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ABSTRACT

This package contains a program description and miscellaneous brochures about the Seattle (Washington) Public Schools' tech prep program. The program description booklet is designed to show how a comprehensive vocational and applied technology program is being introduced at Nathan Hale High School in Seattle. Included in the booklet are the following: information on the Perkins Act grant used to fund the program and the initial stages of the program's implementation; program goals; description of special populations served and efforts to recruit them; student and program assessment; information on mentoring/shadowing (including steps and considerations in developing, implementing, and evaluating a mentoring program); job descriptions of the program staff members; information on the use and contents of student portfolios; 4-year and beyond planner for tech prep students; and selected statistical information on Seattle public school and community college district enrollments. Also included in the package are the following: brochure on tech prep offerings in business education; tech prep recruitment brochure; guide to services offered by the Seattle career center; guide for parents; transparency masters detailing the Boeing Tech Prep Program; guidelines for developing student recruitment videos; "Bridge '98: Ingraham High School 9th Grade Orientation Program"; and booklet of checklists to assess interest in different occupational areas. (MN)

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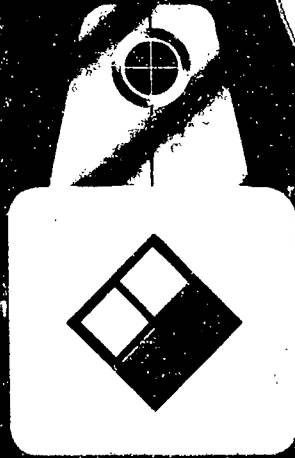
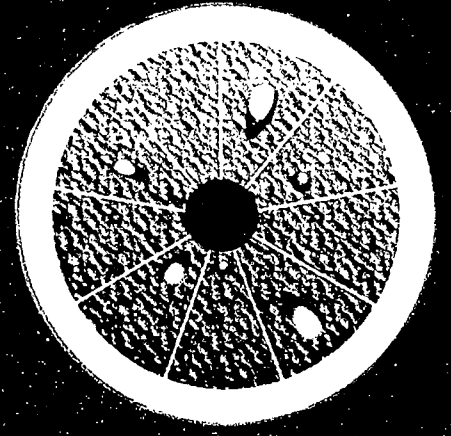
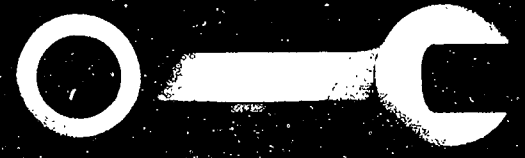
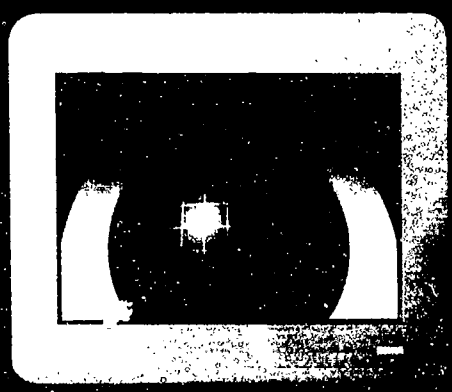
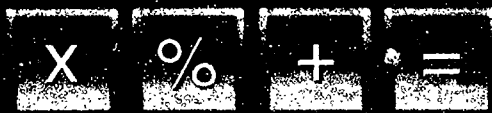
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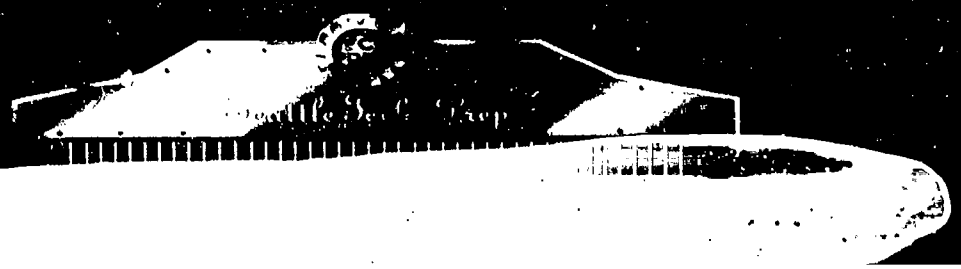
**COMPREHENSIVE
 VOCATIONAL AND
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 TECHNOLOGY
 PROGRAM
 SEATTLE TECH PREP**



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COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM SEATTLE TECH PREP

Produced by:

Seattle Public Schools
Vocational/Technical Education in
partnership with the Seattle Community
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T**ECH PREP** is an innovation in education that responds to changes in the way people work for a living, the things they need to know to be successful, and the reality that few careers will be immune to change or even obsolescence. Students must be prepared for a work environment in which learning is a lifelong process that demands significant academic, technical, and social skills.

Tech Prep joins high schools, community colleges and employers to develop an educational program that integrates academic and occupational knowledge in a way that prepares students for a meaningful role in society and the workplace. By linking four years of high school with two years at a community college, and providing work-site learning opportunities, Tech Prep can motivate students to stay in school and see value in an education.

NATHAN HALE HIGH SCHOOL'S COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

The purpose of this booklet is to show how a comprehensive vocational and applied technology program, funded by a federal Carl Perkins Act grant, is being introduced at Nathan Hale High School in Seattle, Washington. The grant was awarded to the Seattle Public Schools vocational educational department in July of 1991, and was initiated at Hale during the 1991-92 school year. The grant continues until July, 1996.

Although this program is intended to engage five special population student groups (academically and/or economically disadvantaged, bi-lingual, special education and teen parents) in courses of study that will lead to employment, its integration of academic and vocational education along with strong business and community involvement is applicable to more broadly based Tech Prep initiatives. The program is designed to give students and teachers a better understanding of the workplace and to help participating business people gain an insight into the school.

Nathan Hale is located in a North Seattle neighborhood characterized by modest to expensive homes, and residents that represent a broad range of ethnic, income and educational groups. The student body consists of 1,100 students and of that number, 39 percent are English as second language students (ESL) and/or special education (visually impaired, mobility challenged, learning challenged, or moderate or severe mentally challenged). More than 36 percent of the students are on a free or reduced lunch program. Minority groups represent 60 percent of the school population.

Hale offers Tech Prep programs that are articulated with the Seattle Community College in the following areas; automotive technology, business, education, childhood education, horticulture, radio and television broadcast communications. Hale also offers courses in applied communication and principles of technology.

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NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM TEAM MEMBERS

<u>Name</u>	<u>Title</u>	<u>Assigned Vocational Dept.</u>
Clara Scott	Vocational Counselor	Program Coordinator
Craig Allen	Vocational Resource Assistant	Home & Family Life Department
Peter Mar	Vocational Resource Assistant	Business Education Department
Cathy Oberg	Vocational Resource Assistant	Technology Dept. Horticulture & Drafting
Tina Tudor*	Vocational Resource Assistant	Special Education Department

MOTTO

The Nathan Hale Comprehensive Vocational and Applied Technology Program (CVAT) has adopted the following statement as the program's motto:

Every child is born with a special gift and a special need. We work together with staff, teachers, parents and members of the community to help students identify and develop their special gifts while meeting their special needs.

* Tina Tudor is funded through the Seattle Public Schools Special Education Department. She received the VRI training with our team and assists in identifying special education students for the program.

Each team member received 60 hours of Vocational Resource Instructor training through the King County Vocational/Special Education Cooperative. The training provided information needed to successfully work with special need students which includes assessment, instructional strategies, transition planning, legal considerations, and behavioral management.

In addition to the 60 hours of training, the team was required to spend 13 hours visiting other high schools in King and Pierce County observing their VRI Programs.

GOALS OF THE NATHAN HALE COMPREHENSIVE VOCATIONAL & APPLIED TECHNOLOGY PROGRAM:

- To increase the number of youth from the target populations in vocational-technical programs.
- To demonstrate the power of academic and vocational education integration as a strategy for retaining student interest and improving their productivity
- To identify and nurture students to continue with their education and skill development in the Seattle Community colleges through articulated tech-prep programs.
- To prepare students for career choices.
- To provide students with a sequence of course work leading to employment.
- To make vocational education more "user friendly" through access, accommodation, monitoring and intervention.

SPECIAL POPULATION CATEGORIES AND ELIGIBILITY CRITERIA

- Academically disadvantaged (students who have a 2.0 GPA or below)
- Economically disadvantaged (public assistance, ward of the state, resides in foster care, reduced or free lunch)
- Bilingual (students currently receiving services from the Bilingual Department)
- Special Education (students being served by the Special Education Department)
- Teen Parents

KEY PLAYERS IN THE RECRUITING OF SPECIAL POPULATIONS INTO TECH PREP PROGRAMS

- Classroom teachers
- Counselors
- Career specialist
- Parents
- Community and business volunteers

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SKILLS THAT WILL BE NEEDED FOR THE 21ST CENTURY WORKPLACE

- Employers want employees who can learn the particular skills of an available job, and who have learned how to learn.
- Employers want employees who will hear the key points that make up a customer's concerns (listening) and who can convey an adequate response (oral communication).
- Employers want employees who can think on their feet (problem solving) and who can come up with innovative solutions when needed (creative thinking)
- Employers want employees who have pride in themselves and their potential to be successful (self esteem) and who know how to get things done (goal setting/motivation).
- Employers want employees who can get along with customers, suppliers or co-workers (interpersonal and negotiations skills); who have some sense of where the organization is headed and what they must do to make a contribution (organization, effectiveness); and who can assume responsibility and motivate co-workers when necessary (leadership).

This is a prescription for a well-rounded worker who has acquired a number of discrete skills and who has the capability to acquire more sophisticated skills when necessary.

- U. S. Dept. of Labor SCANS Report

ASSESSMENT

Most students do not choose a career as soon as they enter high school. The developmental process that leads up to such decisions begins in early childhood. Assessment takes on a more urgent and necessary role in high school. CVAT assesses all of the students in the program class placement, evaluation of placement and continued guidance are all part of the assessment.

The assessment tools that are used are:

- **Microcomputer evaluation & screening assessment (MESA):** this assessment is a comprehensive computer assisted screening tool that assesses students in basic academic skills, perceptual, neurological characteristics, motor coordination and dexterity, general cognitive abilities, physical capacities and vocational interest. This system utilizes work samples as part of the computer assisted testing. Appropriate for grades 9-12.
- **Career Decision Making Survey:** This survey assesses values, abilities, and interests of the student. Appropriate for grades 9-12.
- **Practical Assessment Exploration System (PAES):** This assessment is an integrated and applied skills program for special populations. PAES gives special need students in grades 7-12 an opportunity to explore a wide range of "hands on skills" which they would encounter in practical classes, vocational classes and employment.


PROGRAM VISITATIONS

Local school districts and the U.S. Department of Education occasionally send staff to visit the Nathan Hale Comprehensive Vocational and Applied Technology Program. Some of the visitors would like to spend the day, while others request one or two hours.

We have found it very helpful for the visitor to have a schedule prepared in advance for the program he or she requested to see. It is also very helpful to have the name of the classroom teacher and room number of the class they will be visiting.

The Program Coordinator arranges all program visitations in consultation with the visitor, principal, classroom teacher(s) and team member that is assisting in the classroom.

A sample of the form that is given to the visitor, the classroom teacher and all parties concerned is shown at left.


NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

Welcome
to Nathan Hale High School!

We are very happy that you selected Nathan Hale as one of the schools that you wanted to visit.

The team members of the Nathan Hale Comprehensive Vocational Technical Program are:

Chris Allen	Home and Family Ed.
Peter Alt	Business Education
Carly Obweg	Technology Education (Home Culture)
Tom Hader	Special Education
Cara Scott	Vocational Counselor & Program Coordinator

Your schedule for today is:

Period	Class	Room	Teacher
1			
2			
3			
4			
5			
6			

MENTORING/SHADOWING

No matter how dedicated school faculty members and counselors may be, there are limits to how much time they can provide each student for counseling and for lending "moral support." An effective mentoring or shadowing program can greatly expand the program's "reach" to students, and should be considered in planning any Tech Prep or applied technology program. Such opportunities are provided by the Nathan Hale Partners in Public Education. PIPE consists of private businesses that are paired with public schools. The following businesses have provided mentoring/shadowing in these areas:

- Safeco Insurance Company: data processing, accounting, law, insurance and other business related fields.
- University of Washington Medical Center: students have the opportunity to explore health care options in a highly technical medical facility.
- Viacom Cable: students are encouraged to visit the production center to explore Cable Vision technology.
- Lake City Rotary Club: our entry-level students are invited to spend the day at the work site where they interact with staff and assume duties.



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MENTORING PROGRAM

The Comprehensive Vocational and Applied Technology Program and the Seattle Lake City Rotary Program entered into a partnership to provide mentoring experiences for students served by the program. Approximately 30 Rotarians volunteer their time and staff resources to give the Hale student an opportunity to observe and participate in business from the inside. Students are given a vocational assessment prior to the mentoring experience and are paired with a business person who represents their vocational interest. Students spend several hours with the mentor to assure that they are mutually compatible.

"If you have knowledge, let others
light their candle from it."

Margaret Fuller (1810-1850)

"Never doubt that a small group of
thoughtful, committed people can
change the world, indeed it is the
only thing that ever has."

- Margaret Mead

(*American Heritage*, Dec. 1993)

DEVELOPING A MENTORING PROGRAM

A mentoring program can be initiated by a business, a school, a service organization or other community agency. To be successful, you should have: an idea of what you want to accomplish with the program, an institution willing to initiate the program and a creative individual who can coordinate it. Once these elements are established, program planning can begin.

Deciding on what you hope to accomplish is a good place to start. The purposes or goals of the program will provide your focus. For instance, do you want:

- to provide at-risk students with an incentive to stay in school?
- to provide gifted students the opportunity to work with someone in a chosen career area?
- to provide minority students with a successful minority role model?
- to match women considering non-traditional careers with women who have successfully overcome the barriers women face in these fields?
- to match first year teachers with experienced teachers who can encourage and assist them with problems?
- to match aspiring school administrators with successful practicing administrators who can help them gain the skills needed to obtain an administrative position?
- to match recently displaced homemakers with former displaced homemakers who can provide them with the encouragement and confidence needed to find a job.



CASE HISTORY – CAREER MENTORSHIP PROGRAM DIRECTIONS-SAN FRANCISCO, CALIFORNIA

Directions is a non-profit organization committed to assisting low-income minority youth to reach their aspirations and potential through making informed career decisions. The *Directions*' Career Mentorship Program (CMP) helps high school students explore careers through career days, exploratory interviews and internships. This spectrum of activities enables CMP to serve not only students who already have some career direction (through internships) but also younger, less directed or motivated students through career days and exploratory interviews. The three activities often serve as stepping stones, with students progressing from career days to exploratory interviews to internships.

The primary goals of the *Directions* mentorship program are:

- To increase job and interpersonal skills of low-income minority youth
- To provide youth with an awareness of career/job alternatives
- To give youth motivation and skills for planning for further education and careers
- To build a broad base of employer support for hiring and training low-income minority youth.

The mentors were selected from the corporate co-sponsors' employees and also recruited by Registry Staff from the community through presentations to local civic groups. The corporate co-sponsors looked for successful business people who could relate well to young people, were caring and sensitive, and who genuinely wished to assist students with their preparation either for college or for work.

Once the pool of potential mentors were identified by the participating companies, a representative from the Registry visited the prospective mentors at their workplaces and reviewed mentor responsibilities and program expectations. The mentors were then requested to complete a "Mentor Match Form".

EIGHT STEPS TO SUCCESS *

In the pages that follow, eight basic steps for developing a mentoring program will be outlined:

1. Form a planning task force
2. Recruiting additional sponsors (if desired)
3. Recruiting mentors
4. Recruiting students
5. Training mentors and students
6. Matching students with students
7. Implementing the mentoring program
8. Evaluating program effectiveness

1. FORM A PLANNING TEAM

The task force consists of CVAT staff, vocational teachers, career center specialist and other support staff. The Business Partners' focus is to assure that the business sponsors' needs are met as well as to provide an opportunity for resource identification and coordination.


2. RECRUIT ADDITIONAL SPONSORS

It is important to recruit mentors that represent ethnic and occupational variety. One partner may not be able to provide that variety, so it may be necessary to seek out other sponsors to join the mentoring program. Some professions or occupations may have few minority candidates. Seek out professional organizations that may help recruit mentors.

3. RECRUIT MENTORS

Working with organizations or businesses is the most efficient way to recruit mentors because one contact can net several mentors. Don't overlook the school community in recruiting efforts. Parents are a good source because they may be able to attract other mentors from their place of work.

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NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

MENTORING APPLICATION/STUDENT PROFILE

Please Print Carefully - If you need more space for an answer, please print on back of this sheet.

Last Name _____ First Name _____

Home Address _____ City _____ ZIP _____

Grade _____

Telephone number _____

What is your career interest area? _____

Do you currently have a job? Yes No

If yes, what is the job title? _____

What are your school interests and involvement in clubs (sports, etc.) _____

What are some things that you would like your mentor to know about you? _____

What would you like to get out of this mentoring experience? _____

I We agree to have my son/daughter participate in a mentoring experience. I understand that they will spend time with a professional at their place of business and get the opportunity to view their career interest from inside the business.

Parent/Guardian signature _____ Date _____

* Adapted from
The Registry
U. S. West
Seattle, WA

4. RECRUIT STUDENTS

The students were selected by CVAT staff on the basis of the following criteria:

- Male or female grades 9-12
- Currently enrolled in grades 9-12
- Have a minimum cumulative grade point average of 2.0 in language arts.
- Have demonstrated leadership capabilities such as experience as a class officer, or active participant in academic clubs or sports
- Recommended by a teacher, counselor or staff
- Have a record of superior school attendance as judged by teachers and counselors

5. TRAINING MENTORS AND STUDENTS

For **mentors**, one two and one-half hour session on the topic of how to be a mentor is conducted by CVAT staff, which explains the mentoring concept,

prepares mentors for adolescent behavior, provides a sound foundation for mentoring adults to interact with students, and uses mentor training materials developed by Northwest Regional Educational Laboratory (NWREL). Additional training includes: Mentor Value Sensitivity - designed to enable mentors to get in touch with their values and minimize the possibility that they will attempt to force them onto the students (2 hours). Mentor Cultural Sensitivity - Designed to empower mentors to be more sensitive to individuals from cultural backgrounds different from their own (2 hours). High School Life - Designed to resensitize mentors to high school pressures and increase the understanding of the reasons for the current educational crisis (2 hours). **Students** are expected to attend a one-hour session on the topic of student expectations for the mentoring experience held at participating high schools. Related workshops are conducted for students by the CVAT staff. Topics include: orientation, goal setting, interview skills, assertiveness, stress management, career panel, money and values.



NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

MENTOR PROGRAM INTRODUCTION

To:

From: Mrs. Scott, Vocational Counselor

RE: Comprehensive Vocational & Applied Technology Mentoring Program

Congratulations! You have been selected to participate in the Mentoring project with Nathan Hale and the Lake City Rotary Club. This promises to be a very rewarding experience for you and your mentor.

Please make sure that you remember the following information:

- You must get your parent/guardian's signature to participate in the program.
- You must be dependable - remember your mentor is a very busy person and has allotted time to spend with you.
- Please dress appropriately - You do not have to wear your Sunday best, but make sure that you do dress in nice and clean.
- Remember to keep a very pleasant look on your face - you will meet people from that way.
- Please ask your mentor lots of questions - This will help you know all aspects of the job.

Comprehensive Vocational and Applied Technology Program

Appropriate Questions to Ask Your Mentor:

- How long have you worked at your present job?
- What type of business are you in?
- What type of training/education did you need for your job?
- What encouraged you to pursue a career in _____?
- What class or classes prepared you for your job in high school?
- Share with your mentor what type of career interests you have at the moment.
- Ask for some insight from on how to prepare yourself in your career interest area.

6. MATCHING MENTORS WITH STUDENTS

CVAT staff matches student participants with successful business people based on career interests and personality characteristics. In assigning mentors to students, the following additional factors are taken into consideration: sex, race, racial preferences stated by mentor or student, and age. Whenever possible, CVAT staff tries to meet preferences stated by mentors and students on their "Match" forms.

7. IMPLEMENTING THE MENTORING PROGRAM

Number of Contacts - Internship contacts last 6 to 10 hours per month over five months. Exploratory interviews are one and a half hours each.

Nature of Contacts - The following types of contacts are part of the Directions program:

- Exploratory Interview - Students interview mentors one-on-one and tour work sites. Students learn about working conditions, employment options, and job satisfaction.
- Internship - The internship begins with a student/mentor interview to test their compatibility, arrange a schedule, and discuss possible goals and activities.

Students volunteer at mentors' work sites 6-10 hours per month after school.

Mentors assign, monitor and evaluate students' work projects and provide career guidance and encouragement. The mentors and students complete an Internship Plan at the outset and submit a copy of the plan to the Directions office.

Mentor and student responsibilities are reviewed and a "Match Agreement" is signed by all participants and returned to the Registry office.

- Four two-hour training seminars in job interviewing, personal development (problem solving, decision-making skills, self-esteem, appearance, time management) and career rap sessions in sciences and business. All seminars are offered at least twice; once during the week and once on a weekend. Mentors and students are expected to attend the seminars together.
- One work-related routine activity at mentor's work place.
- Mentors use *An Idea Book for Mentors* and students use the *Career Journal* developed by NWREL for suggested discussion topics.
- Contacts between mentors and students in discussing summer job opportunities and scheduling interviews for students. The students provide their mentors with a list of people who have interviewed them. The mentors then contact the Registry's office to request personal letters of recommendation to be sent to the interviewers.
- Mentors are expected to expose their students to the business world; demonstrate reliability, team work, commitment, personal word keeping, dependability and

civic responsibility; foster a supportive, purpose-oriented relationship with their students; and set positive examples of adult role models.

8. EVALUATING PROGRAM EFFECTIVENESS

Students and mentors fill out survey forms and are also encouraged to voice opinions about the program to staff, corporate sponsors, and high school counselors and principals.

The potential scope of mentoring programs is unlimited; the potential good - immeasurable. With the possible exception of those rare individuals who have

reached the pinnacle of their personal and professional development, there is not a worker, a student, a participant in or dropout from our society who would not benefit from having a mentor.

The real value of any mentoring program is in assisting mentors and students to recognize the significance of such relationships so that they all will want to be mentors in the future. But, just as

students can become mentors, so can mentors become students. That is how we learn, that is how we grow.



NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

MENTORING PROJECT STUDENT'S EVALUATION FORM

We would appreciate your evaluation of the Mentoring program that you participated in on . Please circle the number that represents your opinion:

5 4 3 2 1
Highest Lowest

Meeting your mentor at the continental breakfast was helpful:

5 4 3 2 1

Comment

Pairing of you and your mentor in advance was helpful:

5 4 3 2 1

Comment

The mentor asked you questions about yourself and interested in exposing you to what their job entails:

5 4 3 2 1

Comment

Career information you gained from the time spent:

5 4 3 2 1

Comment

What was the most memorable thing that impressed you:



NATHAN HALE COMPREHENSIVE VOCATIONAL AND APPLIED TECHNOLOGY PROGRAM

MENTORING PROJECT MENTOR'S EVALUATION FORM

We would appreciate your evaluation of the Mentoring program that you participated in on . This will help us plan for next year's program.

Please circle the number that represents your opinion:
5 4 3 2 1
Highest Lowest

Meeting the student at school at the continental breakfast was helpful:

5 4 3 2 1

Comment

The pairing of the student and mentor in advance was helpful:

5 4 3 2 1

Comment

The student asked questions and appeared to be interested in the mentoring experience:

5 4 3 2 1

Comment

The student was courteous and respectful:

5 4 3 2 1

Comment

Followed the corporate rules:

5 4 3 2 1

Comment

I will / will not participate in the program next year.

Please list any suggestions for next year's program.

NATHAN HALE HIGH SCHOOL VOCATIONAL COUNSELOR - PROGRAM COORDINATOR – JOB DESCRIPTION

Coordination of all services and administrative tasks that are associated with students that are served by the Coordinated Comprehensive Vocational Program to include the following:

- Identification of the special population group approved to serve with the Perkins grant.
- Coordinate vocational assessment for students to include identification, scheduling and post counseling into vocational classes that meet the interest and abilities of the student
- Development of career activities and student portfolios for all 9th graders in the Home and Family Life, Personal Choices class.
- Coordination of shadowing experiences for students served by the Comprehensive Vocational-Technical Program in partnership with the Lake City Rotary Club.
- Development of the Mentorship Program with businesses in the greater community. This grows out of a need and desire to get more students interacting with the business community.
- Provide counseling and post-secondary counseling to students, coordination of supervision, training and scheduling of Vocational Resource Assistants.
- Refer students to summer job experiences.
- Promote programs.
- Orient eligible students to program through classroom visitations.
- Assist in providing the vocational department with student progress and participation.
- Perform other duties as required.

NATHAN HALE HIGH SCHOOL VOCATIONAL RESOURCE ASSISTANT– JOB DESCRIPTION

- Maintain contact with vocational instructors.
- Assist in the placement of vocational students in appropriate vocational programs.
- As needed, provide instructional support to students and vocational instructors.
- Provide intervention upon the request of vocational instructors and program coordinators.
- Assist in helping students understand the relationship between vocational training and future job placement.
- As needed, assist in student-parent conferences.
- Assist in maintaining relevant, current curriculum to supplement vocational instruction.
- Maintain student records regarding enrollment, attendance and withdrawal with grade machine software.
- Adapt vocational activities to meet individual student needs.
- Provide input to Focus and Hale Intervention teams on student program placement
- Assist in monitoring student progress in vocational program.
- Assist in arranging class field trips and supplemental career exploration activities.
- Document program activities with building administration, e.g. course syllabus, class rules, grade book.
- Assist students in getting career planning direction via "Three Year Plan".
- Attend conferences and workshops to ensure that the program remains current with educational practices.
- Participate in in-service activities aimed at improving teaching and counseling skills.

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STUDENT PORTFOLIO


The Comprehensive Vocational and Applied Technology Program utilizes a career development portfolio that is updated quarterly during their four years of high school. Nathan Hale students are provided six to eight 30-minute guidance periods each school year to work on their portfolios under staff and teacher supervision. Portfolios contain:

- Graduation requirements
- College entrance requirements
- Career exploration
- Resumé
- Letters of recommendation
- Transcript of course history

Awards, citations, and competency certificates may also be collected in the portfolios. Students served by the CVAT Program will be allowed to take the portfolio with them upon graduation.

Name _____ Year of Graduation _____

**CAREER
DEVELOPMENT
PORTFOLIO**



The seal of Seattle Public Schools is a circular emblem with a serrated edge. It features the words "SEATTLE PUBLIC SCHOOLS" in a stylized font. The word "Seattle" is written in a large, bold, serif font across the middle, and "Schools" is written below it in a similar style. The words "SEATTLE" and "SCHOOLS" are written in a smaller, sans-serif font along the top and bottom inner edges of the seal, respectively.

NAME

DATE

DRAFT



Instructions: Choose a career area of interest. Complete a four year high school plan using graduation course requirements and electives that support your career interest area. A minimum of 20 credits is required for graduation.

SEATTLE PUBLIC SCHOOLS FOUR YEAR AND BEYOND PLANNER

CAREER AREA OF INTEREST	BUSINESS / MARKETING / ECONOMICS	ARTS / COMMUNICATIONS	HEALTH / HUMAN SERVICES / ENVIRONMENT	INDUSTRIAL TECHNOLOGY AND ENGINEERING	SCIENCE
CAREER PREPARATION COURSES	<ul style="list-style-type: none"> ◆ Accounting I, II ◆ Computer Application I, II ◆ Keyboarding ◆ Word Processing I, II ◆ Applied Business Communication ◆ Business Law ◆ Applied Business Math ◆ Applied Business Marketing 	<ul style="list-style-type: none"> Drawing & Painting Commercial Art Ceramics Photography Choir Band Drama Guitar Piano Creative Writing Journalism ◆ Radio/TV Speech 	<ul style="list-style-type: none"> Nutrition & Foods ◆ Children/Parenting Clothing/Textiles Family Psychology Independent Living Business Law Marketing 	<ul style="list-style-type: none"> ◆ Drafting ◆ Applied Math ◆ Principles of Technology ◆ Auto Technology ◆ Auto Services Metals Electricity Electronics Business Law ◆ Wood/Construction ◆ Radio/Television Graphics 	<ul style="list-style-type: none"> ◆ Horticulture Botany Zoology Environmental Professionals ◆ Principles of Technology Chemistry Physics Biology
LIFE SKILL COURSES	Independent Living Keyboarding Children	Computer Application 9th Grade Career Class	Nutrition & Foods Art Music	Psychology Parenting Family Relations	Foreign Language Traffic Education
CORE AND ACADEMIC PREPARATION	English 9A, 9B English 10A, 10B or English Elective	English 11A, 11B or English Elective World History 1	World History II World History III US History 11A US History 11B	American Govt./Econ. 2 years Math 2 years Science	2 years Physical Ed. .5 year Fine Arts .5 year Health 1.5 year Occup. Ed.
COLLEGE ADMISSION	2 - 4 years Foreign Language	3 years Social Science	3 - 4 years Math 4 years English	2 - 4 years Science	1 year Fine Arts or Academic Elective
TECHNICAL/ PROFESSIONAL PREPARATION	2 - 4 years Foreign Language	3 years Social Science	3 - 4 years Math 4 years English	2 - 3 years Science	

◆ Tech/Prep Articulated Courses

9TH GRADE		10TH GRADE	
FIRST SEMESTER	SECOND SEMESTER	FIRST SEMESTER	SECOND SEMESTER
11TH GRADE		12TH GRADE	
FIRST SEMESTER	SECOND SEMESTER	FIRST SEMESTER	SECOND SEMESTER



BACKGROUND INFORMATION – STATISTICS

A medium sized urban school district, Seattle Public Schools serves 44,000 students in 97 elementary schools, middle schools, high schools and alternative schools. The Seattle Community College District enrolls 22,015 students total at three campuses, three training centers and a vocational center. The city of Seattle had a 1990 census population of 516,259.

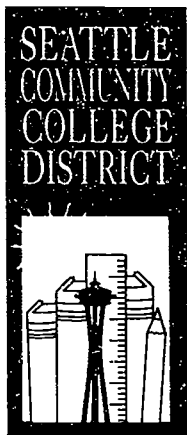
The Seattle Public Schools
815 Fourth Avenue North
Seattle, WA 98109-9985

BOARD OF DIRECTORS

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Linda Harris
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William M. Kendrick



The Seattle Community
College District
1500 Harvard
Seattle, WA 98122

BOARD OF TRUSTEES

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Dr. Charles A. Kane

SEATTLE PUBLIC SCHOOLS STATISTICS (1992-93)

NUMBER OF SCHOOLS

Elementary Schools (K-5)	61
Middle Schools	10
High Schools	10
Alternative Schools	16
Total (1992-93)	97

ENROLLMENT*

Elementary (K-5)	22,470
Middle (6-8)	9,483
High (9-12)	12,123
Total (1992-93)	44,076

ETHNIC BREAKDOWN

African American	10,159
American Indians	1,398
Asian	10,641
Caucasian	18,726
Chicano/Latino	3,152

BILINGUAL STUDENTS

Total for 1992-93	8,638
Percentage of Enrollment	20.7%
Total Languages Spoken	77

SPECIAL EDUCATION STUDENTS

Total Students	3,322
Percentage of Enrollment	7.9%

FULL-TIME STAFF

Teachers	2,388
Administrators	236
Support Staff	2,525

TEACHER/STUDENT RATIO

Elementary (K-5)	1:28
Middle (6-8)	1:29.5
High (9-12)	1:30

DROPOUT RATE

Elementary (K-5)	5.4%
Middle (6-8)	7.3%
High (9-12)	15.6%

GRADUATION RATE

Total Graduates	1,982
Percentage of Seniors Graduating	79.3%

1993-94 BUDGET

Total (millions):	\$296.2
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SEATTLE HIGH SCHOOLS AND ENROLLMENT

Ballard	1,275	Sealth	901
Cleveland	734	West Seattle	897
Franklin	1,464	American Indian Heritage (Alternative)	110
Garfield	1,484	Marshall (Alternative)	421
Nathan Hale	1,131	Middle College (Alternative)	175
Ingraham	1,043	Nova (Alternative)	127
Rainier Beach	860	Sharples (Alternative)	201
Roosevelt	1,480	Summit (Alternative)	622

SEATTLE COMMUNITY COLLEGE DISTRICT (1992-93)

Central Seattle Community College	North Seattle Community College	South Seattle Community College	Seattle Vocational Institute
FTE students: 4,833	FTE students: 3,875	FTE students: 3,419	FTE students: 227
Total Students: 7,838	Total students: 7,257	Total students: 6,426	Total students: 494
Full-time faculty: 137	Full-time faculty: 104	Full-time faculty: 76	Full-time faculty: 9
Part-time faculty: 306	Part time faculty: 203	Part-time faculty: 214	Part-time faculty: 14
Includes: Wood Construction, Maritime Training Center		Includes: Duwamish Branch Training Center	

Seattle Community College District 1992-93 Operating Budget: \$77,376,089



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FIVE REASONS TO CONSIDER TECH PREP

A successful alternative to a college degree - Only one in four high school graduates earns a bachelor's degree at a four-year college. **Tech Prep** provides you a shorter path to employment and provides work-place and problem-solving skills employers value.

1. **Technology training** - Today's job market demands a highly skilled work force. More than half of all new jobs are technical in nature and require at least one or more years of training after high school. **Tech Prep** helps you prepare for a workplace in which technology drives change.

2. **Rigorous Academic standards - Tech Prep** is challenging, yet academic course work emphasizes practical application of knowledge - you learn by doing.

3. **Career-based education - Tech Prep** gives you an opportunity to explore and develop your interests in a variety of careers. Business supported mentorship, internship and apprenticeship programs provide you real work place experiences and the assurance that what you are learning is needed in an increasingly technological job market.

4. **Tech Prep** is a good deal - Because high school and community college curricula are linked, you can earn college credit while attending high school and save money in community college tuition by completing approved high school courses with a "B" grade or better.

FOR MORE INFORMATION

Contact your Counselor and/or Career Center Specialist for more information about Tech Prep programs offered in Seattle Public Schools.

Ballard	281-6010
Cleveland	281-6020
Franklin	281-6030
Garfield	281-6040
Hale	281-6920
Ingraham	281-6080
Marshall Alternative	281-6115
Rainier Beach	281-6090
Roosevelt	281-6050
Sealth	281-6060
Seattle Alternative	281-6910
West Seattle	281-6070

Published by the Seattle Public Schools Professional Technical Education Manager, Baker B. Haynes.

Marie Coon, Seattle Community College Tech Prep Coordinator
Produced under federal dissemination grant #A248A20032 from the U.S. Department of Education

The Seattle School District is an Equal Opportunity Affirmative Action employer. We do not discriminate on the basis of race, sex, age, religion, or national origin in any of our programs or activities. All federal, state, and local laws, rules, and regulations apply to our employees. For more information, contact the Office of Equal Opportunity, 3400 University Avenue, Seattle, WA 98105. The district is a member of the Washington State Education Association (WSEA) and the National Education Association (NEA). The district is also a member of the International Brotherhood of Teachers (IBT). The district is an Equal Opportunity Employer. For more information, contact the Office of Equal Opportunity, 3400 University Avenue, Seattle, WA 98105. The district is a member of the Washington State Education Association (WSEA) and the National Education Association (NEA). The district is also a member of the International Brotherhood of Teachers (IBT). The district is an Equal Opportunity Employer. For more information, contact the Office of Equal Opportunity, 3400 University Avenue, Seattle, WA 98105.

TECH PREP: EDUCATION THAT PUTS YOU TO % + WORK



CONNECTING WITH TECH PREP

UNDERSTAND THE CHANGING WORK-PLACE

Most jobs in today's employment market require more education and training than a high school education provides.

As a student, it is important for you to understand that courses you select in high school should prepare you for a work place in which you may change jobs, if not occupations, several times in your lifetime. You must prepare to be a lifelong learner by developing good learning skills, a strong work ethic, and the ability to plan effectively.

CHOOSE A CAREER AREA THAT INTERESTS YOU AND MAKE A FOUR YEAR AND BEYOND PLAN

Whatever your goals may be, it is important to complete your Four-Year and Beyond Plan. You can change career area at any time. Planning forms are available from your school counseling office.

HOW TO GET COMMUNITY COLLEGE CREDIT FOR HIGH SCHOOL TECH PREP CLASSES

- Complete high school courses with a grade of "B" or higher. Demonstrate required competencies.
- Apply for admission to Seattle Community College within two years of graduating from high school.
- Apply for advanced standing by presenting competency checklist or transcript when you register.
- Complete 9 credits in the college program and pay a one-time \$10 records fee to convert the Tech Prep course(s) to college credits.

COMMUNITY COLLEGE CAREER PATH

BUSINESS EDUCATION

Required Competencies:

- Interprets, communicates information
- Uses computers
- Understands systems
- General safety (Partial listing)

HIGH SCHOOL COURSES FOR COLLEGE CREDIT

- Accounting I, II
- Microcomputer Applications I, II
- Keyboarding
- Word Processing I, II
- Applied Business Communication
- Applied Business Math

TECH PREP CAREER OPPORTUNITIES

Appraiser	General Office	Office Manager
Bank Teller	Grocery Checker	Public Relations
Bookkeeper/Account Clerk	Hotel/Motel Desk Clerk	Receptionist
Buyer and Purchasing Agent	Insurance:	Salesperson
Cashier	Claims Adjuster	Sales Representative
Clerk Typist	Appraiser	Secretary
Data Entry Operator	Underwriter	Small Business Operator
Display Worker	Sales	Stenographer
General Manager	Library Assistant	Telephone Operators
	Marketing Assistant	Travel/Ticket Agents
	Messengers	

DRAFTING/CAD DESIGN

- Drafting I and II
- Applied Math
- Introduction to CAD
- Drawing
- Principles of Technology

- Required Competencies:
- Occupational awareness
- General safety
- Basic drafting and equipment
- Measurements (Partial listing)

- Drafter
- Mechanical
- Civil
- Architectural
- CAD operator
- Mechanical
- Civil
- Architectural
- Design Assistant
- Engineering
- Technician

MANUFACTURING TECHNOLOGY

- Drafting I and II
- Applied Math
- Auto Technology
- Principles of Technology
- Wood/Construction

- Required Competencies:
- Group Dynamics and Communication
- Measurement
- Shop skills
- General safety (Partial listing)

- Air Conditioner
- Mechanic
- Automotive Technician
- Automotive Electrician
- Cabinet Maker
- Carpenter
- Chemical Technician
- Electrician
- Drafter
- Dental Lab Technician

- Electronics Technician
- Engineering Technician
- Heavy Equipment Operator
- Iron Worker
- Jeweler
- Machinist
- Office Machine Servicer
- Parts Manager
- Plumber
- Robotics Mechanic
- Shop Owner
- Surveyor
- Tool and Die Maker
- Welder/Fitter

YOUR CAREER CENTER SPECIALISTS

Feel free to contact your Career Center Specialist if you have any questions about our services, or would like to arrange for an orientation.

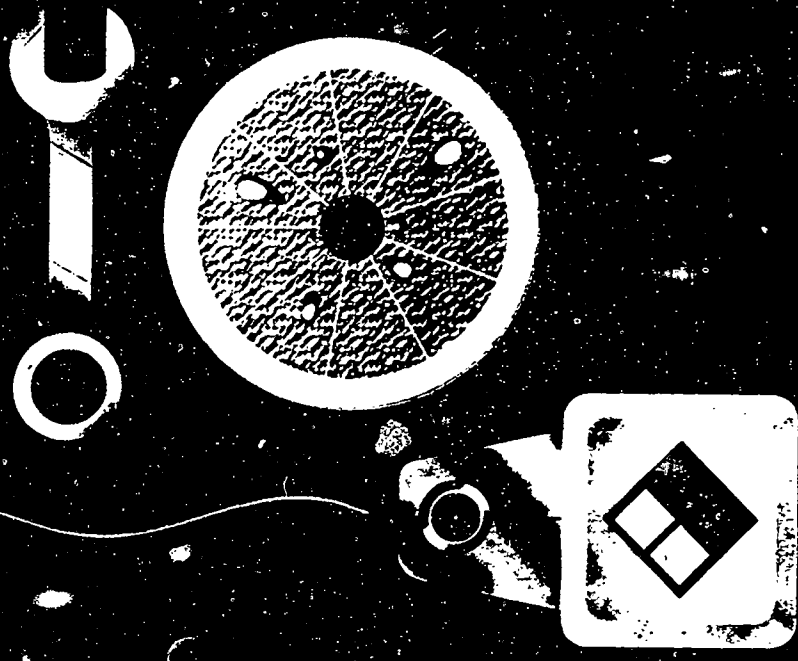
Ballard	Augusta Guempel	281-6019
Cleveland	Doris Jones	281-6027
Franklin	Sonia Hovsepian	281-6049
Garfield	Lee Micklin	281-6047
Hale	Cathy Hagood	281-6924
Ingraham	Bonnie Johnson	281-6087
Marshall Alternative	Rachel Boursia-Jackson	281-6134
Rainier Beach	Barbara Quintana	281-6069
Roosevelt	Peggy Williamson	281-6058
Sealth	Dan Shelhamer	281-6068
Seattle Alternative	Aurora Escame	281-6910
West Seattle	Marian Wolfe	281-6077

Published by the Seattle Public Schools Department of Vocational/Technical Education, A Division of Curriculum and Instruction
 Malver B. Haynes, Acting Director
 Vocational/Technical Education
 Career Center Services - Joyce L. Vail, Program Coordinator
 Work Training Program (206) 281-6008

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DEPARTMENT OF VOCATIONAL/TECHNICAL EDUCATION

CAREER CENTER SERVICES GUIDE



YOU EXPECT THE BEST for yourself: a future bright with challenge and promise. To reach your goals, you will need a good plan. That's where your Career Center can help with programs and resources that put you in touch with training and education opportunities after high school. Each of the twelve high school Career Centers provides:

CAREER EXPLORATION PROGRAMS

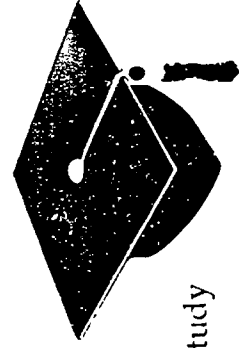
Like many students, you may be unsure of what you want to do after high school. At the Career Center, we provide information and guidance you can use to both choose and prepare for a career:

- Career interest surveys and aptitude tests
- A computerized career information system
- Career enrichment workshops and conferences
- Internships and career shadowing
- Volunteer speakers from local businesses and business organizations
- Assistance in preparing student portfolios and resumes

POST SECONDARY EDUCATION OPTIONS

You can meet with representatives from two and four year colleges, technical colleges, apprenticeship programs, and military services to find out more about:

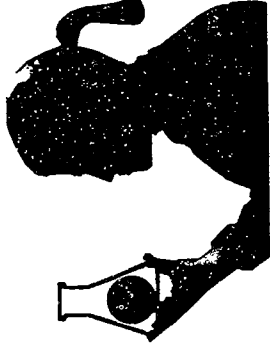
- Tech Prep
- Selection and admission processes
- Visits to colleges and educational institutions
- Scholarships, grants, loans, work study
- College conferences



VOCATIONAL EDUCATION OPPORTUNITIES

Your Career Specialist will help you enroll in vocational-technical education classes offered each semester:

- City Campus vocational programs
- Tech Prep programs
- Military service training programs
- Apprenticeship programs



EMPLOYMENT PROGRAMS

Career Center employment programs can provide information to help you find and keep jobs and succeed in the workplace:

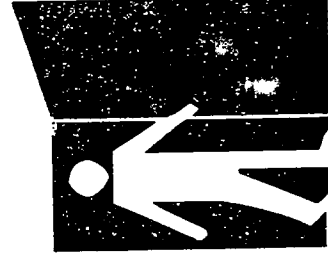
- Work and volunteer experience credit
- Pre-employment information
- Job search skills
- Employment listings
- Community volunteer opportunities



CAREER CENTER FIELD TRIPS

Participate in a variety of field trips organized by the Career Center specialist that will take you to:

- Local businesses and industries
- Community career exploration programs
- Vocational and educational organizations
- Job and career fairs



CAREER PREP OPPORTUNITIES IN HIGH SCHOOL

TECH PREP – Students remain in their high school and begin a technical program that leads to a two-year degree or a certificate. When a student completes Tech Prep courses in high school and earns a “B” grade or better, those credits can be applied to a related college program.

CITY CAMPUS – An opportunity for students to take courses in the career areas of Fashion, Auto Collision Repair, Cosmetology, Electronics and Marine Technology. Courses are offered at various high schools and community locations on a half-day basis.

ACADEMY OF FINANCE – A program that begins in the tenth grade for students interested in a business career. Special features include a national trip, internship and a business course taught at Seattle Pacific University in the senior year.

RUNNING START – High school juniors and seniors attend classes at a community college and earn high school and college credit simultaneously.

COLLEGE IN THE HIGH SCHOOL – High school students take college courses in their high school and earn high school and college credit. (Example: English 101).

ADVANCED PLACEMENT – Courses in high school that prepare students to take tests allowing advanced placement or credit at the college level.

VOLUNTEERING – Employers recognize that volunteer work can provide important social and work skills. Students can find opportunities at the Career Center.

INTERNSHIPS – Area employers provide internships to high school students, which gives students a way to learn more about the workplace.

SHADOWING, MENTORSHIPS – Provided in cooperation with local businesses, these are short-term experiences that allow students to see first-hand what is required in various career fields.

WORK EXPERIENCE – Students at least 16 years old may earn credit and experience in approved work situations. Apply at the Career Center.

RESOURCES

HIGH SCHOOL CAREER CENTERS hold a wealth of information, references and resource materials. Parents are advised to call for an appointment.

COUNSELORS, TEACHERS AND CAREER CENTER SPECIALISTS are knowledgeable and valuable resources to assist in exploring planning options.

OTHER PARENTS, FRIENDS, CO-WORKERS, AND FAMILY MEMBERS can share experiences and information to help students with their career search.

CAREER AND COLLEGE CONFERENCES AND SEMINARS are scheduled in the Career Centers throughout the year and are announced in the school bulletin.

THE WASHINGTON OCCUPATIONAL

INFORMATION SYSTEM is available online in the Career Center and provides current information on careers and training options.

REFERENCE MATERIALS on career opportunities are found in bookstores, public libraries or the Career Centers.

COMMUNITY, FOUR-YEAR AND TECHNICAL COLLEGES encourage campus visits and inquiries into the programs they offer.

Published by the Seattle Public Schools Department of Vocational/Technical Education, A Division of Curriculum and Instruction

Malver B Haynes, Acting Director
Linda Reidt, Tech Prep Counselor

Marie Coon, Seattle Community College Tech Prep Coord.
Funded under federal dissemination grant #V248A20032 from the U.S. Department of Education.

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GUIDE FOR PARENTS



HELPING YOUR TEENAGER PREPARE FOR HIGH SCHOOL AND BEYOND



HOW YOU CAN HELP YOUR TEENAGER DECIDE WHAT HE OR SHE WILL DO AFTER HIGH SCHOOL

UNDERSTAND THE CHANGING WORLD OF WORK

Today's job market demands a highly skilled work force. More than half of all new jobs are technical in nature and require at least one or more years of training after high school. A high school education simply may not be sufficient qualification for a satisfactory job.

Students need to understand that courses they select in high school should prepare them for a work place in which they may change jobs, if not professions, several times in their lifetime. They must prepare to be lifelong learners by developing good learning skills, a strong work ethic, the ability to plan effectively and make good choices.

KNOW EDUCATIONAL/TRAINING OPTIONS

Young people can select from a number of options in high school to gain skills that will prepare them for employment or further education/training (see other side of this folder). Upon graduation from high school, students may choose apprenticeship or on-the-job training opportunities or to attend a variety of educational institutions.

USE A FOUR-YEAR AND BEYOND PLAN

Students use the Four-Year and Beyond Planner form in high school (shown opposite) to identify career areas of interest and courses that provide a path leading to employment or to post-high school training. Students' interests or goals may change as they progress through high school and they will revise their plans accordingly.

NAME _____
DATE _____

SEATTLE PUBLIC SCHOOLS FOUR-YEAR AND BEYOND PLANNER

Instructions: Choose a career area of interest. Complete the four-year high school plan below using graduates as a guide. List the requirements and electives that support your career interest. List the courses you will take in high school and beyond graduation. In bold work-related experience in your plan.

CAREER AREA OF INTEREST	BUSINESS & ECONOMICS	ARTS & COMMUNICATIONS	HEALTH, HUMAN SERVICES & EDUCATION	INDUSTRIAL TECHNOLOGY AND ENERGY	SCIENCE
CAREER PREPARATION COURSES	<ul style="list-style-type: none"> Accounting I, II Computer Applications I, II Keyboarding Word Processing I, II Applied Business Communication Business Law Applied Business Math Applied Economics 	<ul style="list-style-type: none"> Drawing & Painting Commercial Art Photography Theater Media Braille Public Speaking Radio/TV Speech 	<ul style="list-style-type: none"> Nutrition & Foods Childcare Learning Activities Family Psychology Business Law Marketing 	<ul style="list-style-type: none"> Building Applied Math Physics of Technology Auto Technology Media Electricity Business Law Auto Construction 	<ul style="list-style-type: none"> Math Science Physical Science Earth Science Life Science Health Science
LIFE SKILL COURSES	<ul style="list-style-type: none"> Independent Living Reading Childcare 	<ul style="list-style-type: none"> Computer Applications Workplace Career/Life 	<ul style="list-style-type: none"> Nutrition & Foods Art Music 	<ul style="list-style-type: none"> Psychology Learning Family Relations 	<ul style="list-style-type: none"> Foreign Language Health Education
CORE AND ACADEMIC PREPARATION	<ul style="list-style-type: none"> English I, II Math I, II World History I, II U.S. History I, II World Language I 	<ul style="list-style-type: none"> English I, II Physical Education World History I 	<ul style="list-style-type: none"> World History II World History III U.S. History IIIA U.S. History IIIB 4 Years Math 4 Years English 	<ul style="list-style-type: none"> Advanced Math 2 Years Science 2 Years Math 2 Years Science 	<ul style="list-style-type: none"> 2 Years Physical Education 2 Years Arts 2 Years Health 1 Year Group I 1 Year Fine Arts Academic Elective
COLLEGE ADMISSION	<ul style="list-style-type: none"> 2 Years Foreign Language 	<ul style="list-style-type: none"> 2 Years Social Science 	<ul style="list-style-type: none"> 4 Years Math 4 Years English 	<ul style="list-style-type: none"> 4 Years Science 	
TECHNICAL/PROFESSIONAL PREPARATION	<ul style="list-style-type: none"> 2 Years Foreign Language 	<ul style="list-style-type: none"> 2 Years Social Science 	<ul style="list-style-type: none"> 4 Years Math 4 Years English 	<ul style="list-style-type: none"> 4 Years Science 	

WHAT SHOULD MY TEENAGER DO?

1. Take advantage of educational and training opportunities offered in high school.
2. Visit the Career Center and utilize its services.
3. Take courses that fit a well-designed Four-Year and Beyond Plan.
4. Continue to assess their interests, skills and abilities and revise their Four-Year and Beyond Plan as necessary.
5. Discuss their career ideas with a counselor, friends, parents and family.
6. Sign up for work-related learning opportunities such as a mentoring program that will complement their high school course work (see list on back of this folder).

WHAT CAN PARENTS DO?

1. Encourage students to acquire skills useful for any career. Employers want employees who can speak and write well, have good communication skills and can reason and get along with others. A strong academic background and work ethic is essential. Help your teenager explore career options and the training requirements necessary for different careers. Discuss financial aid and how much the family can provide. Explore other resources available to help them reach their goals.
2. Discuss a Four-Year Plan and Beyond plan with your teenager. Stress the importance of solid planning and selecting courses with a goal in mind.

USING THE FOUR-YEAR AND BEYOND PLANNER

1. Students may select six courses per semester and must complete at least 20 credits for graduation.
2. Students write down the Core and Academic Preparation courses by grade in the appropriate spaces on the planning form. These courses are required for graduation.
3. Students add courses required for college admission or technical/professional preparation.
4. Students choose the career area that is closest to their interests.
5. Within the chosen career area, students select courses and add them to the planning form.
6. In remaining spaces on the form, students select elective courses of interest.

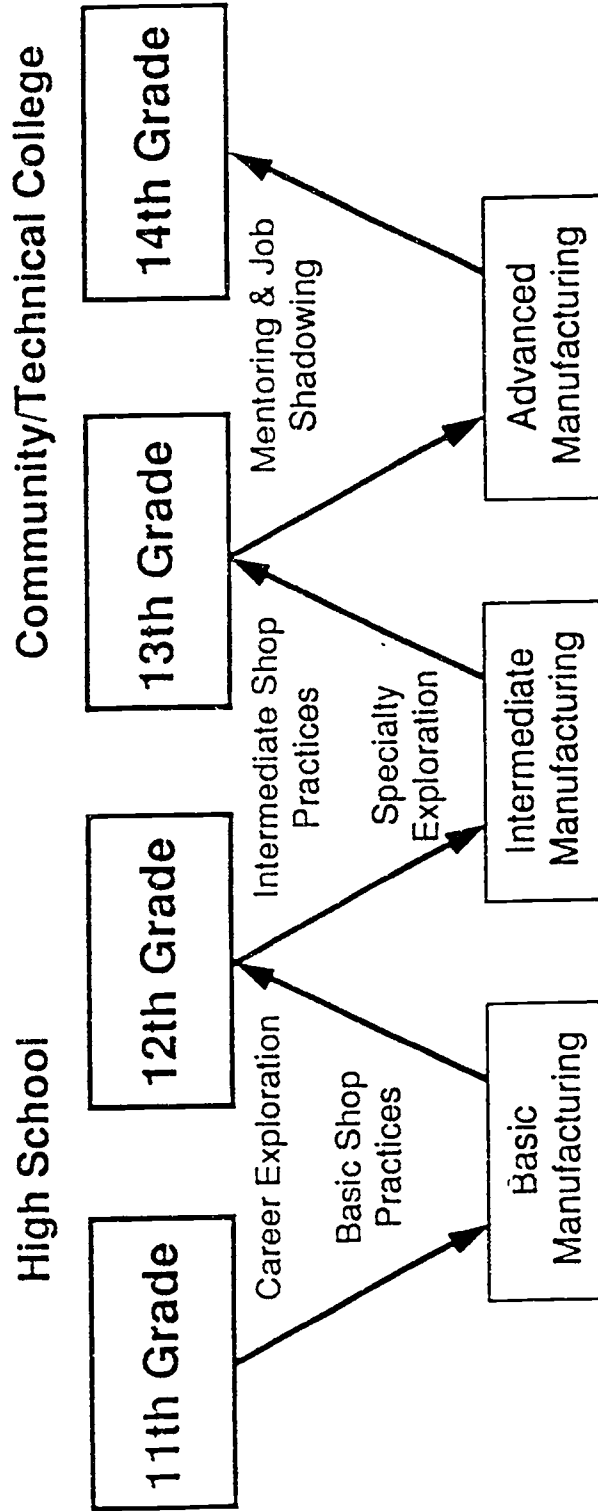
The

BROADBAND

Connection

Work-Based Learning

Focus on the Future



Summer Internship

The Program

Objective

- Promote & Support the Development of Integrated Academic & Technical Education Programs
- Link Secondary & Post Secondary Schools with Local Workplaces
- To Develop Graduates who are Capable of Performing Entry-level tasks in skills occupations

Rationale

If we expect a high performance workplace - we need a high performance workforce.

"Education is a bigger factor in productivity growth than increased capital, economies of scale or better allocation of resources", from The Forgotten Half

Mission

Using Tech Prep concepts, create a school to work transition program resulting in a Manufacturing Technology Degree and share this model with business, labor, education and government.

Objectives

- Link secondary & post secondary schools with local manufacturing companies
- Promote & support the development of integrated academic & technical education
- Develop individuals capable of performing entry level skills in manufacturing technology
- Provide focus for individuals by connecting knowing with doing
- Contribute to the reduction of the high school drop out rate within the participating regions

Student Internship Selection Criteria

- Completed Junior Year of High School
- 2.5 Grade Point Average
- Successfully Completed Either of:
 - Principles of Technology Course
 - Applied Mathematics & Biology/Chemistry Course
 - Applied Communications
- Interested in Manufacturing Career
- Intend to Continue Education at Community/Technical College
- Complete the Application and Interview Process
- Can Provide own Transportation

**HOW TO DEVELOP
A
STUDENT
RECRUITMENT
VIDEO**

SEATTLE TECH PREP
National Demonstration Site
1330 North 90th - Room 108
Seattle, WA 98103
206/298-7965 FAX 206/298-7966

HOW TO DEVELOP A STUDENT RECRUITMENT VIDEO

Seattle Tech Prep

- * Identify a budget source for a five minute video.
- * Follow business office procedures for hiring an outside consultant. Seattle Tech Prep sent a "Request for Proposal" to three sources. See attachment for specific description.
- * Two Tech Prep marketing committee representatives interviewed each source.
- * The producer was picked based on his: a) written draft script using the resource materials sent to him ; b) the quality of other video tapes produced; and c) the energy and commitment he exhibited toward the idea of Tech Prep.
- * The Director of Tech Prep, who is also the Chair of the Marketing Task Group, was the project contact.
- * Timelines were established around three tasks: a) scripting, b) pre-production and photography; and c) post-production.
- * The greatest amount of time was spent in script development.
- * The producer hired an assistant to reserve the locations for a camera crew and actors. Four hours setup and shooting time were required for each of four locations. The Tech prep rep was invited to attend the sessions at each location. Students from one high school and two community colleges volunteered to be actors for the video.
- * The script was reviewed once again after shooting. A young actor was hired for the voice-over.
- * A composer used a rough cut of the video to begin writing special background music. He took the video and music to a composer's class and facilitated a focus group on whether the music and video concept "worked". He taped the discussions, some of which were incorporated into the background music.
- * The marketing task group reviewed the progress of the tape to date.
- * The Tech Prep rep attended several post-production sessions to answer questions and to get a "sense" of the final product.

**REQUEST FOR PROPOSAL
Tech Prep Video Project
August - December 1992**

COPY

Contact: Marie Coon, Manager, Educational Support Services, Seattle Community College District, 1500 Harvard Avenue, Seattle, WA 98122 - 587-4102.

Scope of Project: Approx. 5-minute video to interest high school students (grades 9-10-11) in the Tech Prep program operated by the Seattle Community College District and Seattle Public Schools.

Video will be screened at high school fairs, in counseling offices, etc., for the next three years. Audience will be approximately 75% students, 20% parents/guardians, 5% potential business partners for the program. See 1991-92 program cards for additional information.

Student audience is motivated by real-world, right-now concerns such as getting a good-quality job as soon as possible after finishing with studies.

Completed video should match quality and style of television commercials. Among elements to be included are:

- information/images to highlight Seattle's high school immigrant/ESL population
- female students
- high school social/class clubs based on student interest
- "applied academics" aspect of specially oriented physics, math, biochemistry, etc., classes
- co-operative elements of Tech Prep, including advisory committees of local businesses and job opportunities/work experience with these businesses
- wide range of potential occupations, including arts, (e.g. video, apparel design, culinary arts and horticulture), as well as traditional Tech Prep style subjects (drafting, carpentry, etc.)

Total budget approximately \$10,000 with expenditure deadline of August 31, 1992. However, funding may become available for all phases of the project through December 1992.

Needed by Monday, August 10: Rough estimate of funds and timeline needed to complete the following phases, especially an estimate of amount possible by August 31. Include subcontractors, if appropriate, and approximate fees for each.

- * Video-Treatment and Script
To be completed by August 31, 1992
- * Pre-production and Shooting
Include format and rationale for choice
- * Editing and post-production
Equipment and/or staff may be available from an as-yet-unknown business partnership (arranged through Marie Coon), so be visionary and think best-case - above and beyond the \$10,000, if necessary.

BRIDGE



INGRAHAM HIGH SCHOOL 9th GRADE HANDBOOK

BRIDGE 1998

INGRAHAM HIGH SCHOOL

NINTH GRADE ORIENTATION PROGRAM

JUNE 1994
SEATTLE PUBLIC SCHOOLS

INGRAHAM HIGH SCHOOL
1819 NORTH 135TH STREET
SEATTLE, WASHINGTON 98133
(206) 281-6080

INTRODUCTION

In 1981 Ingraham High School changed from a three-year to a four-year high school. Eventually this shift of ninth grade students from junior high to high school created anxiety and concern on the part of many individuals. The high school staff became concerned about the adjustment and integration of ninth graders into high school.

Major areas of concern were high absenteeism and high dropout rate. The Ninth Grade Committee began identifying factors contributing to these problems. Students lacked good study and work habits to complete assignments and succeed in high school. They were unable to cope successfully with the increased number of choices and greater freedom found in high school. Also, students were easily influenced by their peers to place school in less than top priority. The Ninth Grade Committee and administration were alert to the needs of students and wanted to offer an effective program to meet their needs.

Since 1981 the Home and Family Life department offered "World Of Work" to all ninth grade students. This class introduced ninth graders to job skills, career planning, vocational electives, and school organization. The task proved to be overwhelming for one department.

Increasing numbers of ninth grade students were entering Ingraham without the social and academic skills for high school success. The staff determined that a coordinated, comprehensive transition program must be developed and required of all incoming ninth grade students. To meet this challenge, plans for a semester long orientation class began to evolve. In the fall of 1992 all incoming ninth graders were enrolled in high school orientation, BRIDGE 1996. The class involved teachers, counselors, the librarian, the nurse, the career specialist, the activity coordinator, and the administrators.

The Ninth Grade Committee believed the students and the school would benefit from offering a ninth grade orientation program. They identified the keys to success:

1. Knowing there is a need
2. Being committed to doing something about that need
3. Being willing to adjust, adapt, and change whatever is necessary to meet the need

More specific factors that contribute to a successful program are:

1. Administration involvement and support
2. Total school staff interest and concern
3. Use of existing models as resources
4. Evolvement of the program
5. Willingness of staff to participate
6. Time to develop program
7. Evaluation and revision
8. Flexibility of staff
9. Flexibility of program
10. Enthusiastic and committed teachers
11. Involvement of teachers who are school leaders
12. Strong coordination and communication among staff
13. Dedication

The BRIDGE program continues to evolve and change. To address the critical area of workplace readiness, the introduction to career oriented electives has been expanded to include a career path focus. Emphasis will be on heightening students' marketable skills and preparing them for post secondary employment. By the end of first semester, all ninth grade students will be required to select a career path and begin to develop a portfolio in which personal information and career awareness and exploration are outlined.

The following pages of this booklet contain an outline of Ingraham's program. Included are objectives and lesson plan overviews for each section. Samples of rotation schedules, record keeping procedures and general guidelines are also included.

For more information on Ingraham's program, contact Patricia Atterberry, Assistant Principal, at 281-6080. You may also contact Dr. Audrey Williams, Seattle School District's Coordinator of Counseling/Psychological Services, at 281-6807, for information on other schools in Seattle with similar programs.

June 1994

GENERAL OVERVIEW

COURSE CONTENT OVERVIEW

NOTATION SCHEDULE

GENERAL OVERVIEW

GOALS FOR BRIDGE

1. Familiarization with Ingraham High School, e.g., building, rules, expectations, programs, opportunities, course offerings, and diverse student enrollment.
2. Socialization and personal skill development, e.g., interpersonal relationships, self esteem, self understanding, goal setting, managerial skills, decision making, and communication.
3. Introduction to Ingraham's career-oriented electives: (Technology Education, Home and Family Life, Business Education, and Fine and Performing Arts) expanded to include a career path focus, job skills, and portfolio development.

GRADING AND ATTENDANCE

Guidelines:

1. Grade should be positive;
2. Grade will be based on unit points and totaled for a final letter grade;
3. Make-up credit will be available for excused absences during the unit and within two days of returning from an excused absence. It is the student's responsibility to contact the teacher for make-up work;
4. Make-up work must be provided;
5. Bonus points will be allowed for student showing a marked improvement;
6. Attendance and points will be kept in a blue binder using official class list and adding names as necessary. When absences accumulate, the teacher with the blue binder at the time makes a referral;
7. Points within each section can be disbursed in the manner most appropriate for that section, i.e., some assignments may be valued at ten points but total points for each section will be the same;

8. Blue binders will be left in the mail box of the next teacher the afternoon before the new segment begins.

BALANCING SECTIONS

1. Special education students will be integrated.
2. Non-English speaking students will be integrated.
3. Groups will be balanced by gender.
4. Materials for newcomers will be translated into native language whenever possible.

STUDENTS ENTERING LATE

1. Counselors will place later entering students and notify teachers if students should receive partial or full credit.
2. Partial credit will be given to students entering late who have not been enrolled in another course before entering Ingraham.
3. Students will receive full credit and points equal to the grade of the course they were leaving.
4. Averaging of grades for a missed segment is appropriate in some situations.
5. Students enrolling after ten weeks can be exempt from BRIDGE if transferring classes can be matched with Ingraham classes.

PROGRESS REPORTS

1. At mid-quarter BRIDGE teachers will distribute progress reports for each ninth grade teacher to mark. "Outstanding", "Satisfactory", or "Improvement Needed" can be circled or checked.

CLASSROOM STANDARDS

1. BRIDGE will require all students to have a three ring binder with dividers.

2. Being on time to class, prepared with paper and pencil, is expected and rewarded with points.
3. Staff will have a point system with concrete guidelines, i.e., papers collected and returned, quizzes, projects, and a reporting system to keep students informed regarding points earned.

AT RISK STUDENTS

1. BRIDGE '98 staff will attempt to identify students who need extra help and follow up on previously targeted students.
2. Referrals, parent contacts, and other pertinent information will be recorded in the blue attendance binder.
3. Attendance or behavioral concerns will be referred to counselors within the first month for an initial contact. Teachers are encouraged to send referrals to administrators and counselors throughout the semester.

MATERIALS

1. Materials for ninth grade activities for all groups will be available in the Main Office, i.e., Letter to Students, Time Capsule, Student Handbooks, etc.
2. See Patricia Atterberry, Assistant Principal, to order any special materials needed.
3. The Student Handbook is to be kept by students and used as a reference all semester.

COURSE CONTENT OVERVIEW

<u>TOPICS</u>	<u>COURSE CONTENT</u>	<u>STAFF</u>
1. Self Concept - Self Awareness	Self concept material "True Colors---Positive Attitudes In America" program, Communications Companies International; motivation, self-talk, modes of learning	Sandy Barnes
2. Livin' It	Chemical dependency and addictions, sexual harassment, date rape, cycle of violence, suicide, and depression	Linda Mundinger
3. Givin' It, Takin' It, and Workin' It Out	Stress management, anger management, negotiation, and mediation skills	Pegi McEvoy
4. Multicultural - Human Relations	Multicultural approach, student names, stereotyping, understanding group dynamics, culture wheel, prejudice and conflict, understanding similarities and differences	Jacky Graupner Tom Coan
5. World Languages and Applied Study Skills	Introduction to numbers, vocabulary, and phrases in French, German, Greek, Japanese, and Spanish; examine and improve study skills	Caron Touliatos
6. Workplace Orientation - Business Education Electives	Word processing, computer applications, spreadsheet, database, workplace communication, check register, budget, accounting, Business Education Electives	Ina Howell
7. Technology Education	Departmental tour, safety, equipment, CAD drafting, technology careers, Tech Prep program, class options, occupational credit, solar car race, paper car race	Jerry Bisset
8. Health, Human Services and Environmental Design - Home and Family Life Electives	Introduction to: textiles and fashion, housing and design, nutrition and culinary arts, hospitality, health, and human services, leadership and career opportunities through a workplace simulation	Susan Grant
9. Goal Setting - Fine Arts	Goal setting, writing affirmations, and using them to reach goals, Fine Arts Electives	Martin Floe
10. School Activities	Activities, athletic program, student body budget, school clubs, sports, activity eligibility, computing G.P.A., student organization, community resources	Stephanie Wilson

TOPICS

11. The Path to Greater Math Success
12. High School and Career Planning - Decision Making

COURSE CONTENT

Department overview: differences between middle and high school math, basic math vocabulary, reading word problems better, the value of showing process on well-organized notes and homework, tutoring and success strategies

Career survey, transcripts, 4-year plan, post high school options

STAFF

Alan Kahn

Mary Coble, Ann King
Robb Petersen
Bonnie Johnson

INGRAHAM HIGH SCHOOL ROTATION SCHEDULE--BRIDGE '98 First Semester 1994-1995

No. of Days	DATE & ACTIVITY	Barnes	Mundingger	McEvoy	Coan	Graupner	Touliatos	Howell	Bisset	Grant	Hanson	Wilson	Kahn	Coble	King	Petersen
Room		208	122	115	121	130A	200	301	118	10	117	107	126			
9	Sept. 8-20 *Get Acquainted/School Tour *Rules/Regulations *9th Grade Assembly	1	2	3	4	5	6	7	8	9	10	11	12			
8	Sept. 21-Sept. 30 *Rules/Regulations	12	1	2	3	4	5	6	7	8	9	10	11			
8	Oct. 3-12 *Freshman Breakfast Progress Reports	11	12	1	2	3	4	5	6	7	8	9	10			
7	Oct. 13-24	10	11	12	1	2	3	4	5	6	7	8	9			
7	Oct. 25-Nov. 2 *Think First Assembly	9	10	11	12	1	2	3	4	5	6	7	8			
7	Nov. 3-Nov. 14 Nov. 15-Nov. 23 Report Cards *Diversity Dance Workshop	8	9	10	11	12	1	2	3	4	5	6	7			
7	Nov. 28-Dec. 6	7	8	9	10	11	12	1	2	3	4	5	6			
7	Dec. 7-Dec. 15 Progress Reports *Career Fair/Career Selection	6	7	8	9	10	11	12	1	2	3	4	5			
7	Dec. 16-Jan. 5 *Registration	5	6	7	8	9	10	11	12	1	2	3	4			
7	Jan. 6-Jan. 17	4	5	6	7	8	9	10	11	12	1	2	3			
8	Jan. 18-Jan. 27 *Evaluation *Recognition Hour	3	4	5	6	7	8	9	10	11	12	1	2			

* Activities completed in all groups during that time period.

Applied Academics
Apparel Design
Automotive Technician
Business Education
Carpentry

Childhood Education
Electro-Mechanical Drafting/CAD
Horticulture
Manufacturing Technology
Radio Broadcast Communications
Television Broadcast Communications

CHOOSE A CAREER PATH

Students: Using the information you acquired in your 9th grade BRIDGE class about yourself, careers, and electives, select a career path. Develop a four year plan using the recommended electives for the career path you selected.

Whether you plan to attend college or enter the job market directly after high school, developing a four year plan will help you take full advantage of the opportunities available in high school. This will also help to ensure that you are ready to take the next step after high school.

If you are unsure about which path to select, answer the following questions after each path and choose the one that best describes you.

_____ Business and Computer Applications

- Do you want to learn to work with computers?
- Do you learn best by directly applying what you are learning?
- Do you want to acquire job skills you can use now as well as later on?
- Do you see yourself as a leader?
- Do you believe that it's all right to make a profit?
- Do you want to learn to think clearly and work efficiently?
- Do you like to solve problems and make decisions?

_____ Health, Human Services and Environmental Design

- Do you have a general concern for the health, well-being and safety of others?
- Have you been told that you have creativity, talent or imagination with food, design or ideas?
- Do you like to analyze people, develop solutions, and solve problems?
- Do you prefer to work in settings which allow personal initiative, flexibility, mobility or travel?
- Are you an advocate for children, families, communities, society, and the environment?
- Do people like, trust, and have confidence in you?
- Do you enjoy helping others learn, acquire information, and achieve results?
- Do you like to experience, express or contribute to the cultural, historical or ethnic diversity of society?
- Are you able to take, follow and use procedures and directions?

_____ Industrial Technology and Engineering

- Do you have mechanical aptitude to work with tools?
- Do you enjoy solving problems?
- Do you like to tinker with objects and figure out how they work?
- Do you like to work with your hands, assembling, building, or repairing?
- Do you have an aptitude in math and/or science?
- Do you have good eye-hand coordination?
- Do you have the ability to work accurately and precisely?
- Do you have the ability to understand and pay close attention to standards?
- Do you have the ability to complete projects?

_____ Fine and Performing Arts

- Are you creative, innovative, imaginative or flexible?
- Do you like to work independently in self-directed situations?
- Do you have artistic or musical ability?
- Do you have physical-manual dexterity?
- Do you like to express your feelings/ideas visually, or in writing or by performing?

NAME: _____

DATE: _____

INGRAHAM HIGH SCHOOL CAREER PATH COURSES

STUDENTS: Below is a list of introductory course offerings in each career path area. Please carefully review the list, select the appropriate course from your career preference, and complete your subject selection sheet.

Business	Fine Arts	Home And Family Life	Technology
If Student has taken Typing I in 9th grade, Computer Application and Word Processing can be chosen	All Art	Personal Choices Only	Metal Shop
	All Music		Technical Drawing
	Drama I		
	Journalism I		

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BUSINESS AND COMPUTER APPLICATIONS

Department Description: Computer technology, competency based grading, and applied academics prepare students for careers in business and computer applications. Students are also prepared for leadership (FBLA) and for acceptance into related college programs. Computers and simulations are used by students to apply concepts directly related to skills that command high wages in the work place. Statements of Proficiency are offered in Accounting, Administrative Services, Entrepreneurship, Desktop Publishing/ Business Graphics, and Business Computer Applications.

Course Offerings and Content:

Accounting

Computer Applications

Keyboarding

Word Processing

Future Business Leaders of America

Applied Business Communication

Applied Business Law

Applied Business Mathematics

Applied Economics

King County Co-op Program (paid jobs with training at work sites)

BUSINESS ED CAREER PATH COURSES

	9th Grade	10th Grade	11th Grade	12th Grade
Keyboarding	Applied Business Math	Applied Business Communications	Applied Business Communications	Applied Business Communications
FBLA	FBLA	FBLA	FBLA	FBLA
BRIDGE	Computer Applications I-II	Computer Applications I-II	Computer Applications I-II	Computer Applications I-II
	Word Processing I-II	Word Processing I-II	Word Processing I-II	Word Processing I-II
	Accounting I-II	Accounting I-II	Accounting I-II	Accounting I-II
	Keyboarding	Keyboarding	Keyboarding	Keyboarding
	Applied Economics	Applied Economics	Applied Economics	Applied Economics
	Business Graphics I-II	Business Graphics Arts I-II	Business Graphics Arts I-II	Business Graphics Arts I-II
		King County Co-op	King County Co-op	King County Co-op
		Applied Business Law	Applied Business Law	Applied Business Law
				Business Connection (Paid Internship)

PROFICIENCY CERTIFICATES:

- Accounting
- Computer Technology
- Business & Administrative Services
- Entrepreneurship
- Business Visual Communication
- Interested in Self-Improvement

AWARDS:

- American Legion Award
- Monthly Department Scholars

FINE AND PERFORMING ARTS

Department Description: Students explore their creativity through classroom, workshop, performance, and field experiences. They investigate and celebrate the diverse cultural heritage of the fine and performing arts. In fine arts, students use a variety of media to develop a personal approach to visual creativity. In performing arts, they learn negotiating and teamwork skills, develop poise and confidence, and enhance self esteem in a learning environment both challenging and comfortable.

Course Offerings and Content:

Fine Arts:

Drawing and Painting

Commercial Art

Ceramics

Photography (camera required)

Performing Arts:

Concert and Marching Band (concerts and marching performances in the United States and Canada)

Drama I (an introduction to the theater; activities include sensory awareness, pantomime, improvisation and the staging of short scenes)

Drama II/Advanced Drama (individual and group projects, especially rehearsal and performance of scenes and plays)

Beginning Guitar

Stage Band

Beginning Piano

Advanced Piano

Vocal Ensemble (vocal techniques and music reading skills, choral music from different cultures and time periods)

FINE ARTS CAREER PATH COURSES

9th Grade	10th Grade	11th Grade	12th Grade
Commercial Art	Commercial Art	Commercial Art	Commercial Art
Drawing/Painting	Drawing/Painting	Drawing/Painting	Drawing/Painting
BRIDGE	Ceramics	Ceramics	Ceramics
	Photography	Photography	Photography

AWARDS:

American Legion Award
Monthly Department Scholars

PERFORMING ARTS CAREER PATH COURSES

9th Grade	10th Grade	11th Grade	12th Grade
Concert Band	Concert Band	Concert Band	Concert Band
Vocal Ensemble	Vocal Ensemble	Vocal Ensemble	Vocal Ensemble
String Ensemble	String Ensemble	String Ensemble	String Ensemble
Piano	Piano	Piano	Piano
Adv. Piano	Adv. Piano	Adv. Piano	Adv. Piano

AWARDS:

American Legion Scholar
 Monthly Department Scholars

HEALTH, HUMAN SERVICES AND ENVIRONMENTAL DESIGN

Department Description: Opportunities are available for students to train for a variety of creative, satisfying, people-oriented professions. The economic future and growth potential of these careers look bright. The curriculum focus is on leadership, practical application, and simulation experiences. Students develop a foundation of work skills, knowledge, and experience in the areas of:

- Hospitality, Travel/Tourism, Food Service, Fitness
- Education, Communication, Human Service
- Housing and Interior Design
- Child Development
- Consumer Finance Careers
- Health, Medical and Fitness Careers
- Clothing and Textiles

Course Offerings and Content:

BRIDGE

Introductory course simulating Home and Family Life careers

Personal Choices

Comprehensive introductory job skills and training.

Ethnic Food and Culture

Explore hospitality, travel, and tourism careers and learn about food, ethnic studies, and culture.

Food and Nutrition

Explore careers in Culinary Arts, Dietetics, Fitness, Food, Institutional dining, and the restaurant field.

Child Development

Explore careers with children; work in the campus preschool.

Advanced Child Development

Advanced Tech-Prep course in Child Development.

Clothing and Textiles

Explore fashion, clothing, merchandising, and textiles careers.

Housing and Interior Design

Explore careers in Residential, Commercial, and Landscape Design, Interior Design, and Decorative and Historical design.

Housing and Interior Design

Learning from Housing Interior Design applied to specific problems of student choice. (Independent study)

Family Psychology

Use relationship issues (court, marriage, parenting simulations) to explore careers in education, law, social work, counselling, and personal services.

Advanced Family Psychology

Learning from Family Psychology applied to specific problems of student choice. (Independent study).

Independent Living

Preparation in the skills necessary to learn to live independently.

Family Health

Explore careers in the health and the medical field, cross credits for health requirement.

HOME & FAMILY LIFE CAREER PATH COURSES

	9th Grade	10th Grade	11th Grade	12th Grade
BRIDGE	Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Nutrition
Personal Choices	Ethnic Food and Culture	Ethnic Food and Culture	Ethnic Food and Culture	Ethnic Food and Culture
	Family Psychology	Family Psychology	Family Psychology	Family Psychology
	Child Development	Child Development	Child Development	Child Development
	Housing & Interior Design	Housing & Interior Design	Housing & Interior Design	Housing & Interior Design
			Independent Living	Independent Living
			Advanced Family Psychology	Advanced Family Psychology
			Advanced Child Development	Advanced Child Development

AWARDS

American Legion Award
Monthly Department Scholars

Future Leaders --

- FHA/HERO - Leadership Recognition
- FHA/HERO - Star Events
- FHA/HERO - Power of One

CERTIFICATES

- Hospitality/Travel/Tourism, Culinary Arts, Food, Fitness Education, Communication, Human & Personal Services
- Housing: Urban, Landscape, Commerical, Residential
- Child Development
- Consumer Finance
- Health, Medical & Fitness
- Clothing & Textiles
- Children/Parenting

INDUSTRIAL TECHNOLOGY AND ENGINEERING

Department Description: Students learn entry-level skills and acquire a foundation for advanced training in technical and engineering careers. The primary focus is hands-on, practical learning experiences. Our programs are designed to give students an excellent background in the understanding of tools, equipment, processes, materials, safety, design, and the industrial applications of computers.

Course Offerings and Content:

Drafting (the graphic language of science and industry; includes computer, architectural, and mechanical drafting)

Applied Math (cross credit for mathematics or occupational education credit)

Applied Physics (mechanical, fluid, electrical, and thermal systems, cross credit for lab science or occupational education credit)

Automotive Technology (one hour introduction, consumer based, personal use)

Automotive Service (two hours, career based, 70% hands on)

Metals Technology

Electricity/Electronics

Materials Science

INDUSTRIAL AND ENGINEERING CAREER PATH COURSES

9th Grade	10th Grade	11th Grade	12th Grade
BRIDGE			
Metals	Metals	Metals	Metals
	Auto Service	Auto Service	Auto Service
Auto Tech	Auto Tech	Auto Tech	Auto Tech
Electronic Drafting	Electronic Drafting	Electronic Drafting	Electronic Drafting
	Architecture	Architecture	Architecture
Applied Physics	Applied Physics	Applied Physics	Applied Physics
Applied Math	Applied Math	Applied Math	Applied Math

DEPARTMENT AWARDS: SKILL CERTIFICATE: EMPLOYABILITY CERTIFICATES:

- American Legion Award
- Monthly Department Scholars
- Doctor of Motors
- Excellent Attendance
- Good Personal Traits
- Works Well with Others
- Follows Directions
- Self Starter
- Follows Through
- Shows Pride in Workmanship
- Honesty
- Interested in Self-Improvement

BRIDGE CAREER PATH FLOW CHART FOR SOPHOMORES

FINE ARTS **BUSINESS EDUCATION** **HOME & FAMILY LIFE** **PERFORMING ARTS** **TECHNOLOGY EDUCATION**

Commercial Art	Applied Business Math	Food & Nutrition	Concert Band	Metals
Drawing & Painting	FBLA	Ethnic Food & Culture	Vocal Ensemble	Auto Service
Ceramics	Computer Applications I & II	Family Psychology	String Ensemble	Auto Technology
Photography	Word Processing I & II	Child Development	Piano	Electronic Drafting
BRIDGE	Accounting I & II	Family Psychology	Advanced Piano	Architecture
	Keyboarding	Housing & Interior Design	BRIDGE	Applied Physics
	Applied Economics	Clothing & Textiles		Applied Math
	Business Graphics I & II	BRIDGE		BRIDGE
	BRIDGE			

Circle the Career Path you chose while in BRIDGE: FINE ARTS / BUSINESS ED / HOME & FAMILY LIFE / PERFORMING ARTS / TECHNOLOGY ED

Circle the courses listed above that you have taken in your Career area.

Student Name _____
Date _____

CAREER CENTER SERVICES

YOU EXPECT THE BEST for yourself: a future bright with challenge and promise. To reach your goals, you will need a good plan. That's where your Career Center can help with programs and resources that put you in touch with training and education opportunities after high school. Each of the twelve high school Career Centers provides:

CAREER EXPLORATION PROGRAMS

Like many students, you may be unsure of what you want to do after high school. At the Career Center, we provide information and guidance you can use to both choose and prepare for a career:

- Career interest surveys and aptitude tests
- A computerized career information system
- Career enrichment workshops and conferences
- Internships and career shadowing
- Volunteer speakers from local business and business organizations
- Assistance in preparing student portfolios and resumes

POST SECONDARY EDUCATION OPTIONS

You can meet with representatives from two and four year colleges, technical colleges, apprenticeship programs, and military services to find out more about:

- Tech Prep
- Selection and admission processes
- Visits to colleges and educational institutions
- Scholarships, grants, loans, work study
- College conferences

VOCATIONAL EDUCATION OPPORTUNITIES

Your Career Specialist will help you enroll in vocational-technical education classes offered each semester:

- City Campus vocational programs
- Tech Prep programs
- Military service training programs
- Apprenticeship programs

EMPLOYMENT PROGRAMS

Career Center employment programs can provide information to help you find and keep jobs and succeed in the workplace:

- Work and volunteer experience credit
- Pre-employment information
- Job search skills
- Employment listings
- Community volunteer opportunities

CAREER CENTER FIELD TRIPS

Participate in a variety of field trips organized by the Career Center specialist that will take you to:

- Local businesses and industries
- Community career exploration programs
- Vocational and educational organizations
- Job and career fairs

THE CAREER DEVELOPMENT PORTFOLIO

The Seattle Public Schools Career Development Portfolio is a vehicle to encourage students to take responsibility for their decisions and development in order to enhance career opportunities and options. It is a tool to help students connect their education and learning to their success in the workplace. The career development portfolio is a component of a comprehensive guidance program which provides sequential career development activities for every 9th-12th grade student.

Each side of the portfolio folder illustrates an important facet of career development, leading students through the process of analyzing and synthesizing information that will assist with more purposeful and directed career decisions. The front cover provides a place for student and school information, describes the purpose of the portfolio and gives a checklist of items that may be included in the folder. The top inside section provides a place for students to indicate identified career areas of interest and a checklist of recommended activities at each grade level that will assist students in their career development process. This checklist has been cross referenced with Seattle School's career guidance goals and objectives. The bottom half of the inside folder provides space for students to record self-assessment information. The back side of the folder is designed for high school course planning.

The Career Development Portfolio is intended to be used as a complement to the cumulative folder, rather than as a substitute. Whereas the cumulative folder is the school's record kept for the student, the Career Development Portfolio is the students record of their learning and decision making throughout high school. Each high school decides where the portfolio will be stored, how students will access and update their folder, and how folders will follow the students upon transferring to another school or upon graduation. Each high school decides what activities will be used to achieve the career guidance goals and objectives of Seattle School's comprehensive guidance program.

INTRODUCING THE CAREER DEVELOPMENT PORTFOLIO TO STUDENTS

How the portfolio is introduced will influence how receptive students will be to its purpose and uses. This initial introduction will set the tone for future effectiveness as a tool for self-discovery, educational planning, career awareness, exploration, planning, and preparation.

1. What is a portfolio? How might a career portfolio be used? Discuss how a portfolio gathers information that can be used in a variety of ways. As students take responsibility for "getting a career" a portfolio can be a tool for helping them gather information about themselves, their options and for helping them to make decisions using the information they collect. It can also be presented to future employers as evidence of accomplishments, experiences, skills, and abilities. Because it is accumulative from grades 9-12, they will be able to use it for planning, deciding, and also for recording changes they may make in their career direction.
2. Have students read the message on the front of the portfolio. Discuss the contents of the portfolio and how these items may be useful. Discuss the difference between getting a job and selecting a career and how the portfolio can assist with both.
3. Let the students peruse the portfolio pointing out that each side of the portfolio has a particular focus.
 - A. The front cover provides a place for student and school information, describes the purpose of the portfolio and gives a checklist of items that may be included in the folder.
 - B. The top inside section provides a place for students to indicate identified career areas of interest and a checklist of recommended activities at each grade level that will assist them in their career development.
 - C. The bottom half of the inside folder provides space for students to record self-assessment information of various kinds.
 - D. The back side of the folder is designed for high school course planning. The many options, for training while still in high school, are indicated as well as high school graduation requirements and college admission requirements.
4. Tell the students where their folders will be kept and how and when they will be adding information to their portfolios. Remind them that if maintained and taken seriously, their portfolios will be extremely valuable in their high school/post high school career planning and decision making.

Name: _____ School Name: _____ Transfer Date: _____

Address: _____

Phone No.: _____

Social Security No.: _____

Student ID No.: _____

- | | | | |
|------------|----------------|------------------|-----------------|
| *Ballard | *Hale | *Sealth | *Marshall Alt. |
| *Cleveland | *Ingraham | *West Seattle | *Sharples Alt. |
| *Franklin | *Rainier Beach | *Indian Heritage | *Middle College |
| *Griffin | *Roosevelt | *Summit K-12 | *Nova |

CAREER DEVELOPMENT PORTFOLIO SEATTLE PUBLIC SCHOOLS

This is your Career Development Portfolio. When you graduate or transfer to another school, you will take this folder with you. What you record in this folder will help you make informed decisions about your present and future educational and career goals and plans. It will also assist you in completing job applications and resumes.

Contents: Some items will be added as you progress through high school

- | | | |
|---|---|--|
| <input type="checkbox"/> Career and Educational Goals | <input type="checkbox"/> Social Security Card (Copy) | <input type="checkbox"/> Resume |
| <input type="checkbox"/> Career Planning Checklist | <input type="checkbox"/> Proof of Citizenship (Green Card Copy) | <input type="checkbox"/> Letters of Recommendations |
| <input type="checkbox"/> Four Year and Beyond Plan | <input type="checkbox"/> Test Scores | <input type="checkbox"/> Completed Job Application |
| <input type="checkbox"/> Transcript or Course History | <input type="checkbox"/> Certificates or Awards | <input type="checkbox"/> List of School/Community Activities |
| <input type="checkbox"/> Competency Checklist | <input type="checkbox"/> Picture Identification | <input type="checkbox"/> Work/Volunteer History |

SELF - ASSESSMENT

Interests *What I Like To Do.....*

9th _____
 10th _____
 11th _____
 12th _____
 13th _____

Skills *What I Do Well.....*

9th _____
 10th _____
 11th _____
 12th _____
 13th _____

Priorities *What Is Most Important To Me.....*

9th _____
 10th _____
 11th _____
 12th _____
 13th _____

References: *(Teacher, Adult Friend, Counselor, Employer)*

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Extra Curricular Activities
 Activity _____
 Year _____

Community Service/Volunteer Activities
 Activity _____
 Year _____

Work Experience/Career Exploration
 Employer _____
 Year _____

Awards/Certificates Name of Award _____
 Year _____

Testing *(Add test results to Portfolio)*

PSAT PLAN ACT KUDER SAT ASVAB

Other: _____

53

57



Name: _____ Year of Graduation: _____

CAREER INTEREST AREA

(Choose from Worker Trait Groups, Kuder Career Clusters or Career Path / Focus Below)

- 9th _____
- 10th _____
- 11th _____
- 12th _____
- 13th _____

Worker Trait Groups

- Artistic
- Scientific
- Plants & Animals
- Protective
- Mechanical
- Industrial
- Business Detail
- Selling
- Accommodating
- Humanitarian
- Leading & Influencing
- Physical Performing

Kuder Career Clusters

- Artistic/Musical
- Literary
- Computational/Clerical
- Social Sciences
- Mechanical
- Persuasive
- Outdoor
- Scientific

Career Path/Focus:

- Business/Marketing/Economics
- Health/Human Services/Environment
- Industrial Technology & Engineering

EDUCATION/TRAINING OPTIONS

(Choose from Post High School Education / Training Options below)

- 9th _____
- 10th _____
- 11th _____
- 12th _____
- 13th _____

Post High School Education/Training Options

- On-the-Job Training
- Apprenticeship
- Military
- Technical College
- 4 Year College/University
- Community College
- Transfer Program
- Tech Prep

CAREER PLANNING CHECK LIST

(Do the following to help build a strong background for making positive career decisions.)

- Review high school policies/procedures
- Visit the Career Center
- Take an interest survey
- Develop a four year plan
- Identify career interest area
- Review post-high school options
- Discuss plans with parents/teachers/counselors
- Use computerized information system
- Identify priorities and skills
- Investigate post-high school options
- Research a career in-depth
- Update four year plan
- Acquire job-finding skills
- Take Kuder Interest Survey
- Identify a career/develop a five year plan
- Research/visit post-high school option
- Review Financial Aid
- Take college admission tests
- Attend career/college conference
- Prepare a resume
- Double check graduation progress with counselor
- Update job search skills: resume, application, interview
- Apply to school/college
- Finalize post-high school plans
- Meet with counselor for senior interview
- Explore a career:
- Shadowing
- Internship
- Career Day
- Career Seminars
- Volunteer Activity
- Work Experiences



HIGH SCHOOL STUDENT PLANNER

FOUR-YEAR AND BEYOND PLANNING

ARTS/COMMUNICATIONS

BUSINESS/MARKETING/ECONOMICS

HEALTH SCIENCES/HUMAN SERVICES /ENVIRONMENT

INDUSTRIAL TECHNOLOGY/ENGINEERING /NATURAL RESOURCES

PUTTING IT ALL TOGETHER

UNDERSTAND THE CHANGING WORLD OF WORK

Today's job market demands a highly skilled work force. More than half of all new jobs are technical in nature and require at least one or more years of training after high school. Most jobs now require more than a high school education.

As a student, you need to understand that courses you select in high school should prepare you for a work place in which you may change jobs, if not professions, several times in your lifetime. You must prepare to be a lifelong learner by developing good learning skills, a strong work ethic, the ability to plan effectively and make good choices.

KNOW EDUCATIONAL/TRAINING OPTIONS

You can select from a number of options in high school to gain skills that will prepare you for employment or further education/training (see back page of this folder). Upon graduation from high school, you may choose apprenticeship, the military, on-the-job training opportunities or further education in a variety of institutions.

COMPLETE A FOUR-YEAR AND BEYOND PLAN

Whatever your goals may be, it is important to complete your Four-Year and Beyond Plan. Doing so will help connect your interests and possible careers and show you which courses support your plan.

HOW TO USE THE FOUR-YEAR AND BEYOND PLANNING FORM

1. Select a career area that comes closest to matching your present interests and goals. It's okay to change your mind later. If you are uncertain about your interests, answer the self-assessment questions in this brochure.
2. Write down the Core and Academic Preparation courses by grade in the appropriate spaces on your planning form. These are required for graduation.
3. Add courses required for college admission or technical/professional preparation. Note that requirements are similar. So if you start out with a plan that targets technical/professional training and later decide to enter college you can easily do so.
4. Add courses to the planning form from within your chosen career area.
5. In remaining spaces on the form, select elective courses that interest you. You may also add in work experiences that contribute to your goal.

You can get a Four-Year and Beyond Planning form at your high school counseling office.

SEATTLE PUBLIC SCHOOLS FOUR-YEAR AND BEYOND PLANNER

NAME: _____ DATE: _____

CAREER AREA: _____

SELF-ASSESSMENT: _____

COURSE PREPARATION:

Grade	Required Courses	Elective Courses	Technical/Professional Preparation	College Admission	Totals
9	<ul style="list-style-type: none"> 1. American L.S. 2. Applied L.S. 3. Foreign Language 4. Physical Education 5. Business Law 6. Health Science 7. Applied Economics 	<ul style="list-style-type: none"> 1. Drawing & Painting 2. Commercial Art 3. Computer 4. Photography 5. Choir 6. Dance 7. Music 8. Creative Writing 9. Journalism 10. Radio-TV 	<ul style="list-style-type: none"> 1. Nutrition & Foods 2. Child Care 3. Clothing/Tailoring 4. Health Professions 5. Subsequent Living 6. Business Law 7. Marketing 	<ul style="list-style-type: none"> 1. Drafting 2. Applied Math 3. Philosophy or Technology 4. Auto Technology 5. Auto Services 6. Robotics 7. Electronics 8. Welding 9. Metal Fabrication 10. Safety 	<ul style="list-style-type: none"> 1. Mathematics 2. History 3. Science 4. Physical Education 5. Business Law 6. Health Science 7. Applied Economics 8. Safety
LIFE SKILL SERVICES					
<ul style="list-style-type: none"> 1. Subsequent Living 2. Keyboarding 3. Child Care 		<ul style="list-style-type: none"> 1. Computer Applications 2. Child Care Class 	<ul style="list-style-type: none"> 1. Nutrition & Foods 2. Art 3. Music 	<ul style="list-style-type: none"> 1. Psychology 2. Parenting 3. Ready Business 	<ul style="list-style-type: none"> 1. Personal Long-term 2. Traffic 3. Education
FOUR AND BEYOND ACADEMIC PREPARATION					
<ul style="list-style-type: none"> 1. English I, II, III or English II, III or English Elective 		<ul style="list-style-type: none"> 1. English I, II, III or English Elective 2. World History I 	<ul style="list-style-type: none"> 1. World History II 2. World History III 3. US History I, II 4. US History III 	<ul style="list-style-type: none"> 1. American Govt. Class 2. 3 year Math 3. 3 year Science 	<ul style="list-style-type: none"> 1. 2 year Physical Ed 2. 3 year Fine Arts 3. 3 year Health 4. 3 year Career Ed
SIXTH GRADE ACADEMIC PREPARATION					
<ul style="list-style-type: none"> 1. 4 year Foreign Language 		<ul style="list-style-type: none"> 1. 3 year Social Studies 	<ul style="list-style-type: none"> 1. 4 year Math 2. 4 year English 	<ul style="list-style-type: none"> 1. 4 year Science 	<ul style="list-style-type: none"> 1. 3 year Physical Ed 2. 3 year Fine Arts 3. 3 year Health 4. 3 year Career Ed
TECHNICAL/PROFESSIONAL PREPARATION					
<ul style="list-style-type: none"> 1. 4 year Foreign Language 		<ul style="list-style-type: none"> 1. 3 year Social Studies 	<ul style="list-style-type: none"> 1. 4 year Math 2. 4 year English 	<ul style="list-style-type: none"> 1. 4 year Science 	<ul style="list-style-type: none"> 1. 3 year Physical Ed 2. 3 year Fine Arts 3. 3 year Health 4. 3 year Career Ed

FIRST SEMESTER		SECOND SEMESTER	

FIRST SEMESTER		SECOND SEMESTER	

FOUR-YEAR AND BEYOND PLANNING

ARTS AND COMMUNICATION

SELF-ASSESSMENT:

If you answered yes to some of these questions, a career in the arts may be for you!

You can find more information about careers and worker trait groups in *The Guide for Occupational Exploration*, available at your school's Career Center. In the *Guide*, refer to Worker Trait Groups: 01, 11.

This area matches Kuder Interest Survey clusters: Creative/Musical, Literary

1. Are you creative, innovative, or imaginative?
2. Do you have artistic ability?
3. Do you have musical ability?
4. Do you have physical/manual dexterity?
5. Do you enjoy creative work involving design, color form and material?
6. Has anyone ever told you that you would do well in debate?
7. Do you enjoy going to concerts, playing musical instruments, singing, or reading about music and musicians?
8. Do you enjoy writing poetry or writing in a journal?
9. Would you like performing in front of people?
10. Do you enjoy being independent?
11. Do you seek opportunities for self-expression?
12. Do you like to express your ideas visually or in a performance?

ARTS AND COMMUNICATION CAREERS

REQUIRES AT LEAST A FOUR-YEAR DEGREE

Actor
 Advertising Worker
 Architect
 Critic: Art, Film, etc.
 Art Teacher
 Arts Management
 Coach
 Composer/Arranger
 Curator
 Director
 Educator
 Graphic Designer
 Industrial Designer
 Radio & TV Announcer
 Reporter
 Technical Illustrator
 Writer
 Journalist
 Poet
 Professional Athlete
 Public Relations

SPECIALIZED TRAINING AFTER HIGH SCHOOL REQUIRED

Actor/Actress
 Artist
 Athletic Trainer
 Disc Jockey
 Drafter
 Fashion Illustrator
 Interior Design
 Model
 Musician
 Photofinisher
 Radio Journalist
 Radio Personality
 Sign Language Interpreter
 Singer and Dancer
 Stage Technician
 Technical Illustrator

SPECIALIZED HIGH SCHOOL OR ON-THE-JOB TRAINING REQUIRED

Actor
 Bookbinder
 Composer
 Computer Assisted Layout
 Display Worker
 Floral Designer
 Musician
 Painter - Paper Hanger
 Photographer
 Press Operator
 Recreational Attendant
 Singer and Dancer

ARTS/COMMUNICATIONS

BUSINESS, MARKETING, ECONOMICS

SELF-ASSESSMENT:

If you answered yes to some of these questions, a career in business or marketing may be for you! You can find more information about careers and worker trait groups in *The Guide for Occupational Exploration*, available at your school's Career Center. In the *Guide*, refer to Worker Trait Groups: 07, 08, 11. This area matches Kuder Interest Survey clusters: Computational/clerical and persuasive

- ___ 1. Are you enthusiastic and self-confident?
- ___ 2. Do you have the ability to work under pressure?
- ___ 3. Do you enjoy planning and directing activities?
- ___ 4. Do you prefer directing the work of others to having others direct your work?
- ___ 5. Have you ever been told that you are very persuasive and can convince people of your point of view?
- ___ 6. Are you naturally a "people person", finding it easy to meet and talk with new acquaintances?
- ___ 7. Are you ambitious and achievement-oriented?
- ___ 8. Are you organized, efficient, and comfortable doing detail work with numbers or words?
- ___ 9. Do you prefer your work to be structured with clear guidelines?
- ___ 10. Do you believe it's okay to make a profit?
- ___ 11. Do you like working with computers?
- ___ 12. Do you like to solve problems and make decisions?

BUSINESS/ MARKETING ECONOMICS CAREERS

REQUIRES AT LEAST A FOUR-YEAR DEGREE

Accountant/Auditor
Administrative:
Education
Health Services
Government
Executive
Legislators
Business Executive
Business Manager
Economist
Educator
Financial Institution
Manger
Financial Planners
Loan Officers
Managers:
Sales
Restaurant
Hotel/Motel
Personnel Officer
Purchasing Agent

SPECIALIZED TRAINING AFTER HIGH SCHOOL REQUIRED

Appraiser
Bookkeeper/Account
Clerk
Buyer and Purchasing
Agent
Data Entry Operator
General Manager
Insurance:
Claims Adjuster
Appraiser
Underwriter
Sales
Marketing:
Advertising Worker
Office Manager
Public Relations
Sales Representative
Secretary
Small Business Operator
Stenographer
Travel Agent

SPECIALIZED HIGH SCHOOL OR ON-THE-JOB TRAINING REQUIRED

Bank Teller
Cashier
Clerk Typist
Data Entry Operator
Display Worker
General Office
Grocery Checker
Model
Receptionist
Salesperson
Secretary
Hotel/Motel Desk Clerk
Library Assistant
Messengers
Telephone Operators
Travel/Ticket Agents

HEALTH SCIENCES/ HUMAN SERVICES ENVIRONMENT

SELF-ASSESSMENT:

If you answered yes to some of these questions, a career in health sciences or human services may be for you! You can find more information about careers and worker trait groups in *The Guide for Occupational Exploration*, available at your school's Career Center. In the *Guide*, refer to Worker Trait Groups: 02, 03, 04, 09, 10, 11. This area matches Kuder Interest Survey clusters: Social Sciences, Outdoors

- ___ 1. Do you enjoy helping others learn new things?
- ___ 2. Do you get along with a wide variety of people?
- ___ 3. Do you enjoy providing service to other people – to give information, see to their comfort or enhance their appearance?
- ___ 4. Do you like to analyze situations, develop solutions, and solve problems?
- ___ 5. Do you enjoy sharing ideas with others?
- ___ 6. Do you have a desire to help people?
- ___ 7. Does the human body and its workings fascinate you?
- ___ 8. Do you have a general concern for the health and well-being of others?
- ___ 9. Are you able to follow procedures with great accuracy?
- ___ 10. Do you enjoy searching for answers to physical and mental problems?
- ___ 11. Do you have dexterity in the use of eyes, hands and fingers?
- ___ 12. Do you enjoy working as a member of a team?

HEALTH SCIENCES/ HUMAN SERVICES ENVIRONMENT CAREERS

REQUIRES AT LEAST A FOUR-YEAR DEGREE

Audiologist
Chiropractor
Clergy
Counselor
Dentist
Dietician
Economist
Educator
Health Therapist
Journalist
Lawyer
Medical Illustrator
Naturopathic Physician
Nurse
Occupational Therapist
Optician
Optometrist
Parole/Probation Officer
Pharmacist
Psychologist
Physical Therapist
Physician
Researcher
Respiratory Therapist
School Counselor
Social Scientist
Social Worker
Sociologist
Speech Pathologist
Teacher
Urban Planner

SPECIALIZED TRAINING AFTER HIGH SCHOOL REQUIRED

Barber/Cosmetology
Dental Hygienist
Dental Lab Technician
EEG Technician
EKG Technician
Emergency Medical
Technician
Flight Attendant
Health Technician
Health Technologist
Laboratory Tester
Law Enforcement
Legal Assistant
Licensed Midwife
Licensed Practical Nurse
Radiological Technician
Reporter
Senior Services Director
Sign Language
Interpreter
Surgical Technician
Teacher Aids
Medical Lab Technician
Medical Lab Technologist
Paralegal
Pest Control Worker
Physician Assistant

SPECIALIZED HIGH SCHOOL OR ON-THE-JOB TRAINING REQUIRED

Child Car Worker
Correctional Officer
Dental Assistant
Domestic Service
Firefighter
Garbage Collector
Home Health Aids
Janitor
Law Enforcement
Lifeguard
Maintenance Worker
Medical Assistant
Nanny
Nurses Aids - Orderly
Pharmacist Assistant
Room Cleaner
Seamstress and Tailor
Sewing Machine
Operator
Security Guard
Store Detective
Therapist Assistant
Tour Guides

**ENGINEERING,
INDUSTRY AND
NATURAL
RESOURCES**

SELF-ASSESSMENT:

If you answered yes to some of these questions, a career in these fields may be for you! You can find more information about careers and worker trait groups in *The Guide for Occupational Exploration*, available at your school's Career Center. In the *Guide*, refer to Worker Trait Groups: 05, 06, 11. This area matches Kuder Interest Survey clusters: Mechanical, Scientific, Outdoors

- ___ 1. Do you have mechanical aptitude and ability to work with tools?
- ___ 2. Do you have a tolerance for adverse working conditions?
- ___ 3. Do you have good observational skills?
- ___ 4. Do you have the ability to work quickly and skillfully with your hands?
- ___ 5. Do you have the ability to work both alone and with others?
- ___ 6. Do you have an aptitude for math and/or science?
- ___ 7. Do you have the ability to work accurately and precisely?
- ___ 8. Do you enjoy completing projects?
- ___ 9. Do you have the ability to understand and pay close attention to standards?
- ___ 10. Do you enjoy solving problems using facts and judgements - figuring things out?
- ___ 11. Do you like to assemble, build, or repair things?
- ___ 12. Are you comfortable working with machines and equipment?

**ENGINEERING,
INDUSTRY AND
NATURAL RESOURCE
CAREERS**

**REQUIRES AT LEAST A
FOUR-YEAR DEGREE**

Automotive Engineer
Automotive Instructor
Automotive Research
Architect
Civil Engineer
Environmental Planner
Wood Technology
Instructor
Aeronautical Engineer
Aerospace Engineer
Biomedical Engineer
Marine Engineer
Structural Engineer
Mechanical Engineer

**SPECIALIZED TRAINING AFTER
HIGH SCHOOL REQUIRED**

Machinist
Office Machine
Servicer
Robotics Mechanic
Welder/Fitter
Tool and Die Maker
Cabinet Maker
Carpenter
Electrician
Brick Layer
Plumber
Heavy Equipment
Operator
Masons

Automotive
Technician
Automotive
Electrician
Parts Manager
Shop Owner
Chemical Technician
Drafter
Electronics
Technician
Engineering
Technician
Surveyor
Air Conditioner
Mechanic
Dental Lab
Technician
Iron Worker
Jeweler

**SPECIALIZED HIGH
SCHOOL OR ON-THE-JOB
TRAINING REQUIRED**

Apprentice Carpenter
Cabinet Maker's Asst.
Finish Carpenter's Asst.
Painter
Welder's Helper
Iron Worker
Electronic Assembler
Junior Drafter
Mechanic's Assistant
Service Station
Attendant
Auto-body work
Bicycle Repair Person
Jeweler Assistant
Machine Shop Assistant
Printer Assistant
Welder-cutter
Custodian

CAREER PREP OPPORTUNITIES IN HIGH SCHOOL

TECH PREP – Students remain in their high school and begin a technical program that leads to a two-year degree or a certificate. When a student completes Tech Prep courses in high school and earns a "B" grade or better, those credits can be applied to a related college program (see planning form for specific courses).

CITY CAMPUS – An opportunity for students to take courses in the career areas of Fashion, Auto Collision Repair, Cosmetology, Electronics and Marine Technology. Courses are offered at various high schools and community locations on a half-day basis.

ACADEMY OF FINANCE – A program that begins in the tenth grade for students interested in a business career. Special features include a national trip, internship and a business course taught at Seattle Pacific University in the senior year.

RUNNING START – High school juniors and seniors attend classes at a community college and earn high school and college credit simultaneously.

COLLEGE IN THE HIGH SCHOOL – High school students take college courses in their high school and earn high school and college credit. (Example: English 101).

ADVANCED PLACEMENT – Courses in high school that prepare students to take tests allowing advanced placement or credit at the college level.

VOLUNTEERING – Employers recognize that volunteer work can provide important social and work skills. Students can find opportunities at the Career Center.

INTERNSHIPS – Area employers provide internships to high school students, which gives students a way to learn more about the workplace.

SHADOWING, MENTORSHIPS – Provided in cooperation with local businesses, these are short-term experiences that allow students to see first-hand what is required in various career fields.

WORK EXPERIENCE – Students at least 16 years old may earn credit and experience in approved employment and volunteer work situations. Apply at the Career Center.

HIGH SCHOOL CAREER CENTERS hold a wealth of information, references and resource materials.

COUNSELORS, TEACHERS AND CAREER CENTER SPECIALISTS are knowledgeable and valuable resources to assist in exploring planning options.

PARENTS, FRIENDS, CO-WORKERS, AND FAMILY MEMBERS can share experiences and information to help you with your career search.

CAREER AND COLLEGE CONFERENCES AND SEMINARS are scheduled in the Career Centers throughout the year and are announced in the school bulletin.

THE WASHINGTON OCCUPATIONAL INFORMATION SYSTEM is available online in the Career Center and provides current information on careers and training options.

REFERENCE MATERIALS on career opportunities are found in bookstores, public libraries or the Career Centers.

COMMUNITY, FOUR-YEAR AND TECHNICAL COLLEGES encourage campus visits and inquiries into the programs they offer.



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