for and how you heard the opening.
- Explain how the experiences or abilities listed in your resume relate to the company's goals or to the duties of the position.
- Always ask for an interview.
- Avoid the use of slang, idioms, or acronyms.
- Check for spelling, punctuation, and grammatical errors.
- Have the letter critiqued by several people.



MILITARY OPTION

MILITARY OPTIONS

Military Enlistment

Enlisting in military service right after high school might be your best option. The U.S. Army, Navy, Air Force, Marines, and Coast Guard provide job training in many fields, as well as opportunities for enlistees to take some college-level courses. The services can also help you to build a college fund.

The National Guard consists of two components: the Army National Guard (ARNG) and the Air National Guard (ANG). It is obligated to serve the state in times of natural disasters or civil disturbances, and the nation in time of war. Flexible scheduling makes it possible for you to combine service in the National Guard with work or school. The Guard meets one weekend per month and two weeks in the summer. The National Guard also offers educational benefits.

If you are considering military enlistment, you will need information on the specific services. Each service sets its own enlistment qualification requirements.

Reserve Officer Training Corps (ROTC)

The ROTC program provides the opportunity to attend a civilian college while studying military leadership as part of a total undergraduate program. ROTC is a college elective that requires about four hours a week. It is offered at hundreds of campuses. The program is divided into two parts: the basic course and the advanced course. The basic course is normally attended during the first two years of college with no military commitment. After completing this course, selected students may enroll in the advanced course. Enrollment in the advanced course incurs a military obligation. Applications are available upon request from college ROTC units.

Service Academies

The mission of the service academies is to provide the instruction and experience necessary to produce graduates with the knowledge, character, and leadership abilities to become career military officers. The United States maintains five service academies:

- The United States Military Academy at West Point, New York
- The United States Naval Academy at Annapolis, Maryland
- The United States Air Force Academy at Colorado Springs, Colorado
- The United States Coast Guard Academy at New London, Connecticut
- The United States Merchant Marine Academy at Kings Point, New York

SERVICE ACADEMY ADMISSIONS PROCESS

1. Each candidate must:
 - be 17 but not yet 22.
 - be a U.S. citizen at the time of enrollment.
 - be unmarried with no dependents.
 - have an above average high school record.
 - have strong scores on the SAT I or ACT.
 - be in good physical health.
 - have above average strength, endurance and agility.

2. Apply for a nomination. **START EARLY!!!** Minimally you should apply to your two U.S. senators, your congressional representative, and the Vice President. Some members of Congress will not accept applications for nomination after a specific date. You should request a nomination as soon as possible. In addition to the letter, the nomination process may include a questionnaire and interview.
3. Start a file at the academy. Send a letter to the admissions office requesting a pre-candidate questionnaire. The academy will open a file for you upon receipt of the completed questionnaire.
4. Fill out the academy forms. These forms will be sent to you after an evaluation of your pre-candidate questionnaire.
5. Take the SAT I or ACT. Send scores to the academies of your choice.
6. Take the Qualifying Medical and Physical Aptitude Exams.
7. Await the evaluation and status of your application. Notification for outstanding candidates may arrive in November; final decisions are made in April.

For more information, consult your counselor, career resource specialist, academy catalogs, and the academy representatives at the college fairs or when they visit your school.

Service Academy Addresses

U.S. Air Force

Cadet Admissions Office
 United States Air Force Academy
 Colorado Springs, CO 80840-5651
 Phone: 719-472-2530

U.S. Army

Director of Admissions
 United States Military Academy
 West Point, NY 10996-1797
 Phone: 914-938-4041

U.S. Coast Guard

Director of Admissions
 United States Coast Guard Academy
 New London, CT 06320-4195
 Phone: 203-444-8501

U.S. Merchant Marine

Admissions Office
 United States Merchant Marine Academy
 Kings Point, NY 11024-1699
 Phone: 516-773-5391

U.S. Navy

Director of Candidate Guidance
 United States Naval Academy
 Annapolis, MD 21402-5018
 Phone: 410-267-4361



APPENDICES

HERNDON HIGH SCHOOL CAREER CENTER

www.fcps.edu/HerndonHS

Click: Student Services

Click: Career Center

Career Center Specialist: Candace Morris

Email: cemorris1@fcps.edu

Phone: 703-810-2310

Hours: 7:00-2:30 a.m.

Students are free to stop by during class breaks, at lunch, before or after school, and with a pass from a teacher any time. Parents are welcome, too! Parents making a special trip to Herndon High School just to visit the Career Center should call ahead to be sure that there are no classes scheduled to use resource materials at the time of the visit.

Career Center resources include the following:

College Information

- ❖ College catalogs
- ❖ Index of majors and sports
- ❖ College handbooks (two year, four-year, and vocational institutions)
- ❖ Subjective references on colleges and programs
- ❖ Choices computer program
- ❖ College videos
- ❖ Academy, military and ROTC information
- ❖ College representative visits
- ❖ Statistical information on Herndon High School college admissions

Career Information

- ❖ Career reference library, including periodicals, *Career Opportunity News* and *Cam Report*
- ❖ Virginia Wizard- www.vawizard.org
- ❖ Career pamphlet files
- ❖ Military recruiter and occupational program visits
- ❖ Online interest inventories
- ❖ ASVAB (Armed Services Vocational Aptitude Battery) March 10

Financial Information

- ❖ Scholarship file containing applications and/or contact information for Career Center bulletin listings
- ❖ Books, reprints, FAFSA, and CSS Profile forms, etc.
- ❖ Job notices



Student Activity Record – Grades 9-12

Name of Student:

Grade And Year	School, Community, and Summer Activities (List hours per week/weeks per year)	Offices Held and Honors Won	Employment Experiences (List hours per week/weeks per year)
Grade 9 Year _____			
Grade 10 Year _____			
Grade 11 Year _____			
Grade 12 Year _____			

REQUIREMENTS FOR THE STANDARD DIPLOMA

Discipline Area	Standard Credits Required	Verified Credits Required (score of 400 or higher on End of Course SOL test)
English	4	2
Mathematics	3 *	1
Laboratory Science	3 **	1
History and Social Sciences	4 ***	1
Health and Physical Education	2	
Fine Arts or Practical Arts	1	
Electives	5 ****	
Student Selected Test		1
Total	22	6

*Courses that satisfy the mathematics requirement must include Algebra I and Geometry. Algebra II will be the third math, *unless* the student began high school math in Algebra 1, part 1 (in which case, Geometry would be the third math).

**Science credits must include three credits, including Biology, Chemistry (or Chem Tech), and either Physics (or Active Physics) OR Geosystems.

***Courses for the history and social science requirement must include Virginia and U.S. History, Virginia and U.S. Government, and two world history/geography courses.

****Two elective courses must be sequential.

The board may approve additional courses to satisfy all of these requirements. For more specific information, refer to [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#) (8 VAC 20-131-50.B).

CIVICS SEAL-- The Board of Education Diploma Seal for Excellence in Civics Education requires that a student meet the following criteria:

1. Earn a Standard or Advanced Studies Diploma
2. Complete Virginia & United States History and Virginia & United States Government courses with a grade of “B” or higher
3. Complete 50 hours of voluntary participation in community services or extracurricular activities. Activities that would count include:
 - Volunteering for a charitable/religious organization that provides services to the poor, sick or less fortunate
 - Participating in boy scouts or girl scouts
 - Participating in JROTC
 - Participating in political campaigns or government internships (boys states, girls state or Model General Assembly)
 - Participating in school-sponsored extracurricular activities that have a civics focus
4. HAVE GOOD Attendance and NO DISCIPLINARY Infractions.

REQUIREMENTS FOR THE ADVANCED STUDIES DIPLOMA

Discipline Area	Standard Credits Required	Verified Credits Required (score of 400 or higher on End of Course SOL test)
English	4	2
Mathematics	4 *	2
Laboratory Science	4 **	2
History and Social Sciences	4 ***	2
Foreign Language	3 <i>or</i> 2 + 2 ****	
Health and Physical Education	2	
Fine Arts or Practical Arts	1	
Electives	2	
Student Selected Test		1
Total	24	9

Students must take certain [courses for the Advanced Studies Diploma](#).

*Courses that satisfy the mathematics requirement must include Algebra I, Geometry, Algebra II. The fourth credit must be above Algebra 2 *unless* the student began high school math in Algebra 1, pt 1 (in which case, Algebra 2 would be the fourth math).

**Science credits must include four credits, including Biology, Chemistry (or Chem Tech), either Physics (or Active Physics) OR Geosystems, plus one additional lab science.

***Courses for the history and social science requirement must include Virginia and U.S. History, Virginia and U.S. Government, and two world history/geography courses.

****The foreign language requirement is met by passing 3 sequential years in one foreign language OR 2 sequential years of 2 foreign languages.

The board may approve additional courses to satisfy all of these requirements. For more specific information, refer to [Regulations Establishing Standards for Accrediting Public Schools in Virginia](#) (8 VAC 20-131-50.C).