

What am I going to do after High School?



Michele Murvay
College Connection Project
University of Illinois at Chicago

Fabricio E. Balcazar, Ph.D.
Associate Professor
Department of Disability and Human Development
University of Illinois at Chicago

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BE VERY CAREFUL...If a school offers you financial aid on the spot, then it is probably a loan that you must pay back.....ask questions!!!!

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Understand all your Educational and Training Options

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What is a Vocational Training Program?



Should I get a Vocational Training Certificate?

Vocational and job training is special training designed to give you the skills to work in a specific job. When you finish the program, you'll get a certificate of completion. Certificate programs are usually available at community colleges and community-based organizations and last anywhere from a few weeks to one year. Many certificate program professions such as cosmetology and security guard training require you to pass a state licensing exam before you can practice your profession. Since you may be required to pass a state test, many certificate programs require a minimal 9th grade reading level on their standardized test before you can enroll. Some of the more technical trainings such as Electric/Electronic Industrial Maintenance may also require 9th grade math levels before you can enroll. Some certificate programs require completion of either a GED or a High School Diploma before you can enroll in their program so it is important to ask the admissions office what the entrance requirements are for your program choice.

What is Vocational Training?

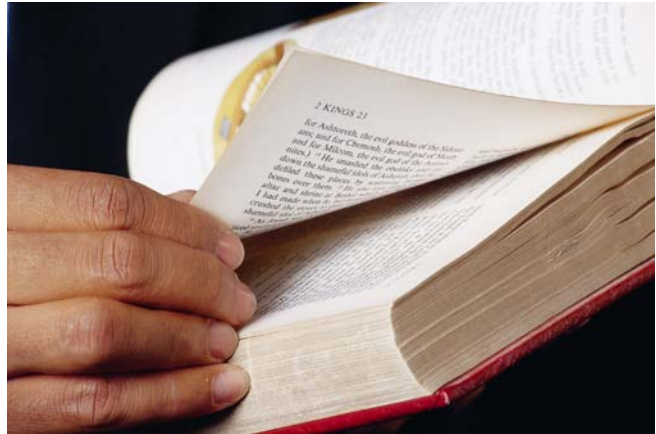
Vocational Training Programs are sometimes called Certificate Programs. A Vocational Training/Certificate Program teaches skills you need to get a job in a particular field, like Security, Nursing Assistant or Cosmetology. In addition to traditional classroom lectures and reading assignments, you will receive hands-on training in that vocation. A Certified Nursing Assistant Program may spend 7 weeks on lectures, reading assignments and tests and another 7 weeks at a Nursing Home where you would bathe, feed and interact with patients'.

You Might Like It If....

- You want to learn skills for a specific job
- You want a hands-on educational experience
- You're not interested in traditional education classes (like college) where you have to take 2 years of classes in Math, English, Science and Humanities
- Your reading skills are at least 6th grade level but not high enough for acceptance into College Programs
-

Why should I be at least at a 6th grade Reading level?

Although some training programs have no reading requirements for acceptance they all will have textbooks that you will be required to read after each class. Textbooks are generally written at a 6th-8th grade reading level. If your program choice has no testing requirements for acceptance and you are reading below 6th grade level then you may want to make sure that you can understand the written materials before you enroll for the program.



Some vocational training programs at the Chicago City Colleges require an 8.6 reading level for acceptance into the program. One of the reasons they may require a minimum reading level is that these programs require you to pass a state certification/license exam in order to practice that profession. Examples of programs that have state certification exams are; A+ Computer Technician, Auto Mechanics, Cosmetology, Certified Nursing Assistant, Emergency Medical Technician, Security Officer Training and Truck Driver. **BE VERY CAREFUL** there are many non-accredited schools that will take your money and produce few graduates that can pass these state exams.

How it Works

- You learn the skills you need for a specific job (like being an auto mechanic or a hairdresser).
- Usually, once you've graduated from the program, you need to take a test to get your certification for the trade you studied. For example, if you attend truck-driving school, you will have to pass a test to get your Commercial Driver's License (CDL).

How Long it Takes



About 2 to 12 months, depending on what degree or certificate you're working towards.

Why Do It

- Once you've completed a Vocational Training/Certificate Program you are more likely to get a job in that field than someone with no training.
- Some professions require you to take the training classes and pass a state certification exam in order to practice that profession.

Paying for It

- ***Find out if your Program Accepts the Federal Pell Grant***

For most people, paying for school is their biggest problem. If you are unable to pay for your school there may be financial aid available to you. Financial Aid is a term that includes both grants and loans. You must be very careful because loans must be paid back. You want to find out if your program is eligible for grants by asking either the financial aid office or business office at the school (see chapter 6 for a detailed description on when and how to apply for the Federal Pell grant).



- ***Other Grants***

Grants usually come from the state or federal government and don't have to be repaid.

WIA (Workforce Investment Act) is an example of a Federal Grant that the Chicago City Colleges and other approved training providers receive to assist income-eligible students in paying for their training. You can call the Mayors' Office of Workforce Development or go online at <http://iwds.cmcf.state.il.us> to find providers that receive WIA funding. The next step is for you to call the providers and determine if you are eligible to participate in the WIA program and receive funding for your training. Eligibility is usually determined by age, residency, risk factors and family income. If your family income exceeds the 70% Lower Living Standard Income Level (LLSIL) value for the region or metropolitan area where you reside, then you may be eligible for WIA funding. In Chicago, a family of four could make \$22,440 per year or less (see table on the next page) to be eligible to receive WIA funding for approved training programs.

Chicago 70% Lower Living Income Standard Level (LLSIL), by family size

Family of One	Family of Two	Family of Three	Family of Four	Family of Five	Family of Six
\$8,080	\$13,240	\$18,180	\$22,440	\$26,480	\$30,970



If you have a disability and live with your parent/s you can be considered a family of one due to disability. You must provide proof of your disability (medical records, High School IEP) when you meet with the WIA training provider. A *family of one* means only your income will be considered when deciding if you are eligible for WIA participation. If you have no income for 6 months prior to application then your parents may be required to sign a letter stating they support you financially. This letter may also state that your own income qualifies you regardless of the income of other family members as defined in section 101(25) of the WIA statute.

- **Loans**

Loans can be offered through the school and are often called financial aid. You must repay your loan whether or not you finish your degree. Loans may have flexible repayment plans but always require you pay interest. You don't usually have to repay a loan while you're still in school – repayment starts about six months after you leave school or if you're in school part-time. **BE VERY CAREFUL**, many schools (usually the ones that advertise on TV late at night) may mislead you into believing that your tuition is free but are giving you a loan that you must pay back with interest.



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- **Department of Human Services/Division of Rehabilitation Services (DHS/DRS)**



If you have a disability or were in special education classes in High School you may be eligible for DR services. DR serves people with disabilities in meeting their employment goals. DR can provide funding for training that leads to employment for individuals they certify for services. Not everyone with a disability can get certified for services as DR has a limited amount of funding available (see chapter 7 for a detailed description).

How do I find a Vocational Technical School?

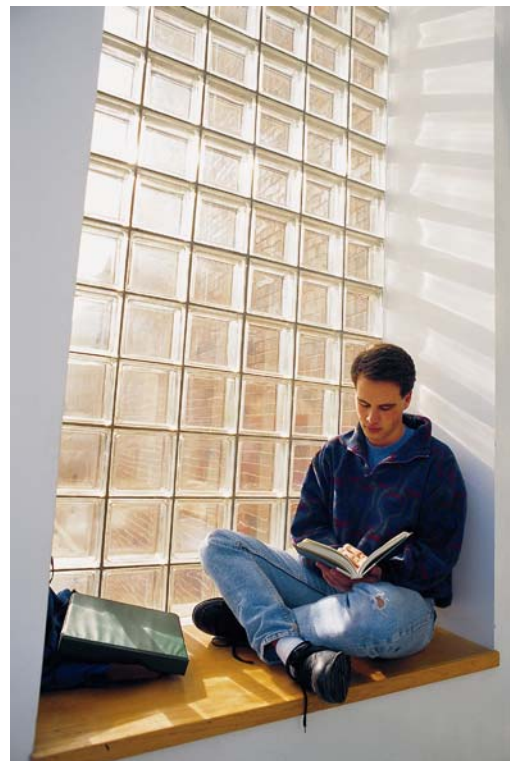
You can use these online resources to find the vocational technical school that's right for you and get more information on available programs.

- Go to <http://www.allcareerschools.com>

You can narrow your search by going to the top right corner and choosing your state, city, area of study and specialty. If you are unsure about your area of study or specialty simply choose all for both categories.

- Go to <http://iwds.cmcf.state.il.us> for a complete list of WIA Training Providers

Click on Consumer information and you will be directed to the Illinois' statewide list of WIA-certified training programs and there is also a link where you can compare performance among Illinois' WIA-certified training programs.



Examples of Vocational Training/Certificate Programs offered at the Chicago City Colleges

Arts, Media and Communication Occupations

Broadcasting (TV Production I)

Continuing Education Certificate; **(Kennedy King College)**

Introduction to the production system and operation of the various video and audio equipment necessary to produce programming. Emphasis will be placed on how the various components integrate onto a system. The student will be required to demonstrate expertise through class exercises and laboratory projects

Broadcasting (TV Production II)

Continuing Education Certificate; **(Kennedy King College)**.

Television production projects will require the creation of concept, its treatment/storyboarding, scripting and production into a final program. Emphasis is placed on integration of equipment, production personnel, and script to create a finished television production.

Spanish Radio Communications

Continuing Education Certificate; 168 actual hours (84 wks.); **(Daley College)**

Upon successful completion of this program, students will be able to perform program and produce radio programs for the broadcast communications industry. Emphasis will be on learning voice and diction techniques and broadcast journalism skills. May lead to entry-level employment as an assistant to an announcer, commentator, or news reporter for Spanish-speaking radio stations.

Agriculture and Conservation Programs

Landscape Horticulture

Continuing Education Certificate; 45 actual hours (21 wks.); **(Daley College)**

Upon completion of this program, students will be able to read and design a landscape plan, care for a lawn, identify types of soil, and control weeds. Emphasis will concentrate on learning lawn grooming techniques to landscape property. May lead to entry-level employment as an employee for a nursery, golf course, hospital, school, or landscaping company.

Floral Design

Continuing Education Certificate; 32 actual hours (7-16 wks.); **(Daley, Harold Washington, Malcolm X)**

Upon completion of this program, students will be able to identify and arrange a variety of plants and flowers. Emphasis will concentrate on learning to make wreaths, corsages, centerpieces, table decorations and other floral arrangements. May lead to entry-level employment in nurseries, flower shops, and floral departments in a variety of stores.

Community and Consumer Service Occupations

American Sign Language

Continuing Education Certificate; 24-48 hours (14 wks.); **(Kennedy King, Harold Washington)**

Upon successful completion of this program, students will be able to communicate with and interpret for individuals with hearing impairments. Emphasis will be on learning to use sign language. May lead to entry-level employment as an interpreter at events and meetings, and in schools, hospitals, or other businesses.

Cosmetology

Advanced Certificate; 40 credit hours (1 yr.); **(Truman Technical Center)**

Upon successful completion of this program, students will be able to perform art, skills, and applied science of the treatment of the hair, nails, and skin. Emphasis will be on techniques and procedures for hair styling, coloring, giving manicures, facials, pedicures, makeovers, as well as managing and operating a full service salon. The program also prepares successful students to take the Illinois Department of Regulation Licensure Board Exam for Cosmetologists. May lead to employment as a hair designer, manicurist, pedicurist, make-up consultant, or operator/owner or manager of a full service salon.

Public Safety Programs

Armed/Unarmed Security Guard

Continuing Education Certificate; 80-128 hours (6-8 wks.); **(Olive Harvey, Truman, Malcolm X)**

Upon successful completion of this program, students will be able to perform private security patrol duties while adhering to safety standards and procedures in use of a firearm. Emphasis will be on learning to conduct criminal investigations and administer first aid when needed. May lead to entry-level employment with private security firms, or other companies having need for such services.

Basic Security Officer

Continuing Education Certificate; 20 actual hours (2 wks.); **(Truman)**.

Upon successful completion of this program, students will receive a certificate and qualify to apply for the Illinois Permanent Employee Registration Card (PERC). Emphasis will be on learning practical human relations and communication skills. Illinois criminal code, report writing, and law enforcement procedures. May lead to Illinois criminal code, report writing, and law enforcement procedures. May lead to employment as a security guard with a public or private organization.

Health Occupations

Certified Patient/Nurse Assistant

Continuing Education Certificate; varied hours (8-16 wks.); **(Daley, Kennedy King, Olive Harvey, Truman, Harold Washington, Wright)**

Upon successful completion of this program, students will be able to demonstrate procedures used to assist health care professionals as a Certified Nurse's Assistant. Emphasis will be on skills required as preparation for the Illinois Certified Nursing Assistant Examination. May lead to employment in health care facilities such as a clinic, hospital, public or private school, or nursing home.

Emergency Medical Technician

Continuing Education Certificate; 164-182 actual hours (16 wks.); **(Olive Harvey)**

The program is certified by the Illinois State Board for Emergency Medical Technicians.

Upon successful completion of this program, students will be able to administer medical treatment to patients in an emergency situation, as well as prepare the patients for transport to the nearest medical facility. Emphasis will be on triage assessment and CPR skills. May lead to entry-level employment as an emergency medical technician with private/public ambulance companies, health care facilities, private industry and some municipal agencies.

Emergency Medical Technician II, Paramedic

Basic Certificate - Ambulance Driver; 5 credit hours (6 mos.); **(Malcolm X)**

Upon successful completion of this program, students will be able to recognize the nature or extent of the patient's condition, administer appropriate emergency medical care to stabilize his/her condition and to transport the patient safely to the proper medical facility. Emphasis will be on triage assessment and injury treatment procedures. May lead to employment in private ambulance companies, health care facilities, private industry and some municipal agencies.

Dental Assistant

Continuing Education Certificate; **(Wright)**

This program prepares students to become part of the dental team. Students will learn basic office procedures and become familiar with dental instruments, charting, infection control and chair side assisting.

Physical Therapy Aide

Continuing Education Certificate; 33-56 actual hours (8-11 wks.); **(Olive Harvey, Truman, Wright)**

Upon successful completion of this program, students will be able to assist patients in meeting their physical therapy goals. Emphasis will be on learning to chart patient progress and communicating effectively with professional staff, patients, and their families. May lead to employment in hospitals and other facilities providing physical rehabilitation services.

Pharmacy Technician

Continuing Education Certificate; 50 actual hours; (10 wks.); **(Kennedy King, Truman, Olive Harvey, Daley)**

Upon successful completion of this program, students will be able to assist pharmacists by filing prescriptions prescribed by health care professionals. Emphasis will be on learning to accurately fill prescriptions according to their specifications, as well as communicating appropriately with medical personnel and customers. May lead to entry-level employment in the pharmacy departments of drug, grocery and convenience stores, and hospitals after proper licensing from the state.

Medical Billing/Coding

Continuing Education Certificate; 2 credit hours; **(Kennedy King, Olive Harvey, and Daley)**

Upon completion of this program the student can gain employment as a medical records coder, medical office secretary, claim specialist, medical insurance biller/coder and other positions in medical service management.

Medical Office Assistant

Continuing Education Certificate; 157 actual hours; **(Wright)**

Upon completion of this program, students will be able to use a computer to input and maintain patient records including symptoms, medical history, results of exams, reports of x-rays, laboratory tests, and treatment plans. Emphasis will be on how to manage and control records, filing methods, coding, and office practices used in health care. May lead to employment as a medical secretary, medical receptionist, or health information specialist.

Transportation Technology Occupations

Automotive Technology - Mechanical Repair

Basic Certificate (Maintenance); 20 credit hours (6 mos.); **(Kennedy King)**

The program at Kennedy-King College is certified Automotive Service Excellence by the National Automotive Technicians Education Foundation (NATEF).

Upon successful completion of this program, students will be able to handle all areas of automotive maintenance and repair. Emphasis will be on specialty areas such as chassis, transmission, electrical, engine, and diesel engines. May lead to employment as a mechanic for dealerships, independent garages, or to self-employment.

Automotive Technology - Mechanical Repair

Basic Certificate (Maintenance); 24 credit hours (1 yr.); **(Truman Technical Center)**

The program at Kennedy-King College is certified Automotive Service Excellence by the National Automotive Technicians Education Foundation (NATEF).

Upon successful completion of this program, students will be able to handle all areas of automotive maintenance and repair. Emphasis will be on specialty areas such as chassis, transmission, electrical, engine, and diesel engines. May lead to employment as a mechanic for dealerships, independent garages, or to self-employment.

Automotive Technology - Body & Fender Repair

Advanced Certificate; 33 credit hours (1 yr.); **(Kennedy King)**

Upon successful completion of this program, students will be able to refinish and replace torn parts. Emphasis will be on repainting, mixing and matching paint to provide a polished finish, as well as straightening bent frames, removing dents, and welding torn metal on damaged vehicles. May lead to employment as an auto body repair technician for dealerships, independent garages, or to self-employment.

Railroad Conductor Training

Continuing Education Certificate; 200 actual hours (5wks.); **(Daley)**

Upon completion of the program, the student will be able to become a freight train conductor, supervise the switching, loading/unloading, breaking or making up of trains. The student will acquire mastery of the basic skills and knowledge to successfully perform the work of a freight conductor.

Truck Driving

Continuing Education Certificate; 240 actual hours (16 wks.); **(Olive Harvey)**

Upon completion of the program, the student will be able to qualify for their CDL and all endorsements required for a truck driver. This program is offered in partnership with the Illinois Department of Transportation.

What is an Apprenticeship Program?



Should I get Apprenticeship Training?

Some skilled jobs require apprenticeship training. If the job you've chosen requires "long-term, on the job training" you may need to get an apprenticeship. Not all jobs like this require apprenticeships. Apprenticeship training combines studying in a classroom and learning at work. Many apprenticeship programs are run by unions and include training for carpenters, electricians, and machinists. Apprenticeship Programs take 1-4 years depending on program choice.

What is Apprenticeship Training?

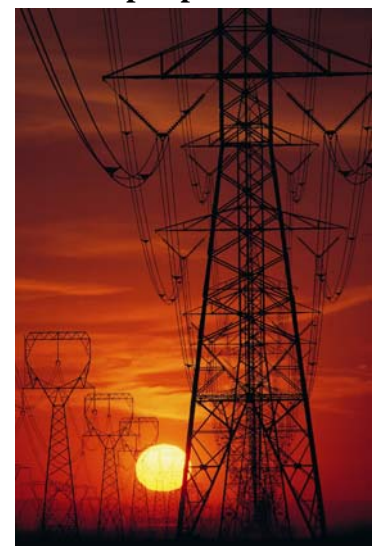
Apprenticeship training is a formal system of employee training that combines on-the-job training with related technical instruction. It is designed to produce craftworkers who are fully competent in all aspects of an occupation including knowledge, skill and proficiency on the job. Many apprenticeship programs are run by unions and include training for carpenters, electricians, and machinists. Sometimes it's hard to get into an apprenticeship program. Check your local One-Stop Career Center for more information. http://www.servicelocator.org/nearest_onestop.asp

What is a Apprenticeship?

An apprenticeship program is a combination of on-the-job and classroom training. When you've finished your apprenticeship, you'll be what's called a "journeyworker." Journeyworkers are skilled, certified workers in their field (such as carpenters and plumbers).

You Might Like It If....

- You like working with your hands
- You want to be an expert at a trade
- You don't mind studying for up to 4 years to become an expert
- You enjoy math, science and industrial technical classes



How it Works

- You work directly with a journeyworker to learn the hands-on skills you need.
- You take classes to learn the technical skills that you need.
- While you're working as an apprentice, you'll earn a percentage of the pay that journeyworkers get.
- When you graduate from the program, you'll be able to work as a qualified journeyworker anywhere in the country.

How Long it Takes

- About 1 to 4 four years, depending on the trade



Why Do It

- **Find a job anywhere:** When you graduate, you'll receive an Apprenticeship Completion Certificate. With this certificate you can work as a qualified journeyworker anywhere in the country.
- **Get college credit:** With some programs, you can even earn college credits towards an Associate's Degree.
- **Money:** Depending on your trade, once you're a journeyworker you can make as much as or even more than a college graduate.



Paying for It

- **Loans and grants:** Some programs offer student loans or grants to help you pay the tuition. Ask the schools about financial aid programs

Finding a Program

- Contact your State Office of Apprenticeship Training, Employer and Labor Services
- Contact your State Apprenticeship Council



Examples of Apprenticeships offered within each area of the Construction Industry (constructioncareers.org).

FLOOR & WALL

In today's building industry many jobs prepare floors and walls for occupants that will be housed in today's homes and office buildings. These jobs are ones that could be considered finishing type occupations. By that, we mean those occupations that put the final touch on homes and office buildings.

Floor Coverers
Glaziers & Glass Workers
Lathers
Painters
Plasterers
Tile & Terrazzo Workers



MECHANICAL-ELECTRICAL

Within the mechanical section you will be able to search occupations that provide heat, energy, and sanitary services to homes and buildings within our community. The majority of these occupations are considered licensed crafts and are registered either within municipalities or state regulatory agencies.



Electricians
Pipefitters
Plumbers
Sheet Metal Workers
Sprinkler Fitters

SITE PREPARATION

Within the site preparation category are occupations that prepare building sites and develop the foundation of a project.

Bricklayers
Cabinet Makers
Carpenters
Cement Masons
Drivers (Teamsters)
Iron Workers (Construction)
Operating Engineers
Piledrivers



SPECIALTY

This category includes occupations that work in conjunction with mechanical, wall and floor applicators, and site preparation workers. Without these occupations, the completion of homes and buildings cannot happen. These careers are very specialized and provide a unique and specific process within this challenging industry.



Asbestos Workers
Boilermakers
Construction Managers
Elevator Constructors
Laborers
Millwrights
Roofers
Sign, Display & Screen Workers

Examples of Construction and Extraction Occupations

1. Painter, Construction and Maintenance

Job Description:

Painters apply paint, stain, varnish, and finishes to buildings and other structures. They choose the paint or finish based on customers' wishes. They may remove the old coat of paint. Next, they wash walls to remove dirt and grease. They fill holes and cracks, sand rough spots, and brush off dust. Then, they apply a primer or sealer to prepare the surface. Painters mix paints and match colors. Then, they choose the right brush and applicator for the job.

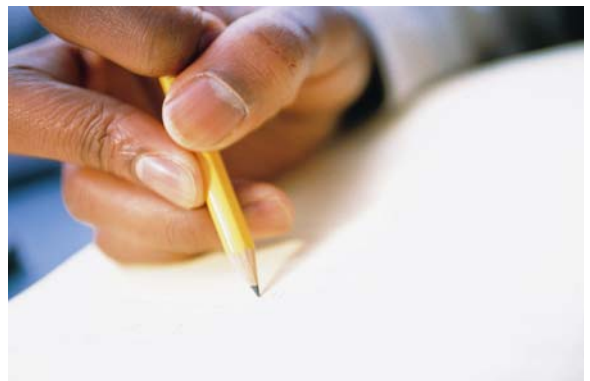
Median Annual Salary: \$29,070



Medium Job Market

Skills:

Top skills for this job include: Equipment Selection, Operation and Control, Reading Comprehension, Active Listening, Coordination



Education Required:

This job requires moderate-term, on-the-job training. On-the-job training means you learn how to do the job while you're at work.

Significant Points:

- Working conditions can be dangerous.
- Most workers learn on the job as helpers. Authorities recommend completion of an apprenticeship program.
- Employment opportunities should be good. Many workers leave and come into the field every year.

Nature Of The Work:

Painters apply paint, stain, varnish, and finishes to buildings and other structures. They choose the paint or finish based on customers' wishes. They may remove the old coat of paint. Next, they wash walls to remove dirt and grease. They fill holes and cracks, sand rough spots, and brush off dust. Then, they apply a primer or sealer to prepare the surface. Painters mix paints and match colors. Then, they choose the right brush and applicator for the job. They may use brushes, paint sprayers, or other equipment.

Paperhangers cover walls and ceilings with paper, vinyl, or fabric coverings. They remove the old covering by soaking, steaming, or applying chemicals to it. They prepare the walls by putting "sizing" on it, which seals the surface and makes the covering stick. Then, they prepare the paste or adhesive. They measure the area to be covered. They cut the covering into strips. Then, they brush the adhesive onto the back of the covering. They place the strips on the wall. They make sure the pattern is matched and that it is not crooked. Finally, they smooth the covering and wipe off extra paste.

Working Conditions:

Most painters and paperhangers work 40 hours a week or less. About 1 out of 10 works part time. They must stand for long periods. They do a lot of climbing and bending. They must have stamina. A lot of the work is done with their arms raised overhead. Painters often work outdoors, but they do not work in bad weather.

Painters and paperhangers risk injury from slips or falls off ladders and scaffolds. The materials they work with may be dangerous. They need to wear masks and work in areas with good ventilation. Painting jobs can leave the workers covered in paint.

Employment:

Many painters and paperhangers are hired by contractors. Organizations that own or manage large buildings, such as apartment complexes, employ painters. Some schools, hospitals, factories, and

government agencies employ painters. Almost half of all painters and paperhangers are self-employed.

Training Needed:

Painter and paperhanger learn on the job. Most painters learn by working as a helper to an experienced painter. Apprentices or helpers must be at least 16 years old and in good physical condition.

Authorities recommend that people learn through an apprenticeship. This consists of 3 to 4 years of on-the-job training and 144 hours of classes. To get into an apprenticeship, people must have a high school degree or equivalent. They should be good with their hands and have a sense of color.

After gaining experience, many painters and paperhangers start their own businesses.

2. Roofer

Job Description:

Roofers repair and install roofs. People in this field also repair and re-roof buildings. Some roofers also waterproof foundation walls and floors. There are many different types of roofs. Each type requires different skills because many roofs must be put on in multiple steps. Roofs must be waterproof and well insulated to protect the building from damage.

Median Annual Salary: **\$30,180**



Hot Job Market

Skills:

Top skills for this job include: Equipment Selection, Operation and Control, Installation, Coordination, Repairing

Education Required:

This job requires moderate-term, on-the-job training. On-the-job training means you learn how to do the job while you're at work.



Significant Points:

- Most roofers learn on the job. Some people in this field do a three-year apprentice program.
- There are many job opportunities because of high turnover.

Nature Of The Work:

Roofers repair and install roofs. People in this field also repair and re-roof buildings. Some roofers also waterproof foundation walls and floors. There are many different types of roofs. Each type requires different skills because many roofs must be put on in multiple steps. Roofs must be waterproof and well insulated to protect the building from damage.

Working Conditions:

Roofing is hard work. It involves heavy lifting, climbing, bending, and kneeling. Roofers work outdoors in all types of weather. These workers must be careful not to slip or fall. Roofs become extremely hot during the summer.

Employment:

Most roofers work for roofing companies. Some roofers are self-employed and work on houses or apartments.

Training Needed:

Most roofers learn on the job from experienced roofers. They start by carrying equipment and material, and putting up ladders and scaffolds. Within 2 to 3 months, trainees are taught to measure, cut, and fit roofing materials and then learn how to lay roofs. It can take many years to get experience working on all kinds of roofs. Some roofers train through apprentice programs. These programs include classroom and on the job learning. It is important for roofers to be in good shape and have good balance. Math and drawing skills are helpful in this field. Roofers can become supervisors or estimators for roofing companies, or eventually work for themselves.

Is an Associate Degree for me?



Richard J. Daley College



Should I get an Associate's Degree?

Community/Junior colleges offer two-year Associate's Degree programs that are most often designed for students that want to transfer to a four year college or university. Two-year colleges don't cost as much as four-year colleges and universities and usually accept anyone who has completed High School or has a GED.

What is an Associate Degree?

Associate Degrees are intended primarily for students planning to receive a baccalaureate degree from a four-year college or university. These Degrees require you to take 37-44 hours of General Education Core courses in Communications (English), Biological Sciences, Humanities, Natural Science, Social Sciences and Mathematics. The remaining 21-27 hours of classes include additional graduation requirements, electives and concentration area requirements. You may choose to start at a junior college because it is less expensive or you want a specific career that only requires an associate degree.



What are the minimal requirements for an Associate Degree?

An associate program is usually for students who are minimally reading and doing math at 10th grade level. Although you will be accepted at any reading and math level, the ability to understand lectures, take notes and comprehend reading assignments is essential for success in any college program.

All Chicago City College Associate Programs require prospective students to take a COMPASS test and write an essay. **You *can not take classes for credit at the Chicago City Colleges until you test at the 12th grade level*** on the reading, writing and math portions of the COMPASS placement exam.

Will I know what grade level I tested at on the Placement Exam at the Chicago City Colleges?

Probably not because the test scores will tell you how many questions you got right on the exam and what classes you need to take when you go to pick up your test results. It is important to ask if you tested into credit classes because the Chicago City Colleges have 4 levels of pre-credit for Math and English. *Before you register for remedial/pre-credit classes you should find out how many grade levels you must improve* before you can get into your program choice.

What are remedial/pre-credit classes?

Remedial classes and pre-credit classes mean the same thing; they are classes for people who did not test high enough to get accepted into a college program. These classes are supposed to help you improve your skills so you can get accepted into regular college classes. Remedial/Pre-credit classes are not college credit and are not required for you to get into an associate program.

Why should I find out how many remedial/pre-credit classes I must take to get into an Associate Program?

Because information is power and if you score low in math or reading you may want to consider certificate programs that lead to good careers but don't require 12th grade reading and math. At the Chicago City Colleges they have 4 levels of pre-credit classes for both Math and English. Each level is a class that takes one school semester to complete and covers approximately 3 grade levels of material. If you test into the lowest level pre-credit you will have to improve 7-10 grade levels and take at least 2 years of pre-credit classes. Passing the pre-credit classes does not guarantee you will be accepted into an Associate Program. The only way to take associate level classes at the Chicago City Colleges is to meet the minimum score on their placement test for 12th grade reading and math.

If passing remedial/pre-credit classes doesn't guarantee that I will be accepted into an Associate program then why should I take them?

Good Question...if your goal is to improve your skills so you can test better on the placement exam and get into an associate program you may want to look at all your options. If you have tested very low in either reading or math you may experience difficulty with learning in traditional classroom settings. Many community-based organizations and libraries offer free tutoring that may produce better results. You may also want to consider Certificate or Vocational Training Programs that have 6th-9th grade reading requirements and may be a better match of your needs and abilities.

There are Two Types of Associate Degrees offered at the Chicago City Colleges

1. Transfer Degrees at the City Colleges

(For students who intend to transfer to a four year college or university)



Associate in Arts (A.A.) or Associate in Science (A.S.) Degrees

Incoming students may choose from a broad selection of liberal arts and science courses leading to an Associate in Arts or an Associate in Science degree. The AA and AS programs are designed to prepare students to receive a baccalaureate degree from four-year colleges and universities.

Associate in Fine Arts (A.F.A.)

The Associate in Fine Arts degree is designed to prepare students to transfer with junior class standing to a baccalaureate institution. Students may major in one of the following areas:

- Music Education
- Music Performance
- Art or Art Education

All majors are not offered at all colleges. Students complete general education core courses; required music or art courses; and courses required for Illinois Teachers' certification if applicable. Application to the AFA program is competitive and students must meet program admission standards.

Associate in Engineering Sciences (A.E.S.)

The Associate in Engineering Science degree is designed to prepare students to transfer with junior standing to a baccalaureate engineering program. Students will complete general education core courses; required Mathematics, Physical and Life Sciences and Computer Science courses, as well as specialty courses in Engineering Science. Admission to the AES degree program is competitive, and students must meet program admission standards.

Associate in General Studies Degree (AGS)

The Associate in General Studies degree is an attractive alternative for students to explore a range of subject areas without concentrating on any particular one or who are undecided about future educational or career goals. The program requires successful completion of a total of 60 semester hours of general education and elective courses. The AGS is neither a transfer nor a career entry degree. While other colleges may accept credit earned toward this degree, no articulation agreements guaranteeing that the student will enter a Bachelor's Degree program with junior standing has been established.

You may want an AS, AA, AFA or AES Degree if you want to go to a four-year college but....

- Your High School grades and SAT/ACT scores prevented you from getting into your college choice.
- You want to take your core general education classes closer to home or where they are less expensive

How it Works

- You take 37-41 hours of general core classes in math, science, social science, humanities and English
- You take 21-37 hours of electives and concentration area requirements

How Long it Takes

About 2 years depending on what degree you're working towards.



2. Career/Technical-Education Degree Programs at the City Colleges

(For students wanting a career upon graduation)



Associate in Applied Science (A.A.S.)

The Associate in Applied Science degree is designed for students primarily interested in acquiring technical-occupational skills to enter the workforce immediately upon graduation. Although the A.A.S. is not considered a transfer degree program, many A.A.S. programs do transfer to specific Colleges and Universities.



You may want an AAS Degree if you

- You want an educational program that only lasts 2 years
- You want an educational program that leads to a specific job upon graduation

How it Works

- You take 37-41 hours of general core classes in math, science, social science, humanities and English
- You take 21-37 hours of electives and concentration area requirements

How Long it Takes

- About 2 years depending on what degree you're working towards.



The next page provides a list of various AAS degrees offered at the Chicago City Colleges that lead to good paying jobs upon graduation (see <http://www.ccc.edu/co/occupational/index.shtml>; for a complete list);

Examples of Occupations that require Associate in Applied Science (A.A.S.) offered at the Chicago City Colleges

Health Occupations

Clinical Laboratory Technician

Associate in Applied Science; 66 credit hours (2 yrs.); (MX)

Upon successful completion of this program, students will be able to perform the theory and techniques used to obtain, prepare and test human tissue and other specimens. Emphasis will be on preventing, analyzing, and treatment of diseases. May lead to employment as technician in hospitals or laboratories, extended care facilities, community clinics, blood banks, private health testing laboratories, physician's offices, or HMO laboratories.

Emergency Medical Technician II, Paramedic

Associate in Applied Science; 61 credit hours (2 yrs.); (MX)

Upon successful completion of this program, students will be able to recognize the nature or extent of the patient's condition, administer appropriate emergency medical care to stabilize his/her condition and to transport the patient safely to the proper medical facility. Emphasis will be on triage assessment and injury treatment procedures. May lead to employment in private ambulance companies, health care facilities, private industry and some municipal agencies.

Certified Occupational Therapy Assistant

Associate in Applied Science; 71 credit hours (2 yrs.); (WR)

Upon successful completion of the Occupational Therapy Assistant Program, graduates will be skilled in adapting everyday living activities, enabling individuals with physical or mental disabilities and health disruptions to fully participate in meaningful living. They participate in planning therapy programs at rehabilitation hospitals, nursing homes, schools, community mental health centers and a variety of community settings collaborating with professionals, patients and their families. Occupational therapy makes "doing" possible!

Dental Hygiene

Associate in Applied Science; 72 credit hours (2 yrs.); (KK)

Upon successful completion of this program, students will be able to perform the techniques and procedures to providing effective dental hygiene care. Emphasis will be on cleaning the teeth and assisting the dentist with the diagnosis of diseases affecting the gums and teeth. May lead to employment as a dental hygienist in a dentist office or dental clinic.

Radiography

Associate in Applied Science; 75 credit hours (2 yrs.); (MX, WR)

Upon successful completion of this program, students will be able to perform the theory and techniques of patient care necessary to use radiation in the diagnosis of disease. Emphasis will be on operation equipment used in the diagnosis and treatment of upper GI tract and respiratory diseases. May lead to employment as an X-ray technician, radiologist, or radiographer in private and public hospitals, clinics and laboratories.

Manufacturing and Production-Related Occupations

1. Industrial Design, Research and Development Programs

Drafting and Machine Design

Associate in Applied Science; 60-61 credit hours (2 yrs.); (DA, TR)

Upon successful completion of this program, students will be able to design components for machine manufacturing. Emphasis will be on the processes necessary to develop gear spindles, and other finished machining products. May lead to employment as an assistant to a mechanical designer in an engineering firm.

2. Industrial Maintenance Programs

Manufacturing Technology, Maintenance Mechanic

Associate in Applied Science; 64 credit hours (2 yrs.); (DA)

Upon successful completion of this program, students will be able to demonstrate the installation and repair of quality control systems. Emphasis will be on learning troubleshooting techniques in the maintenance of mechanics, hydraulics, pneumatics, and electronic systems for manufacturing. May lead to entry-level employment as a machine, maintenance repairer, industrial maintenance mechanic, machinery assembler, or millwright.

Transportation Technology

Automotive Technology - Mechanical Repair

Associate in Applied Science; 72 credit hours (2 yrs.); (KK)

Upon successful completion of this program, students will be able to handle all areas of automotive maintenance and repair. Emphasis will be on specialty areas such as chassis, transmission,

electrical, engine, and diesel engines. May lead to employment as a mechanic for dealerships, independent garages, or to self-employment.

Science-Related Occupations

Architectural Drafting/Technology

Associate in Applied Science; 63 credit hours (2 yrs.); **(DA, HW, WR)**

Upon successful completion of this program, students will be able to perform architectural planning and drafting skills for the building industry. Emphasis will be on structural design and using 3-D computer-assisted drawing software. May lead to employment as a draftsman or detailer for an architectural or engineering firm, private contractor, subcontractor, or supplier in architectural sales.

Information Technology

Computer Information Systems, (Local Area Network Specialist)

Associate in Applied Science; 65 credit hours; **(OH)**

Upon successful completion of this program, students will be able to integrate the computer hardware and software knowledge that is increasingly necessary to manage the computer networks used in the business and industrial world. Emphasis will be on learning to manage, install, and support the hardware and software related to computer Local Area Networks. May lead to entry-level positions as a local area network installer.

Light Mechanical

Air Conditioning & Refrigeration

Associate in Applied Science; 61 credit hours (2 yrs.); **(KK)**

Upon successful completion of this program, students will be able to install, repair, and maintain commercial as well as domestic heating, air conditioning, and refrigeration units. Emphasis will be on applying troubleshooting techniques in repair and maintenance of these systems. May lead to employment as an air conditioning and refrigeration mechanic, furnace installer, oil burner mechanic, gas furnace mechanic, or with heating and cooling dealerships, contractors, or utility companies.

Counseling Services

Mental Health Associate

Associate in Applied Science; 62 credit hours (2 yrs.); **(HW, KK)**

Upon successful completion of this program, students will be able to perform the theory and practices applied to the field working with mentally handicapped adults and children. Emphasis will be on acquiring practical field experience by assisting clinical psychologists and psychiatrists. May lead to employment in a residential setting for public or private organizations as an aide, technician, or assistant to a psychiatrist, psychologist, or director for persons with mental disabilities.

Social Work Generalist

Associate in Applied Science; 66 credit hours (2 yrs.); **(KK, HW)**

Upon successful completion of this program, students will be able to perform the techniques needed to serve the economic, health, emotional and education needs of families. Emphasis will be on acquiring practical field experience by assisting a social service general practitioner dealing with low income families in an urban setting. May lead to employment as a social worker's aide or caseworker's assistant in government, community and private social service agencies.

Education Programs

Child Development, School Age Child Care

Associate in Applied Science; 61 credit hours (2 yrs.); **(HW)**

Upon successful completion of this program, students will be able to provide childcare for school age children (ages 6-12) before and after school, or during summer months. Emphasis will be on learning theory involving nutrition and developmental activities to enhance the care and education for children at this age. May lead to entry-level employment as a youth worker, or worker in a daycare with community agencies.

Child Development, Bilingual Teacher Aide

Associate in Applied Science; 61 credit hours (2 yrs.); **(HW)**

Upon successful completion of this program, students will be able to implement and practice child development theory and skills needed to teach children with English as a second language. Emphasis will be on acquiring practical classroom experience through the application of principles at the elementary educational level. May lead to employment as an aide to an elementary school teacher in a public or private school, after school program.

Child Development, Preschool Education

Associate in Applied Science; 62 credit hours (2 yrs.); **(DA, KK, MX, OH, HW, TR)**

Upon successful completion of this program, students will be able to implement and practice child development theory and skills needed to teach preschool children in a daycare center. Emphasis will be on acquiring practical classroom experience through the application of principles at the preschool level. May lead to employment in a variety of positions for home and group settings while serving the needs of infants, toddlers, preschoolers, school age and children with special needs.

Arts, Media and Communication Occupations

Radio & TV Broadcasting

Associate in Applied Science; 60 credit hours (2 yrs.); **(KK)**

Upon successful completion of this program, students will be able to create radio and television productions for broadcast. Emphasis will be on news and script writing for commercials and announcements; handling lighting and camera operation, switching, editing, and promotion aspects in post-production. May lead to employment as an assistant to an announcer, director, camera operator, floor manager, or technician working with sound and lighting in various production studios.

Public Safety Programs

Criminal Justice, Public Police

Associate in Applied Science; 60 credit hours (2 yrs.); **(DA, HW, TR, WR)**

This program is certified by the Chicago Police Department and this program at Daley College and Wright College is WIA certified.

Upon successful completion of this program, students will be able to implement the theory and practice of contemporary criminal justice. Emphasis will be on following law enforcement procedures. May lead to employment as a police officer, or assist a current police officer to advance his/her rank in administrative levels of criminal justice.

Fire Science & Technology

Associate in Applied Science; 60 credit hours (2 yrs.); **(HW)**

This program is certified by the Chicago Fire Department (R.J. Quinn Fire Academy).

Upon successful completion of this program, students will be able to implement the principles, practices and equipment used in fire prevention, protection, and suppression. Emphasis will be on identifying hazardous flammable materials and practices used to fight various types of fires. May lead to employment with municipal, industrial, or government fire departments as a fire fighter, arson investigator, safety and fire prevention specialist, fire science training instructor, or advance in rank for persons employed as fire fighters.

What is a Bachelors and Masters Degree?



Should I get a Bachelor's Degree?

Four-year colleges and universities offer educational experiences that combine diverse classes and career-specific training. Public colleges and universities usually have larger student bodies and lower tuition costs. Private colleges and universities usually have smaller student bodies and higher tuition costs.

What is a Graduate Degree?

If you have a Bachelor's Degree, you may want to look into a graduate or professional degree program. Graduate degrees are advanced degrees for people who have already finished college. Many professions, including lawyers and doctors, require graduate degrees. Graduate Degrees are usually an additional 2-10 years of school depending on the profession you choose.

Why Should I Go to College? There are many good reasons to go to college, but there is one reason that sticks out from all others - people who get a college diploma make a lot more money than those who don't!

What Do Colleges Look for? Colleges look at a number of items about you to decide if they will accept you or not. These things include:

- **How well you did in high school**
- **Courses you took in high school (easy/hard)**
- **Activities you were involved in at high school**
- **Your rank in class compared to the other students**
- **Your college entrance exam scores (SAT or ACT)**

Suppose My Grades Weren't That Good Don't be discouraged if you have bad grades or don't do so well on the entrance exams. There are many types of community colleges, 4-year colleges and universities which range from easy to hard to get into.



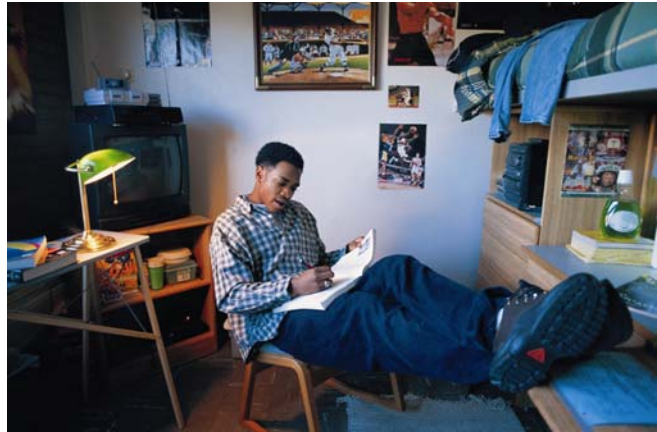
What Are the Steps to Go to College?

There are a few basic steps for you to follow in order to go to college. They include:

1. Taking the SAT or ACT

How do I register to take the SAT or ACT?

- Register through your high school guidance counselor, or
- Register online for the SAT or register online for the ACT
- Register by mail. Just contact the SAT or ACT office and ask them to mail you a registration form.
SAT office, call (609) 771-7600 (choose the prompt to request a *Registration Bulletin*)
ACT office, call (319) 337-1270 (You can also fill out an online request form to have a copy of the Student Registration Packet mailed to you.)



How Much Does It Cost to Take the Tests?

The SAT I: Reasoning Test currently costs \$41.50 (this includes the \$17 registration fee, which covers sending score reports to you and up to four colleges and scholarship programs). The SAT II: Subject Tests range in price from \$8 to \$18 (plus the \$17 registration fee). **The basic fee for the ACT Assessment is \$28** for U.S. residents. This includes reports for you, your high school, and up to four college choices.

2. Finding the right college



How to Pick a Specific School?

Once you have an idea of the types of colleges you might be interested in, you should:

Speak to a Guidance Counselor. A high school guidance counselor can let you look through books and can help you on an Internet search to find the right college.

Talk to Family and Friends. Talk to family, friends and former students from your high school that have gone to college or are still in college.

Ask them how they did their college search. Find out about their schools and what they like/don't like about them.

Conduct your Own Online Search.

There are a number of sites online to help you find colleges and universities.

- To find 4-Year Colleges and Universities, go to <http://www.usnews.com/usnews/edu/college> for a best college 2005 index ranking. You can select best Comprehensive Colleges-Bachelors by region (Midwest) and you will be provided with best college listings for: Top Schools, Top Public Schools, Most International, Lowest Acceptance Rate, Highest Graduation Rate and Campus Diversity



Visit Schools. After you have narrowed down your search, you should visit some of your top choices. To visit a college, just call the admissions office and tell them you would like to visit. They will arrange a date and time for you to go there.

Here are some things you should do on your visit:

- Speak to the admissions officer
- Get a tour of the campus
- Speak with students to see what they like/don't like
- Visit the dorms
- Sit in on a class that interests you
- Walk or drive around the community



3. Paying for college

Paying for college can be very difficult for many families. Fortunately, there are many different resources to help you pay for some or all of the cost of college.

Applying for financial aid. Financial Aid is money that is given or lent to you from the college you will attend to help you cover the costs of going to that school (see chapter 6 for a detailed description)

If you still don't have enough to pay for your college costs, you can do several things to fill in the gap:

Apply for Scholarships. There are a number of scholarship programs through your school and also in the private sector.

- **What is a Scholarship?** A scholarship is money that someone gives you to go to college. A scholarship can pay for all or part of your tuition, books and living expenses. It can be

combined with other ways to pay for college (like grants and loans) to pay for some or all of your college costs.

- **Who Gives Scholarships?** A scholarship can come from your school, a local service club (i.e. Rotary), an association (like the United Negro College Fund), your church, your parent's work, or even by a private group or company. Organizations give scholarships for a lot of reasons. A college might give football scholarships to attract the best athletes that help them sell tickets to the games. Or an association might give medical school scholarships to Hispanics to increase the number of Hispanic doctors in the country. A branch of the military may give a scholarship if the student agrees to sign up for that branch of service for a period of time after college.
- **Who is Eligible to Receive a Scholarship?** Scholarships are usually given to students based on financial need or because the student has a special talent in academics, music, athletics, or some other area.
- **How Do I Find Scholarships?**

Speak to Your Guidance Counselor. Most high schools have guidance counselors to help you find the right college. They can also help you find scholarships, grants, loans or other services.

Look for Resource Books. There are dozens of books which tell you how and where to get a scholarship. Look in your school library or speak to your guidance counselor to find the right books.

Check out the Web. There are many sites on the Internet that help you find scholarships.

Collegeboard.org
College-Scholarships.com

hispanicfund.org
blackexcel.org

Watch Out For Scholarship Scams!!! Unfortunately, there are some websites out there that are rip-offs. Avoid sites that say the following:

- "The scholarship is guaranteed or your money back."
- "A credit card or bank account number is needed to hold this scholarship."
- "The scholarship will cost some money."
- "You're a finalist" in a contest you never entered.

C. Work-Study. Work-Study is a federal program which provides jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses while they are in school. Students will at least earn minimum wage, but may be higher based on the job. Talk to your admissions office to apply for work-study.

D. Private Loans. Your bank or credit union may have a special loan program for college students. These rates are usually higher than the federal loan programs. See your bank or credit union for information.



E. Join the Military or AmeriCorps. When you join the military or AmeriCorps, the federal government will often agree to pay for some or all of your college expenses.

F. Personal Savings. After you have looked at all of the other options, you will often have to pay for some of your college expenses out of your own savings. Obviously, the sooner you begin participating in programs other than tax credits, the more money you will have available for college when you finally begin paying for college. There are several plans available to help you save for college. They include:

- State College Savings Plans.
- Prepaid Tuition
- Educational IRA's
- Individual Development Accounts (IDAs)
- Tax Credits

4. Begin Planning for College in your Freshman year of High School.

Four Year Colleges and Universities look at the difficulty level of your courses, your after-school activities/clubs you participated in and your class rank when deciding on acceptance into their program.

5. Getting a GED

The GED is the equivalent of a high school diploma for people who did not finish high school. If you are looking to get a better job, or are thinking of going to college, you may need to have a High school Diploma or GED.

Why do I need a GED?

It is very hard to get a job without a high school degree or a GED. You also can't get into colleges or most vocational schools without a high school diploma or GED. And, people who have a GED or high school diploma make more money than those who don't.

This information can be found at <http://www.womenemployed.org>

Chapter 1 Quiz

Please circle True or False for each of the following eight statements.

1. Vocational Training can also be called Certificate Programs and classes are usually offered through most Community Colleges.

TRUE....FALSE

2. Certificate Programs do not lead to jobs that pay as well as jobs available for College graduates.

TRUE....FALSE

3. Some examples of Certificate Program Careers are:

Auto Mechanic, Certified Nurse Assistant, Cosmetologist, Dental Assistant, Pharmacy Technician, Armed/Unarmed Security Officers and Truck Drivers.

TRUE....FALSE

4. Certificate Programs usually don't require 12th grade reading and math levels for acceptance into the program but reading levels must be high enough to comprehend vocational textbooks.

TRUE....FALSE

5. Apprenticeship Training is a combination of on-the-job training and classroom training and can include training for bricklayers, carpenters, electricians, plumbers and machinists.

TRUE....FALSE

6. Some of the Community Colleges in Chicago are:

Northwestern, University of Illinois, University of Chicago, Loyola and DePaul.

TRUE....FALSE

7. Community Colleges offer 2 year Associates Degrees that are most often designed for students close to 12th grade reading and math levels who want to transfer to a 4 year college.

TRUE....FALSE

8. The Chicago City Community Colleges require 12th grade level reading for credit classes but accept any level into their remedial system

TRUE....FALSE

Chapter 1 Homework

1. Please identify three of the seven Community Colleges in Chicago

1. _____ 2. _____ 3. _____

2. Identify at least three Vocational Training Programs offered at a Community College in your area

1. _____ 2. _____ 3. _____

3. If any of the Vocational training Programs you chose require a placement test, identify the name of the test and the minimum grade level equivalents required for acceptance into the program.

Name of Placement Test

Reading Level Required

Math Level Required

4. Identify an Associate Program offered in your community and the name of the Educational Institution

_____ offered at _____
Associate Program Name of Educational Institution

5. If any of the Associate Programs you chose require a placement test, identify the name of the test and the minimum grade level equivalents required for acceptance into the program.

Name of Placement Test

Reading Level Required

Math Level Required

6. Identify a 4 year college, the name of the placement test required, and the minimum score required for acceptance

Name of Placement Test

Score

Percentile Rank

Chapter 2

Prepare for Program Placement Testing

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How can I find out what my Math and Reading levels are on a Standardized Test?

Ask your school counselor to look up your standardized test scores. Don't panic if they seem lower than what you hoped as there are many good paying jobs that don't require 12th grade Reading and Math levels. Many Vocational Training Programs require 8.6 grade level reading for acceptance. If you are very serious about improving your reading/math levels then inquire about tutoring either at your High School or research it on-line. In Chicago you can go to <http://www.tutormentorexchange.net> to find a tutor/mentor program that may help you.

Finally, **BE REALISTIC** about the time required to improve each grade level. While everyone should always work on improving their skill level, don't pass up other employment or training opportunities for a program that requires you to be several grade levels higher than your current ability level.

How can I get ready for the SAT, ACT or School Placement Test?



If you are interested in a particular program it is wise to call the school/training site and ask for the name of their placement test and the minimum score required for acceptance into your program choice. You may also want to ask them if they have a study guide that can help you prepare for the test. Most four year colleges and universities require certain levels on either the SAT or ACT exams. The City Colleges of Chicago use the COMPASS test for both vocational training and associate programs. Some Vocational Training Programs only require you to take the reading portion of the COMPASS, make sure you ask the testing department what area/s you need to take based on your program choice. There are lots of ways you can prepare for these tests. Some are free and others cost as much as \$1,000. Here are a few of your options beginning with the free ones:

1. Take a Free Mini-Test Online. You can take a free test online to give you an idea of which areas you're strong in (like grammar) and which ones you need to work on (like Algebra). This will help you prepare for the test you need to take.

A. Take a COMPASS practice test at

<http://www.act.org/compass/sample/index.html>

They offer practice tests in pre-Algebra, Algebra, Geometry, Reading and Writing. The reading comprehension items are of two general categories: referring and reasoning. Within each of these two general categories are several content categories that further specify the skills and knowledge assessed by each item. Referring items pose questions about material explicitly stated in a passage. Reasoning items assess proficiency at making appropriate inferences, developing a critical understanding of the text, and

determining the specific meanings of difficult, unfamiliar, or ambiguous words based on the surrounding context. A Sample Reading Passage can be found on page 34-36 of this manual.

B. Take an official SAT practice test at

<http://www.collegeboard.com>

Take the practice test to reinforce your test-taking skills and to be more comfortable when you take the SAT. This practice test will give you a good idea of what to expect on the actual test.

- Download and print an official SAT practice test
- Receive a score and skills reports
- Review explanations of answers to all test questions
- Review student-written essays with score explanations

C. Take sample ACT tests at

<http://www.actstudent.org>

This site provides valuable information on:

- How to understand your scores
- Information for students with disabilities
- Test preparation ideas
- How to register for the test and location of Test Centers

2. Get a Free Study Guide. One of the best study sources is free! Your high school guidance counselor has study guides for the SAT and ACT. You may also be able to find these books at the public library.

3. Take the PSAT at School. The PSAT is a practice test for the SAT test. The test is given to 11th grade students in October. The current fee for this test is \$9.50. Here are some good reasons for taking the PSAT:

- You will find out what the SAT test is like
- You can compare your scores to students around the country
- You can do well and become a National Merit Finalist, eligible for scholarships
- You can find out what you need to work on with your verbal, math and writing skills to be ready for the SAT.

What is the PSAT/NMSQT?

The Preliminary SAT[®]/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and The National Merit Scholarship Corporation (NMSC).

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides firsthand practice for the SAT Reasoning Test[™]. It also gives you a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills
- math problem-solving skills
- writing skills

You have developed these skills over many years, both in and out of school. This test doesn't require you to recall specific facts from your classes.

Why should I take the PSAT/NMSQT?

- to receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus your preparation on those areas that could most benefit from additional study or practice.
- to see how your performance on an admissions test might compare with that of others applying to college.
- to enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11).
- to help prepare for the SAT. You can become familiar with the kinds of questions and the exact directions you will see on the SAT.
- to receive information from colleges when you check "yes" to Student Search Service.

4. Take a Course To Help You Prep. There are courses that will help you prepare for the SAT and ACT tests. But, they usually cost money and may last several days or even several weeks. They can help you do better on the tests though. Contact your nearest college or high school guidance counselor to get a list of some of the places that offer SAT or ACT prep services

5. Pay Online for Prep Classes, Testing Services, or Books. It's usually expensive to take classes or tests or buy books online. But, if you want to try this, here are some sites to visit:

[Kaplan Test Prep and Admissions](#)

[4Tests.com](#)

[Princeton Review](#)

This information can be found at <http://www.womenemployed.org>

COMPASS Sample Reading Passage

Sample Passage 1

What Methods Do Andean Farmers Use?

Public debate around climate change and its effects on agriculture tends to focus on the large-scale industrial farms of the North. Farmers who work on a small scale and use traditional methods have largely been ignored. However, as the world slowly comes to terms with the threat of climate change, Native farming traditions will warrant greater attention.

In the industrial model of agriculture, one or two crop varieties are grown over vast areas. Instead of trying to use local resources of soil and water optimally and sustainably, the natural environment is all but ignored and uniform growing conditions are fabricated through large-scale irrigation and the intensive use of artificial fertilizers and pesticides. For example, a handful of basically similar potato varieties, all of which require nearly identical soil conditions, temperature, rainfall, and growing seasons, account for almost all global production. When these global crops are no longer suited to the environment in which they are grown, when their resistance to disease and pests begins to fail, or the climate itself changes, the best way to rejuvenate the breeding stock will be to introduce new genetic material from the vast diversity of crop varieties still maintained by indigenous peoples.

In contrast to the industrial model, Andean potatoes and other Andean crops such as squash and beans grown by Quechuan farmers exhibit extraordinary genetic diversity, driven by the need to adapt crops to the extraordinary climatic diversity of the region. Along the two axes of latitude and altitude, the Andes encompasses fully two-thirds of all possible combinations of climate and geography found on Earth. The Andean potato has been adapted to every environment except the depth of the rainforest or the frozen peaks of the mountains. Today, facing the likelihood of major disruptions to the climatic conditions for agriculture worldwide, indigenous farmers provide a dramatic example of crop adaptation in an increasingly extreme environment. More importantly, Native farmers have also safeguarded the crop diversity essential for the future adaptations.

Adapted from Craig Benjamin, "The Machu Picchu Model: Climate Change and Agricultural Diversity."

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Reading Placement Test Sample Items

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1. What is the main idea of the first paragraph?

- A. Attention to Native farming practices will lead to greater awareness of the threat of climate change.
- B. Popularity of small-scale farming in the North will lead to greater attention to Native farming practices.
- C. Global demand for food will lead to increasing efficiency of large-scale farming in the North.
- D. It will be worthwhile to include a greater focus on Native farming practices in public discussions concerning the threat of climate change.
- E. Despite potential climate change, public debate will farming practices.

2. In the second paragraph, the information about potato-growing practices in the industrial model of agriculture serves to:

- A. give an example of a potential problem that Native farming practices could help to alleviate.
- B. show the likely global consequences of a possible food shortage caused by industrial farming practices.
- C. show how pests and disease are less effectively resisted by crops grown in the industrial farming model.
- D. give an example of how public debate has had little effect on the agricultural practices of the North.
- E. give an example of how Native farming practices and industrial farming practices derive from different climatic conditions.

3. The passage states that which of the following is true of the small number of potato varieties that account for most of the potatoes produced on Earth currently?

- A. They are grown in the Andean region.
- B. They all require very similar soil and climate conditions.
- C. They are no longer suited to their environment.
- D. They are based on genetic material from crops developed by indigenous peoples.
- E. They make optimal use of available soil and water resources.

4. As it is used in the passage, the underlined word *fabricated* most nearly means:

- A. woven.
- B. falsely stated.
- C. fully clothed.
- D. manufactured.
- E. unwrapped.

Correct Answers for Sample Reading Items

Sample Passage 1

Andean Farming

Natural Science

Question # Correct Answer Content Category

- 1 D Recognizing the main idea of a paragraph
- 2 A Showing how details are related to the main idea
- 3 B Recognizing significant details
- 4 D Vocabulary have little effect on industrial

Chapter 2 Quiz

Please circle True or False for each of the following three statements.

1. Most College Credit Degree Programs will require a minimum reading level and minimum math level on a standardized test before you can enroll in that program.

TRUE....FALSE

2. You should wait until after you graduate to take the ACT/SAT or other placement tests as you will only get smarter with more time

TRUE....FALSE

3. It would be wise to find out what test and minimum grade your programs of interest require so you can take practice tests and make realistic choices while you are still in High School.

TRUE....FALSE

Homework

My teacher/counselor says my reading level is _____ on the _____ test

This means I am currently reading; below *average* *average* *above average* *superior*
for my current grade level based on a standardized test.

Educational/Training Programs that match my interests and skills based on the minimum reading level required for acceptance are:

_____, _____, _____

My teacher/counselor says my math level is _____ on the _____ test

This means I am currently doing Math, below *average* *average* *above average* *superior*
for my current grade level based on a standardized test.

Educational/Training Programs that match my interests and skills based on the minimum math level required for acceptance are;

_____, _____, _____

Chapter 3

Identify Your Interests

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Career Planning



What is Career Planning?

Career planning means that instead of just taking the first decent job that's available; you develop a strategy for finding the right job that matches your individual goals and needs.

How It Works

A career plan has several parts:

- **Matching your interests to jobs** that will be satisfying for you.
- **Researching careers** to find out what different jobs are like.
- **Looking at your skills and education** to see if you need more training or school to get the job you want and, if you need to, **getting more training and education.**
- **Searching for a job within the career you have chosen.**
- **Preparing a resume and cover letter** once you have found an available position, and getting ready for your interview after you apply.

Why You Should Do It

If you take the time to plan your career you'll be a lot happier with the job you get and probably make more money too.

Get Help Planning Your Career

There are four ways to get career planning help:

1. **Personal career counselors:** You may be able to get free career counseling.

Your town or city probably has public, nonprofit or private organizations that provide in-depth career counseling for free or very low cost. Here are two ways to find them:

Search Online

Try the search tool on America's Service Locator to find a career-planning center near you at <http://www.servicelocator.org> and enter the following:

1. Enter your zip code
2. Click on "Find a Service"
3. Select "For Workers"
4. Choose "Planning Your Career" from the choices.

Ask Around

Contact your local government social services agency for referrals to public or nonprofit career counseling centers. You can also look in your local yellow pages under "career counseling" (some of these organizations will charge you for their services though, so first ask how much it will cost). If you're still in school, you can get career counseling through guidance counselors and campus career centers

What to Expect

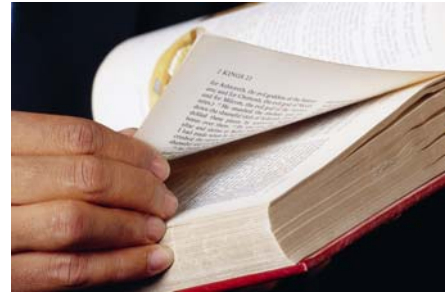
Career counselors need to learn about your interests, skills and experience in order to help you make good decisions about what kind of job you want. A personal career planning session might include:

- An **interview** where the counselor asks you questions about your interests, work experience and jobs you think you might like.
- A **questionnaire** where you answer questions to find out what kinds of jobs you would be interested in.
- A **review of your skills and experience**, so the counselor can tell you if you need more education or training for some jobs.
- A **plan for a job search**. Your counselor can help you identify good places to look for jobs in your community.

Some career counseling programs require several sessions in order to make a good plan that fits your needs. Arrive at your first session well prepared. Bring your resume, examples of your work (such as writing samples or photos of completed projects), or letters of recommendation from previous employers if you have them.

2. Books on Career Planning:

These books are available on Amazon.com and other online and retail bookstores. Most online bookstores include brief descriptions and even reviews of the books, so you can get a little more information before buying.



- **What Color is Your Parachute?** by Richard Bolles
- **The Career Guide for Creative and Unconventional People** by Carol Eikleberry
- **Knock 'Em Dead** by Martin Yate
- **Getting the Job You Really Want A Step-by-Step Guide to Finding a Good Job in Less Time** by J. Michael Farr
- **The Pathfinder** by Nicholas Lore

3. Online Career Planning Tools:

You can take a career planning survey and research lots of different jobs online. These sites can sometimes be hard to use and have many jobs that require a college or advanced degree of education. But these sites also offer lots of great information if you have the time to spend looking through them.



- **CareerKey:** This site has a questionnaire to help you plan your career. After you complete the questionnaire, you can research specific jobs on the site as well. Some of the information is aimed at people with college degrees, but most of what you will find at <http://www.thebeehive.org> is clearly explained and useful.

This is an example of the Interest Inventory Questionnaire that can be found at <http://www.thebeehive.org/jobs/careercoach/imagine/profiler>. You can register for free with a user name and password. You answer 15 pages of questions (sample of questions below) and a profile of careers that match your interests will be generated for you.

Question	Response		
Build kitchen cabinets	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Guard money in an armored car	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Study space travel	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Make a map of the bottom of an ocean	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Conduct a symphony orchestra	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Write stories or articles for magazines	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Teach an individual an exercise routine	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Perform nursing duties in a hospital	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>

Buy and sell stocks and bonds	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Manage a retail store	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Develop a spreadsheet using computer software	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>
Proofread records or forms	Like <input type="checkbox"/>	Unsure <input type="checkbox"/>	Dislike <input type="checkbox"/>

- **CareerZone:** This site is excellent for finding out more about jobs you think you might be interested in. You can click on "Health Services," for example, and get dozens of jobs to read about. You can also click on "Assess Yourself" and select three interest areas to narrow your search for information about jobs. <http://www.nycareerzone.org>

This site is run by the New York State Department of Labor, so some of the information is specific to New York, but it's a great resource for finding out more about different jobs and careers (no matter where you live).

4. Ask a Potential Mentor: A mentor is somebody who is usually older and more experienced who can provide advice and support in you reaching your goals.



- **Search On-line**

Many community organizations have mentoring programs. In Chicago you can go to <http://www.tutormentorexchange.net> and it identifies 100 agencies that provide tutoring and mentoring services for youth.

- **Ask Around**

Identify people in your community, family or school that can provide guidance and assistance with gathering information about careers that match your interests and abilities. Many High School counselors are aware of free mentoring programs that serve your community.

This information can be found at <http://www.womenemployed.org>

Chapter 3 Homework

The goal of this chapter worksheet is for you to find at least 2 Career Interest Inventory's on-line and complete the questionnaire so you can identify careers that match your interests and abilities

Begin by identifying 3 different search engines you can use to find any information your heart desires on the internet (i.e. google.com)

1. _____

2. _____

3. _____

Identify words or phrases that you will type in these search engines so you can locate career interest inventories

1. _____

2. _____

3. _____

Identify the address of 2 career interest assessments that you will complete

1. _____

2. _____

List the careers that match your interests from the first Career Interest Inventory you completed

1. _____

2. _____

3. _____

4. _____

List the careers that match your interests from the second Career Interest Inventory you completed

1. _____

2. _____

3. _____

4. _____

What common career interests did both questionnaires uncover?

1. _____

2. _____

3. _____

I think I may also enjoy the following 3 Careers:

1. _____

2. _____

3. _____

Chapter 4

Identifying Careers

Section 1: Women Employed Career Coach.....	51
Section 2: Chapter Homework.....	56

Identifying Careers that Match Your Interests

The following information comes from a fantastic web-site that can help you identify careers that match your interests; <http://www.thebeehive.org/jobs/careercoach>.

There are over 800 careers in the Career Coach database. They have highlighted about 200 careers that pay more than \$25,000 a year and don't require four years of college. There are also lots of job openings in these careers every year, so you're more likely to find work in these areas.

You should select at least three Careers that appeal to you and make sure to note the Education/Training and Skills that are is required for that profession.

Browse Careers by Field:

Carolyn
Funeral Director
Apprentice



Cherrie
Purchasing Manager



Business, Management,
Finance and Sales

Math and Computer
Careers

Shirley
Information
Technology
Specialist



Jackie
Electrical
Engineering
Technician



Architecture and
Engineering Careers

Transportation Careers

Ron
Truck Driver



Vicki
Paralegal/Legal
Assistant



Legal Careers

Arts, Design,
Entertainment and Media
Careers

Healthcare Careers

James
Graphic Artist



Joyce
Registered Nurse



Law Enforcement and
Fire Safety

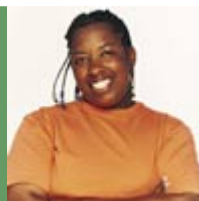
Science Careers

Sales and Related

Sharon
Occupational
Therapy Assistant



Donna
Parole Officer



Office and Administrative
Careers

Construction Careers

Careers in repair and
installation of machines

Careers in Production

Mary
Food Technologist/
Product Manager



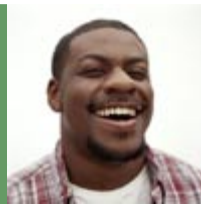
Sonia
Assistant Store
Manager



Dawn
Customer Service
Trainer



José
Electrician



Michael
Heating And Cooling
Systems Mechanic



Sara
Machinist



Clarence
Real Estate
Appraiser



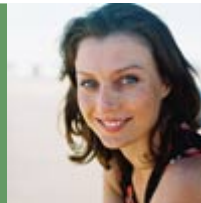
Edwina
Cabinet Maker



Maria
Computer Technician



Cindy
Dental Assistant –
Office Manager



Mary
Dental Hygienist



Susan
Electrical and
Instrumentation
Technician



Lewis
Emergency Medical
Technician (EMT)



Ana
Mechanic



Donna
Optician



Margarita
Real Estate Broker



Stacy
Technical Sales
Associate



If you click on Healthcare Careers this is what you would see;

Browse for a Career

 These are all featured careers in the field of:

Healthcare Practitioners and Technical Occupations

- Cardiovascular Technologist and Technician
- Dental Hygienist
- Licensed Practical and Licensed Vocational Nurse
- Medical and Clinical Laboratory Technician
- Nuclear Medicine Technologist
- Radiologic Technician
- Radiologic Technologist
- Registered Nurse
- Respiratory Therapist
- Respiratory Therapy Technician
- Surgical Technologist
- Dental Assistant
- Occupational Therapist Assistant
- Physical Therapist Assistant

If you click on Dental Hygienist this is what you would see:

Dental Hygienist

Job Description:

Dental hygienists remove soft and hard deposits from teeth. They teach patients how to practice good oral hygiene and help with other dental care. Hygienists look at patients' teeth and gums. They write down anything that may be wrong. Hygienists take and develop dental x-rays. They also apply fluorides and sealants to help keep cavities away. Some hygienists can prepare tests for the dentist and explain them to patients. Hygienists sometimes work chair side with the dentist during treatment.

Median Annual Salary: \$52,600



Hot Job Market

Skills:

Top skills for this job include: [Reading Comprehension](#), [Speaking Skills](#), [Science Skills](#), [Critical Thinking](#), [Equipment Selection](#)

Education Required:

This job requires a two-year Associate's Degree. These degree programs are usually offered at community colleges. They help you prepare for a specific job or a four-year college.

Dental Hygienist

Significant Points:

- Job growth for dental hygienists is very promising.
- Because more people have their natural teeth, there will need to be more dental hygienists to care for them.
- Opportunities for part-time work and flexible schedules are common.

Nature of The Work:

Dental hygienists remove soft and hard deposits from teeth. They teach patients how to practice good oral hygiene and help with other dental care. Hygienists look at patients' teeth and gums. They write down anything that may be wrong. Hygienists take and develop dental x-rays. They also apply fluorides and sealants to help keep cavities away. Some hygienists can prepare tests for the dentist and explain them to patients. Hygienists sometimes work chair side with the dentist during treatment.

Dental hygienists teach patients good oral health. They explain how diet affects oral health. They also tell patients how to choose toothbrushes and show them how to brush and floss their teeth.

Working Conditions:

A unique feature of this job is flexible scheduling. Full-time, part-time, evening, and weekend schedules are widely available. Dentists often hire hygienists to work only 2 or 3 days a week. They work in more than one dental office.

Dental hygienists work in clean offices. They must use safety procedures when taking x-rays or giving anesthesia. Dental hygienists also wear surgical masks and gloves to protect themselves and patients from germs

Employment:

Almost all dental hygienists work in private dental offices. More than half of the hygienists work part time—less than 35 hours a week.

Training Needed:

Dental hygienists have to be licensed by the state in which they work. To qualify for a license, they must graduate from an accredited dental hygiene school. They have to pass a written and clinical test. The American Dental Association Joint Commission on National Dental Examinations gives the written test. State or local testing agencies give the clinical test. There may also be a test on legal aspects of dental hygiene work.

An associate degree is sufficient for working in a private dental office. About half of the dental hygiene programs want people to complete at least 1 year of college. High school students who want to become a dental hygienist should take courses in science and math.

Chapter 4 Homework

The goal of this chapter worksheet is for you to research 3 Career Choices that match your interests. Identify the careers' job description, annual salary, educational/training requirements and the minimum testing requirements for enrollment.

Begin by identifying the web-site address you are using to research your career matches (i.e., <http://www.thebeehive.org/jobs/careercoach/imagine/browse>)

1. _____

2. _____

Please identify the 1st Career you will be researching

Career: _____

What is the Educational/Training required? (please circle one of the 8 choices below)

1. On-the-Job Training,
2. Certificate/Vocational Training,
3. Apprenticeship Training,
4. Associates Degree,
5. Bachelors Degree,
6. Masters Degree,
7. Doctoral degree
8. Other _____

Is a minimum reading/comprehension score on a test required for acceptance into the educational/training program?

YES NO

If yes (please circle one);

at least 8th grade reading is required

at least 9th grade reading is required

at least 10th grade reading is required

at least 11th grade reading is required

at least 12th grade reading is required

college level reading and math required for acceptance

Job Description: _____

Salary: _____

Please identify the 2nd Career you will be researching

Career: _____

What is the Educational/Training required? (please circle one of the 8 choices below)

- 1. On-the-Job Training, 2. Certificate/Vocational Training,
- 3. Apprenticeship Training, 4. Associates Degree, 5. Bachelors Degree, 6. Masters Degree,
- 7. Doctoral degree 8. Other _____

Is a minimum reading/comprehension score on a test required for acceptance into the educational/training program?

YES NO

If yes (please circle one);

at least 8th grade reading is required

at least 9th grade reading is required

at least 10th grade reading is required

at least 11th grade reading is required

at least 12th grade reading is required

college level reading and math required for acceptance

Job Description: _____

Salary: _____

Please identify the 3rd Career you will be researching

Career: _____

What is the Educational/Training required? (please circle one of the 8 choices below)

- 1. On-the-Job Training, 2. Certificate/Vocational Training,
- 3. Apprenticeship Training, 4. Associates Degree, 5. Bachelors Degree, 6. Masters Degree,
- 7. Doctoral degree 8. Other _____

Is a minimum reading/comprehension score on a test required for acceptance into the educational/training program?

YES NO

If yes (please circle one);

at least 8th grade reading is required

at least 9th grade reading is required

at least 10th grade reading is required

at least 11th grade reading is required

at least 12th grade reading is required

college level reading and math required for acceptance

Job Description: _____

Salary: _____

Chapter 5

Finding a Training Provider

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Section 3: Choosing a Training Provider.....	65
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Finding a School/Training Provider

At this point you should have a list of at least 5 Careers and be able to determine if the Career requires Vocational Training, Apprenticeship Training, an Associate Degree or a Bachelors Degree.

Vocational Training and Associate Schools:

The City Colleges of Chicago (<http://www.ccc.edu>) offer many Vocational Training and Associate Programs (see chapter 1). You can also go to <http://www.allcareerschools.com> and search for Educational/Training Providers that offer your Program of interest and is sorted by state, city and profession. The following is a list of sites in Chicago that offer Vocational Training Diplomas and Associate Degrees;

Illinois Career Schools

Cooking & Hospitality Institute of Chicago

Chicago, Illinois

Diploma / Associate's

Le Cordon Bleu Culinary Arts, Le Cordon Bleu Patisserie & Baking

Coyne American Institute

Chicago, Illinois

Diploma

Office Administrative Assistant, Air Cond/Refrig/Heating, Elec Maintenance, Electronics Tech, Network Tech, Medical Administrative Assistant

Harrington College of Design

Chicago, Illinois

Certificate / Diploma / Associate's / Bachelor's

Digital Photography, Interior Design, Kitchen & Bath Design

The Illinois Institute of Art - Chicago

Chicago, Illinois

Certificate / Associate's / Bachelor's

Culinary Arts, Culinary Management, Professional Baking & Pastry, Professional Catering, Professional Cooking

International Academy of Design & Technology

Chicago, Illinois

Associate's / BA / BFA

Advertising & Design, Computer Graphic Design, Interactive Media, Interior Design, Fashion Design, Merchandising Mgmt, Multimedia Production & Design, Merchandising Management.

Lincoln Tech

Melrose Park, Illinois

Diploma

Medical Assistant

Olympia College

Burr Ridge, Illinois

Diploma

Massage Therapy, Medical Admin Asst, Medical Asst, Pharmacy Tech

Chicago, Illinois

Westwood College

Chicago O'Hare Airport, Schiller Park, Illinois

Diploma

Medical Insurance Coding & Billing

DuPage, Woodridge, Illinois

Associate's / Bachelor's

Computer Aided Design & Architectural Drafting, Graphic Design & Multimedia, Animation, Game Art & Design, Interior Design, Visual Communications, Web Design & Multimedia, Computer Network Engineering, Business Admin, E-Business Mgmt, Game Software Development, Information Systems Security, Architectural Drafting Design & CAD Tech, Info Systems Security, Criminal Justice

Loop, Chicago, Illinois

Associate's / Bachelor's

Computer Aided Design & Architectural Drafting, Game Software Development, Graphic Design & Multimedia, Animation, Interior Design, Visual Communications, Computer Network Engineering, Business Admin, Computer Network Mgmt, Information Systems Security, Architectural Drafting Design & CAD Tech, Info Systems Security, Criminal Justice

Ways to get information about Providers

1. Talk to Others

Here are the best ways to get the information you need to complete your school chart and make a good decision about school. On the next screen, you'll find questions you can ask the school and students to learn more.

- **Call the admissions office and ask questions.**
They're more than happy to help you, answer questions, and arrange a visit.
- **Visit the school.**
You won't know how much you like the school or training program until you take a walk around and ask questions.
- **Sit in on classes.**
Call and make arrangements with the admissions office.
- **Talk with a teacher in your department.**
This is a great way to get a better sense of what goes on inside the classroom. Ask about the workload and class difficulty. You can also ask if students find work in their field after they graduate.
- **Talk with students.**
Students give the best information about what it's like to attend a particular school. Ask if they would choose this school again and how they feel about their chances of getting a good job when they graduate.
- **Talk to someone in the financial aid office.**
You can do this in person or over the phone.
- **Talk to professionals in your field of interest.**
Ask if you can job shadow someone in your field of interest for a day. You can observe all aspects of their daily job and make a more informed decision regarding your future career.

If you're still not sure this school is the right choice, visit the other schools on your list to find a better match.

2. Ask Questions about Schools and Training Programs

Programs and Courses

- Do I need to pass a Placement Test to be accepted into my program choice?
- Does the class or program you're interested in offer credit toward a degree or certificate?
- Do the instructors have recent experience in your field?
- Do the classes allow students to apply what they've learned, including work experiences and internships?
- Does the school provide credit for what you've learned on a job or at other schools?

Who do you ask? Admissions office, teachers, students

Reputation

- What are the job placement rates for recent graduates in your field?
- What types of positions do graduates get?
- How many students go on to graduate school? What kinds of schools do they go to?
- How do current and former students rate the program or course?

Who do you ask? Admissions office, teachers, students

Cost

- What is the total cost of the program or course, including tuition, fees, books, and supplies?
- How does the cost of this program compare with costs at other schools with similar programs?
- If you're choosing a community or state college, do you get reduced tuition if you live in the school district?
- Does the school help you apply for financial aid, including grants, tuition waivers, and work-study jobs?

Who do you ask? Financial aid office

Schedule

- Does the program you're interested in have classes at times that are convenient for you?
- How often are classes offered at times that are convenient for you?

Who do you ask? Admissions office

Student Support Services

- Are counseling or advising services available to help you choose the right classes and develop a learning/career plan?
- Is child care available?
- Are job placement services available?
- Are office hours or study groups available at convenient times?
- Does the school help students who need to improve basic skills like math, reading, and writing?
- Can the school or program help you if you have problems attending class or meeting class requirements?
- Does the school have a department that provides services to people with disabilities?

Who do you ask? Admissions office, teachers, students

School/Training Site Comparison Chart

It's very important to learn more about the schools on your list before you decide to go. This chart can help you to learn more by comparing schools. Even if there's only one school on your list, you can still see if that school is right for you.

School Picks			
Program Testing: Does this school require a minimal score on the SAT or ACT?	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____
Program Testing: Does this require a minimum score on a placement test?	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____
Reputation: Is this school or program accredited?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Cost: Is this program eligible to receive any grants?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Location: Can I get to this school easily and quickly from my home?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Schedule: Do the classes I need to attend fit into my schedule?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Support: Does this school offer support services like child care or tutoring?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Disability Services: Does the school have a department that provides services to people with disabilities	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>

Chose a School/Training Site

Look at the school chart you filled in. Does one school meet your needs better than the others? Think about what's most important to you when you decide on a school.

When you decide where you want to go to school, you may need to apply to get in. You may want to apply to more than one school if you like more than one and want to keep your options open. You may also need to see what kind of financial aid you qualify for before you enroll.

Here are some final questions to ask yourself before deciding which school to go to, or whether to go to school at all.

- Will I be able to stay in school once I start?
- Will going to this school get me started in my target career?
- Are the classes interesting? Can I keep up with the school work?
- Will I be able to balance family, work, and school?



This information can be found at <http://www.womenemployed.org>

Chapter 5 Worksheet

The goal of this chapter worksheet is to identify 3 schools/training providers that match my top 2 career interests.

First Career Interest is _____

School Picks			
Program Testing: Does this school require a minimal score on the SAT or ACT?	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____
Program Testing: Does this require a minimum score on a placement test?	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____
Reputation: Is this school or program accredited?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Cost: Is this program eligible to receive any grants?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Location: Can I get to this school easily and quickly from my home?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Schedule: Do the classes I need to attend fit into my schedule?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Support: Does this school offer support services like child care or tutoring?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Disability Services: Does the school have a department that provides services to people with disabilities	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>

Second Career Interest is _____

School Picks			
Program Testing: Does this school require a minimal score on the SAT or ACT?	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____
Program Testing: Does this require a minimum score on a placement test?	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____	Yes <input type="checkbox"/> _____
Reputation: Is this school or program accredited?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Cost: Is this program eligible to receive any grants?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Location: Can I get to this school easily and quickly from my home?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Schedule: Do the classes I need to attend fit into my schedule?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Support: Does this school offer support services like child care or tutoring?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Disability Services: Does the school have a department that provides services to people with disabilities	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>

Chapter 6

What is the FAFSA?

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What is Financial Aid and how do I apply for it?

Financial Aid is intended for all students who need help in paying for their education. The amount of financial aid that can be awarded is based on demonstrated student need. Essentially, need is the difference between the cost of pursuing a college education and the amount of money a student's family can contribute toward that cost. Included in the cost of education are all expenses related to attending college such as tuition, fees, books, supplies, and other living expenses.

Step 1. After filling out and mailing the "Free Application for Federal Student Aid," you will receive a Student Aid Report (SAR) at your home address. You should bring your SAR to the Financial Aid Office to begin a Financial Aid file. If you are found eligible for financial aid, the cost of tuition may be deferred and a book voucher of up to \$400 may be issued prior to your receiving any direct payment from Financial Aid sources.

Step 2. Required Documentation

One of the primary functions of the Financial Aid Office is to verify the information you submitted to the Department of Education. To do this correctly and promptly, the following documents are requested before we can complete your file.

1. The first and the most important, is the SAR--both parts sent to you in response to the "Free Application for Federal Student Aid."
2. Proof of citizenship, or Immigration and Naturalization Service documentation of permanent residency status or any other non-temporary status granted.
3. Verification of income.
 - a. A signed copy of your Internal Revenue Service (federal) income tax return for the prior year. Students living with their parents or under the age of 24 must provide a signed copy of the parents' income tax return for the prior year. If you are married, a signed copy of your spouse's tax return is required.
 - b. Where no income tax return has been filed because you or your family only receive non-taxable income, a verification from the agencies or persons providing for your support must be obtained. Examples of non-taxable income sources are Public Aid, Unemployment Compensation, Social Security and Veterans' Administration benefits.
4. Proof of High School Graduation or GED completion must be provided.

Financial aid cannot be awarded until these documents and any others requested by the Financial Aid office are submitted. If the required documents are unavailable or lost, copies must be obtained from the appropriate agencies. In some cases this may take several weeks. Therefore, we advise you to gather these documents early.

Financial aid can be issued to eligible part-time students. Generally full-time students who carry twelve or more credit hours receive larger awards.

Financial Aid programs are divided into two major categories:

The Grant Programs consist of the Federal Pell Grant and the Illinois Student Assistance Commission (ISAC) Monetary Award Program (MAP).

- a. The Federal Pell Grant provides assistance to students to help pay for their college education. The amount of the award depends on the cost of attendance for each semester, the student's enrollment status, and whether the student has made sufficient progress towards a degree. At Wright College for instance, the Federal Pell Grant awarded can be as much as \$4,000 per academic year. This award is a grant and does not have to be repaid to the school or the federal government.
- b. The Illinois Student Assistance Commission (ISAC) Monetary Award Program (MAP) is awarded to Illinois resident students who are enrolled for 1/2 time or more to cover tuition and fees. The MAP Grant will pay for a maximum of ten semesters and is dependant on the Expected Family Contribution (EFC) that is calculated by the Department of Education.
- c. The Illinois Student Assistance Commission (ISAC) and the Illinois Incentive for Access Program (IIAP) is for all students who are freshmen, eligible for a MAP grant, have an EFC of zero. The Award is a maximum of \$250 for two semesters.

Students who officially withdraw(WTH), are administratively withdrawn(ADW), and/or "no-showed"(NS1) from all their classes prior to completing 60% of the period of enrollment charged will be required to return a portion of Title IV funds received. Title IV funds include the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant (FSEOG).

The City Colleges of Chicago will apply a federally regulated calculation "Return of Title IV Funds" to determine the amount of unearned tuition, fees, room and board, and other charges that may have been overpaid. **Students are responsible to return this money.** Students who do not repay these funds will be placed on hold prohibiting future registration, denied requests for academic transcripts from any City College of Chicago, and denied financial aid in the future.

Understanding the AID form

Want your share of financial aid? Get acquainted with the FAFSA

By Kristin Davis

Few people understand the ins and outs of the Free Application for Federal Student Aid, or FAFSA, as well as Kay Jacks, the Department of Education's general manager of application, school eligibility, and delivery services. Jacks has also been a financial aid administrator at four different colleges and universities. U.S. News talked with her recently to find out what students and their families need to know about applying for financial aid:

Who should file the FAFSA?

Any student who is interested in having someone assist them in paying for their education really needs to file that form. For the year 2003-04, we had 13.1 million filers; of those, about 72 percent filed electronically.

What's the advantage of filing online?

We're going to do the math for you. We're also going to tell you if there's something about the application that is inconsistent. So we're improving the accuracy of that application.

Let's talk about deadlines.

We, the federal government, don't have one. A student can apply [after the fact], and we'll process it retroactively. However, many institutions have a March 1 filing deadline. It's not a bottomless pit. Once the restricted funds have been spent, there won't be any more money for that year. So students who apply later or have errors that have to be resolved run the risk of losing out.

What confuses people about the forms?

One of the biggest things has been taxes paid. Students and families often put down taxes *withheld*. That is a big one. Another thing that confuses students is the question about household size. It's a very specific question about people who've lived in the household for more than 50 percent of the time in the previous year. But the term "household size" has a lot of different meanings, like square footage. It's a two-digit field, and they try to put in square footage.

What is the EFC?

It's the expected family contribution. This is what this family should be able to contribute to pay for college wherever you're going to go. It is a number that is often misunderstood. When I worked on a campus, it wasn't unusual for families to write a check for that amount, to think that somehow that was a bill. That's not what it is.

So how do you get the EFC from the numbers families enter on the FAFSA?

Crunch, crunch, crunch. There's a formula. We're trying to look at the family and look at what's available to them as a household. The formula has an offset for cost of living, for taxes, for retirement based on the age of the chief income earner. These are the things that are nondiscretionary. The formula then says, "What's left?" Of what's left, what is reasonable to contribute in one year to pay for college?

There are people who look at the EFC and say, "That's not reasonable! I can't afford \$15,000," or whatever it is.

You're not going to get rich on student aid. It's what's reasonable for a family of four, or whatever, [after they pay] for housing and living expenses. The difficulty is that it's not adjusted in any way for cost of living in various states. If [families] come from a place where it's expensive to live, they want that to be more of a factor. Depending on the cost of the school, even a \$15,000 EFC will qualify for something. More often, that family is going to qualify for loans.

What is the Student Aid Report?

It's a report that feeds back to the family what they gave to us. And it gives you information about what to do next. It's where the EFC is. One of our projects is to make it much more user-friendly. The first thing a family needs to do is look at that document very carefully and see if it is accurate. Is there an extra zero that got put in there? Or, have you subsequently filed your taxes and there's a different set of information?

What percentage of families are asked to verify the numbers they supply by providing copies of tax forms, for instance?

We select greater than 30 percent of filers for verification. But we know anecdotally that a lot of schools do 100 percent verification. And then others have their own criteria. They might check all incomes above x . Or anyone who estimated their income. Or anyone whose taxes paid seems odd.

OK, you have the EFC. What's next?

The school will put together a package of aid. And they do that by taking how much it costs to go to that school, subtracting the EFC, and from that they'll determine how much aid the student is going to receive. Typically, they'll start with a Pell Grant and state and federal grants. Then they give loans and/or work-study next.

Are there any other misconceptions about aid?

I think families are of two minds. Either [they think] they won't qualify for anything, so why bother? Or they're going to get lots of free money. At one of my previous institutions, we always surveyed juniors who were visiting the campus, and 90 percent said they would pay for college with a scholarship. The reality was that about 10 percent would pay for college with a scholarship.

Any final advice?

I always say, apply early, apply often. But I don't really mean that. Don't apply often. But don't count yourself out.

Before Beginning a FAFSA Overview

Time Saving Suggestions

Get **documents** you need

Start with your Social Security Number, driver's license, income tax return, bank statements and investment records.

Print a **Pre-Application Worksheet**

See a preview of the questions; dependent students can use it to help parents write in info at their convenience.

Plan how to **sign your FAFSA**

Electronically with a PIN; mail in a signed signature page; or mail in a signed copy of your Student Aid Report (SAR).

Speed the process with your **PIN**

Sign your FAFSA Electronically.

Establish your **eligibility**

Citizens, non-citizens; with a high school diploma or GED; states may use your FAFSA to award additional aid from their programs.

Note important **deadlines**

We must receive your form no later than June 30, 2006, midnight Central Daylight time for the 2005-2006 School year applications. The 2004-2005 School year applications must be received no later than June 30, 2005, midnight Central Daylight time to meet the Federal Student Financial Aid deadline. Schools and states may have earlier deadlines.

What is a PIN and why do I need it?

The PIN serves as your electronic signature and provides access to your personal information in various U.S. Department of Education systems. Because you can use your PIN to sign your financial aid documents, you should keep it in a safe place. Each year that you apply for financial aid you can use your PIN to access and electronically sign your FAFSA, saving time and effort in the process. If you, or your parents, do not have a PIN, we strongly recommend you apply for one now. You can apply at the U.S. Department of Education's PIN site, www.pin.ed.gov, by selecting **Apply for a PIN**.

After completing a FAFSA on the Web application, you and your parents--if you are a dependent student--will need to sign your application. We cannot process your FAFSA until we receive your signature(s). Using a PIN to sign your application electronically is by far the fastest and most reliable way to sign your application. However, you can print, sign and mail in a signature page, or provide signature(s) on your paper Student Aid Report (SAR).



2005-2006 FAFSA on the Web Pre-Application Worksheet

Please **DO NOT** mail in this worksheet.

Before filing your *FAFSA on the Web* application we recommend that you (and one of your parents) apply for a PIN at www.pin.ed.gov. There are advantages to applying for a PIN prior to filing your application. With a PIN you are able to:

- Electronically sign your application
- Make corrections to your submitted application
- Review your processed application data on the Web

Instructions:

1. Complete this worksheet only if you plan to use *FAFSA on the Web* to apply for financial aid. You can use the completed worksheet to fill in the online FAFSA at www.fafsa.ed.gov.
2. Use this worksheet to collect your (and your parents') information before beginning your 2005-2006 online *Free Application for Federal Student Aid* (FAFSA). The worksheet does not include all questions asked on the online FAFSA, just the ones that you might not readily know.
3. Questions on this worksheet are in the same order as they appear on the online FAFSA; however, because the online FAFSA allows you to skip some questions based on your answers to earlier questions, you may not have to answer all of the questions on this worksheet.
4. In addition to completing the Pre-Application worksheet, also complete the student (and parent) Worksheets A, B, and C on page 6 before beginning your online FAFSA.

We recommend that you supply student and parent e-mail addresses when filing your *FAFSA on the Web* application. E-mail notifications are the fastest way to receive information regarding the student's application. The e-mail addresses are optional and can be left blank. All notifications will then be mailed to the student's mailing address.

All of the gray shaded questions refer to parent's information. Please read "Who is Considered a Parent" in the middle of page 3 to determine if the shaded questions should be completed.

Question	Answer
Student's Last Name	
What is the student's state of legal residence?	
Student's Social Security Number	
Are you, the student, a U.S. Citizen?	<input type="checkbox"/> Yes, I am a U.S. Citizen <input type="checkbox"/> No, but I am an eligible noncitizen <input type="checkbox"/> No, I am not a citizen or eligible noncitizen
<p>Generally you are an eligible noncitizen if you are: (1) a U.S. permanent resident and you have an Alien Registration Receipt card (I-551); (2) a conditional permanent resident (I-551C); or (3) an other eligible noncitizen with an Arrival-Departure Record (I-94) from Department of Homeland Security showing any of the following designations: "Refugee", "Asylum Granted", "Parolee" (I-94 confirms paroled for a minimum of one year and status has not expired), or "Cuban-Haitian Entrant". If you are in the U.S. on an F1 or F2 student visa, or a J1 or J2 exchange visitor visa, or a G series visa (pertaining to international organizations), you must answer "No, I am not a citizen or eligible noncitizen." If you are neither a citizen nor an eligible noncitizen, you are not eligible for federal student aid. However, you may be eligible for state or college aid. If you're not sure how to answer, <i>FAFSA on the Web</i> (www.fafsa.ed.gov/help.htm) provides additional information to help you answer these questions.</p>	
Student's Alien Registration Number If you are an eligible noncitizen, enter your eight or nine digit Alien Registration Number.	A _ _ _ _ _
Student's marital status as of today	<input type="checkbox"/> Single, Divorced, or Widowed <input type="checkbox"/> Married/Remarried <input type="checkbox"/> Separated
Month and year you, the student, were married, separated, divorced or widowed	(Month and Year; e.g., 05/1995)
Did you, the student, become a legal resident of this state before January 1, 2000?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If no, what date did you, the student, become a legal resident of your state?	(Month and Year; e.g., 05/1995)
If you are male between the ages of 18 and 25 and NOT already registered with Selective Service, answer "Yes" and Selective Service will register you. All other applicants should skip to the next question.	<input type="checkbox"/> Yes <input type="checkbox"/> No
What degree or certificate will you, the student, be working on during 2005-2006?	<input type="checkbox"/> 1 st Bachelor's degree <input type="checkbox"/> Certificate or diploma for completing an occupational, technical, or educational program of at least two years <input type="checkbox"/> 2 nd Bachelor's degree <input type="checkbox"/> Teaching credential - nondegree program <input type="checkbox"/> Associate degree - occupational/technical program <input type="checkbox"/> Graduate or professional degree <input type="checkbox"/> Associate degree - general education or transfer program <input type="checkbox"/> Other/Undecided <input type="checkbox"/> Certificate or diploma for completing an occupational, technical, or educational program of less than two years

Question

Answer

What will be your, the student's, grade level when you begin the 2005-2006 school year?	<input type="checkbox"/> Never attended college and 1 st year undergraduate <input type="checkbox"/> Attended college before and 1 st year undergraduate <input type="checkbox"/> 2 nd year undergraduate/sophomore <input type="checkbox"/> 3 rd year undergraduate/junior	<input type="checkbox"/> 4 th year undergraduate/senior <input type="checkbox"/> 5 th year/other undergraduate <input type="checkbox"/> 1 st year graduate/professional <input type="checkbox"/> Continuing graduate/professional or beyond
Will you, the student, have a high school diploma or GED before you begin the 2005-2006 school year?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Will you, the student, have your first bachelor's degree by July 1, 2005?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
In addition to grants, would you, the student, like to be considered for student loans (which you must pay back)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are you, the student, interested in work-study (employment arranged or sponsored by the institution for which you are enrolled or plan to be enrolled)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Student's Father's Highest Educational Level Completed	<input type="checkbox"/> Middle school/Jr. High <input type="checkbox"/> High school	<input type="checkbox"/> College or beyond <input type="checkbox"/> Other/unknown
Student's Mother's Highest Educational Level Completed	<input type="checkbox"/> Middle school/Jr. High <input type="checkbox"/> High school	<input type="checkbox"/> College or beyond <input type="checkbox"/> Other/unknown
Do you, the student, have a drug conviction that will affect eligibility for aid? If you have a conviction for possessing or selling illegal drugs go to <i>FAFSA on the Web</i> (www.fafsa.ed.gov/q31wksht56.pdf). You can print a PDF version of the Drug Worksheet that walks you through a series of questions to help you determine if a drug conviction will affect your eligibility for federal aid in 2005-2006.	<input type="checkbox"/> No <input type="checkbox"/> Yes	
Were you, the student, born before January 1, 1982?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
At the beginning of the 2005-2006 school year, will you, the student, be working on a master's or doctorate program?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
As of today, are you, the student, married? (Answer Yes if you are separated but not divorced.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you, the student, have children who receive more than half of their support from you?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you, the student, have dependents other than your children/spouse who live with you and receive more than half of their support from you?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are both of your parents deceased, or are you or were you (until age 18) a ward/dependent of the court?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are you, the student, a veteran of the U.S. Armed Forces? Answer "No" (you are not a veteran) if you (1) have never engaged in active duty in the U.S. Armed Forces, (2) are currently an ROTC student or cadet or midshipman at a service academy, or (3) are a National Guard or Reserves enlistee activated only for training. Also answer "No" if you are currently serving in the U.S. Armed Forces and will continue to serve through June 30, 2006. Answer "Yes" (you are a veteran) if you (1) have engaged in active duty in the U.S. Armed Forces (Army, Navy, Air Force, Marines, or Coast Guard) or are a National Guard or Reserves enlistee who was called to active duty for purposes other than training, or were a cadet or midshipman at one of the service academies, and (2) were released under a condition other than dishonorable. Also answer "Yes" if you are not a veteran now but will be one by June 30, 2006.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you, the student, completed a 2004 IRS income tax return or other income tax return?	<input type="checkbox"/> Have already completed my return <input type="checkbox"/> Will file, but have not yet completed my return <input type="checkbox"/> Not going to file	
What income tax return did you, the student, file or will you file for 2004?	<input type="checkbox"/> IRS 1040 <input type="checkbox"/> IRS 1040A, 1040EZ, or 1040 TeleFile <input type="checkbox"/> A foreign tax return	<input type="checkbox"/> A tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federated States of Micronesia, or Palau
If you, the student, filed a 1040, were you eligible to file a 1040A or 1040EZ? In general, a person is eligible to file a 1040A or 1040EZ if he or she makes less than \$100,000, does not itemize deductions, doesn't receive income from his or her business or farm, and does not receive alimony. A person is not eligible if he or she itemizes deductions, receives self-employment income or alimony, or is required to file Schedule D for capital gains. If you filed a 1040 only to claim Hope or Lifetime Learning credits, and you would have otherwise been eligible for a 1040A or 1040EZ, you should answer "Yes."	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know	
Please Note: Adjusted Gross Income and Taxes Paid should not be the same dollar amount. Please refer to the IRS Form line numbers referenced in each question.		
What was your, the student's (and spouse's), adjusted gross income for 2004?	\$	
Adjusted Gross Income is on IRS Form 1040-line 36; 1040A-line 21; 1040EZ-line 4; or TeleFile-line I.		

Question

Answer

What was your, the student's (and spouse's), income tax for 2004? Income tax amount is on IRS Form 1040-line 56; 1040A-line 36; 1040EZ-line 10; or TeleFile-line K(2). Enter your, the student's (and spouse's), exemptions for 2004. Exemptions are on IRS Form 1040-line 6d or 1040A-line 6d. For Form 1040EZ, if a person answered "Yes" on line 5, use EZ worksheet line F to determine the number of exemptions (\$3,100 equals one exemption). If a person answered "No" on line 5, enter 01 if he or she is single, or 02 if he or she is married. For Form TeleFile, use line J(2) to determine the number of exemptions (\$3,100 equals one exemption).	\$
How much did you, the student (and spouse), earn from working (wages, salaries, tips, etc.) in 2004? Answer these questions whether or not you, the student, filed a tax return. This information may be on your W-2 forms, or on IRS Form 1040-lines 7+12+18; 1040A-line 7; or 1040EZ-line 1. Telefilers should use their W-2 forms.	Student \$ Spouse \$
What is the student's household size? Include in your (and your spouse's) household: (1) yourself (and your spouse, if you have one), and (2) your children, if you will provide more than half of their support from July 1, 2005 through June 30, 2006, and (3) other people if they now live with you, and you provide more than half of their support, and you will continue to provide more than half of their support from July 1, 2005 through June 30, 2006.	
What is the student's number in college? Always count yourself as a college student. Do not include your parents. Include others only if they will attend at least half time in 2005-2006 in a program that leads to a college degree or certificate.	
Who is Considered a Parent? If your parents are both living and married to each other, answer the questions about them. If your parent is widowed or single, answer the questions about that parent. If your widowed parent is remarried as of today, answer the questions about that parent and the person to whom your parent is married (your stepparent). If your parents are divorced or separated, answer the questions about the parent you lived with more during the past 12 months. If you did not live with one parent more than the other, give answers about the parent who provided more financial support during the past 12 months, or during the most recent year that you actually received support from a parent. If this parent is remarried as of today, answer the questions on the rest of this form about that parent and the person to whom your parent is married (your stepparent). You must answer questions about your parents if you answered "No" to all dependency questions (the 7 bolded questions) listed on page 2 of this worksheet, even if you did not live with your parents. Please note: all questions related to your parents are shaded. (Note that grandparents and legal guardians are not parents.)	
What is your parents' marital status as of today?	<input type="checkbox"/> Married/Remarried <input type="checkbox"/> Single <input type="checkbox"/> Divorced/Separated <input type="checkbox"/> Widowed
Month and year your parents were married, separated, divorced, or widowed	(Month and Year; e.g., 05/1995)
Have your parents completed a 2004 IRS income tax return or other income tax return?	<input type="checkbox"/> Have already completed their return <input type="checkbox"/> Will file, but have not yet completed their return <input type="checkbox"/> Not going to file
What type of tax return did your parents file, or will they file in 2004?	<input type="checkbox"/> IRS 1040 <input type="checkbox"/> IRS 1040A, 1040EZ, or 1040 TeleFile <input type="checkbox"/> A foreign tax return <input type="checkbox"/> A tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federated States of Micronesia, or Palau
If your parents have or will file a 1040, were they eligible to file a 1040A or 1040EZ? In general, a person is eligible to file a 1040A or 1040EZ if he or she makes less than \$100,000, does not itemize deductions, doesn't receive income from his or her business or farm, and does not receive alimony. A person is not eligible if he or she itemizes deductions, receives self-employment income or alimony, or is required to file Schedule D for capital gains. If you filed a 1040 only to claim Hope or Lifetime Learning credits, and you would have otherwise been eligible for a 1040A or 1040EZ, you should answer "Yes."	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know
What was your parents' adjusted gross income for 2004? Adjusted Gross Income is on IRS form 1040-line 36; 1040A-line 21; 1040EZ-line 4; or TeleFile-line I. How much did your parents earn from working (wages, salaries, tips, etc.) in 2004? Answer these questions whether or not your parents filed a tax return. This information may be on their W-2 forms, or on IRS Form 1040-lines 7+12+18; 1040A-line 7; or 1040EZ-line 1. Telefilers should use their W-2 forms.	\$ Father \$ Mother \$
Student's FAFSA Worksheet A, B and C answers For help with answering the questions below, complete the Worksheets on page 6.	
Student's amount from FAFSA Worksheet A	\$
Student's amount from FAFSA Worksheet B	\$

Question

Answer

Student's amount from FAFSA Worksheet C	\$
<p>The questions below ask you, the student, about your (and your parents') asset net worth. Net worth means current value minus debt. If net worth is one million or more, report \$999,999. If net worth is negative, report 0. Investments include real estate (do not include the home you live in), trust funds, money market funds, mutual funds, certificates of deposit, stocks, stock options, bonds, other securities, Coverdell savings accounts, college savings plans, installment and land sale contracts (including mortgages held), commodities, etc. Investment value includes the market value of these investments as of today. Investment debt means only those debts that are related to the investments.</p> <p>Investments do not include the home you live in, the value of life insurance, retirement plans (pension funds, annuities, noneducation IRAs, Keogh plans, etc.), and prepaid tuition plans, or cash, savings, and checking accounts. Business and/or investment farm value includes the market value of land, buildings, machinery, equipment, inventory, etc. Business and/or investment farm debt means only those debts for which the business or investment farm was used as collateral.</p>	
As of today, what is the student's (and spouse's) total current balance of cash, savings, and checking accounts?	\$
As of today, what is the net worth of the student's (and spouse's) current investments, including real estate (not your home)?	\$ Net Worth means current value minus debt
As of today, what is the net worth of the student's (and spouse's) current business and/or investment farms?	\$ Net Worth means current value minus debt
Do not include a farm that a student lives on and operates.	
If you, the student, receive veterans' education benefits, for how many months from July 1, 2005 through June 30, 2006 will you receive these benefits?	Use 01 to 12
What VA benefits amount will you, the student, receive monthly?	\$
What is the student's father's (or stepfather's) Social Security Number?	
What is the student's father's (or stepfather's) last name?	
What is the student's father's (or stepfather's) first name initial?	
What is the student's father's (or stepfather's) date of birth?	(Month, Day, and Year; e.g., 05/15/58)
What is the student's mother's (or stepmother's) Social Security Number?	
What is the student's mother's (or stepmother's) last name?	
What is the student's mother's (or stepmother's) first name initial?	
What is the student's mother's (or stepmother's) date of birth?	(Month, Day, and Year; e.g., 05/15/58)
What is the student's parents' e-mail address? (optional)	
What is the student's parents' household size?	
<p>Include in your parents' household; (1) your parents and yourself, even if you don't live with your parents, and (2) your parents' other children if (a) your parents will provide more than half of their support from July 1, 2005 through June 30, 2006, or (b) the children could answer "No" to all of the dependency questions (the 7 bolded questions) listed on page 2 of this worksheet, and (3) other people if they live with your parents, your parents provide more than half of their support, and your parents will continue to provide more than half of their support from July 1, 2005 through June 30, 2006.</p>	
What is the student's parents' number in college?	
<p>Always count yourself as a college student. Do not include your parents. Include others only if they will attend at least half time in 2005-2006 in a program that leads to a college degree or certificate.</p>	
What is the student's parents' state of legal residence?	
Did the student's parents become legal residents of the state before January 1, 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No
If "No," give month and year legal residency began for the parent who has lived in the state the longest.	(Month and Year; e.g., 05/1995)
What was the amount the student's parents paid in income tax for 2004?	\$
Income tax amount is on IRS Form 1040-line 56; 1040A-line 36; 1040EZ-line 10; or TeleFile-line K(2).	
Enter the student's parents' exemptions for 2004	
<p>Exemptions are on IRS Form 1040-line 6d or 1040A-line 6d. For Form 1040EZ, if a person answered "Yes" on line 5, use EZ worksheet line F to determine the number of exemptions (\$3,100 equals one exemption). If a person answered "No" on line 5 enter 01 if he or she is single, or 02 if he or she is married. For Form TeleFile, use line J(2) to determine the number of exemptions (\$3,100 equals one exemption).</p>	

Question

Answer

Student's parents' FAFSA Worksheet A, B and C answers						
For help with answering the questions below, complete the Worksheets on page 6.						
Student's parents' amount from FAFSA Worksheet A					\$	
Student's parents' amount from FAFSA Worksheet B					\$	
Student's parents' amount from FAFSA Worksheet C					\$	
As of today, what is the student's parents' total current balance in cash, savings, and checking accounts ?					\$	
As of today, what is the net worth of the student's parents' investments, including real estate (not their home)?					\$ Net Worth means current value minus debt	
As of today, what is the net worth of the student's parents' current business and/or investment farms?					\$ Net Worth means current value minus debt	
Do not include a farm that your parents live on and operate.						
Federal School Codes If you do not know the code for the school, use www.fafsa.ed.gov/fofw0405/fslookup.htm to look up the code. If you access this link prior to January 01, 2005 you will be using the 2004-2005 school code listing, which should be the same in 2005-2006. If you access this link on or after January 01, 2005 you will be using the 2005-2006 school codes.	1 st school code	2 nd school code	3 rd school code	4 th school code	5 th school code	6 th school code
For each school code indicate the corresponding housing plan	1 st housing <input type="checkbox"/> on campus <input type="checkbox"/> off campus <input type="checkbox"/> with parent	2 nd housing <input type="checkbox"/> on campus <input type="checkbox"/> off campus <input type="checkbox"/> with parent	3 rd housing <input type="checkbox"/> on campus <input type="checkbox"/> off campus <input type="checkbox"/> with parent	4 th housing <input type="checkbox"/> on campus <input type="checkbox"/> off campus <input type="checkbox"/> with parent	5 th housing <input type="checkbox"/> on campus <input type="checkbox"/> off campus <input type="checkbox"/> with parent	6 th housing <input type="checkbox"/> on campus <input type="checkbox"/> off campus <input type="checkbox"/> with parent
For the 2005-2006 academic year, please report your, the student's, enrollment status	<input type="checkbox"/> Full time <input type="checkbox"/> 3/4 Time <input type="checkbox"/> Half time <input type="checkbox"/> Less than half time <input type="checkbox"/> Not sure					
<i>If someone other than you, your spouse, or your parents completes the online FAFSA for you, that person must complete the preparer's section of the online FAFSA.</i>						

Worksheets
Calendar Year 2004

These worksheets are solely for the purpose of completing the Pre-Application Worksheet questions, on page 3, for the student and, on page 5, for the student's parents.

Worksheet A Report Annual Amounts		
Student/Spouse For Page 3	Parent(s) For Page 5	
\$	Earned income credit from IRS Form 1040—line 65a; 1040A—line 41a; 1040EZ—line 8a; or TeleFile—line L	\$
\$	Additional child tax credit from IRS Form 1040—line 67 or 1040A—line 42	\$
\$	Welfare benefits, including Temporary Assistance for Needy Families (TANF). Don't include food stamps or subsidized housing.	\$
\$	Social Security benefits received, for all household members as reported in student's household size (or parents' household size), that were not taxed (such as SSI). Report benefits paid to parents in the parents' column, and benefits paid directly to student in the student's column.	\$
\$ <input style="width: 50px;" type="text"/>	Enter in Worksheet A question -- on Page 3	Enter in Worksheet A question on Page 5-- \$ <input style="width: 50px;" type="text"/>

Worksheet B Report Annual Amounts		
Student/Spouse For Page 3	Parent(s) For Page 5	
\$	Payments to tax-deferred pension and savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 Form in Boxes 12a through 12d, codes D, E, F, G, H, and S.	\$
\$	IRA deductions and payments to self-employed SEP, SIMPLE, and Keogh and other qualified plans from IRS Form 1040—total of lines 25 + 32 or 1040A—line 17	\$
\$	Child support you received for all children. Don't include foster care or adoption payments.	\$
\$	Tax exempt interest income from IRS Form 1040—line 8b or 1040A—line 8b	\$
\$	Foreign income exclusion from IRS Form 2555—line 43 or 2555EZ—line 18	\$
\$	Untaxed portions of IRA distributions from IRS Form 1040—lines (15a minus 15b) or 1040A—lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here.	\$
\$	Untaxed portions of pensions from IRS Form 1040—lines (16a minus 16b) or 1040A—lines (12a minus 12b). Exclude rollovers. If negative, enter a zero here.	\$
\$	Credit for federal tax on special fuels from IRS Form 4136—line 10—nonfarmers only	\$
\$	Housing, food, and other living allowances paid to members of the military, clergy, and others (including cash payments and cash value of benefits)	\$
\$	Veterans' noneducation benefits such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC), and/or VA Educational Work-Study allowances	\$
\$	Any other untaxed income or benefits not reported elsewhere on Worksheets A and B, such as workers' compensation, untaxed portions of railroad retirement benefits, Black Lung Benefits, disability, etc.	\$
\$	Don't include student aid, Workforce Investment Act educational benefits, or benefits from flexible spending arrangements, e.g., cafeteria plans	\$
\$	Money received, or paid on your behalf (e.g., bills), not reported elsewhere on this form	XXXXXXXXXXXX
\$ <input style="width: 50px;" type="text"/>	Enter in Worksheet B question -- on Page 3	Enter in Worksheet B question on Page 5-- \$ <input style="width: 50px;" type="text"/>

Worksheet C Report Annual Amounts		
Student/Spouse For Page 3	Parent(s) For Page 5	
\$	Education credits (Hope and Lifetime Learning tax credits) from IRS Form 1040—line 49 or 1040A—line 31	\$
\$	Child support you paid because of divorce or separation or as a result of a legal requirement. Don't include support for children in your (or your parents') household.	\$
\$	Taxable earnings from need-based employment programs, such as Federal Work-Study and need-based employment portions of fellowships and assistantships.	\$
\$	Student grant and scholarship aid reported to the IRS in your (or your parents') adjusted gross income. Includes AmeriCorps benefits (awards, living allowances, and interest accrual payments), as well as grant or scholarship portions of fellowships and assistantships.	\$
\$ <input style="width: 50px;" type="text"/>	Enter in Worksheet C question -- on Page 3	Enter in Worksheet C question on Page 5-- \$ <input style="width: 50px;" type="text"/>

Chapter 6 Quiz

Please circle True or False for each of the following seven statements.

1. Financial Aid is always “free money” that you don’t have to pay back.

TRUE....FALSE

2. If a school offers you Financial Aid and within a few days notifies you that you have been approved then you are probably getting a loan that must be paid back with interest.

TRUE....FALSE

3. If you officially withdraw or stop attending class you will only have to pay back the loan for the classes you started and not the full loan amount.

TRUE....FALSE

4. The Free Application for Federal Student Aid (FAFSA) form can be completed on-line or you can mail a hard copy that can be obtained from your Educational Institution.

TRUE....FALSE

5. Your whole tuition will be covered if you are found eligible for the Federal Pell Grant

TRUE....FALSE

6. If you apply for the Federal Pell Grant the summer after you graduate from High School you may not receive your Student Aid Report (SAR) in enough time to register for the following Fall Term.

TRUE....FALSE

7. You are never required to pay back a Federal Pell Grant if you stop attending a class.

TRUE....FALSE

In order to receive money for school from the Federal Pell Grant, you must;
(please choose one of the answers found below)

- A. Be able to provide proof of citizenship, or Immigration and Naturalization Service documentation of permanent residency status or any other non-temporary status granted.
- B. Be able to provide proof of High School Graduation or GED completion
- C. Be able to provide verification of income
- D. All of the above
- E. None of the above

Chapter 7

What is Rehabilitation Services?

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people with disabilities	
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Division of Rehabilitation Services (DRS)



DHS' Division of Rehabilitation Services is the state's lead agency serving individuals with disabilities. DRS works in partnership with people with disabilities, including people who have Learning Disabilities and/or Behavioral Disabilities, and their families to assist them in making informed choices to achieve full community participation through employment, education, and independent living opportunities.

Note that you can only get these services if you are a permanent resident of the state you live in. Some of the services include being trained to do various, but not all, jobs.

You can request these services yourself, and if you are not eligible for the services, make sure to get the proper documentation in writing. If you disagree with a decision they make, you have the right to see your case record at any time and you can ask for a review of your case.

How to Contact DRS

Use the on-line Rehabilitation Services Web Referral (<https://drs.dhs.state.il.us> and then click on rehabilitation services under the agency links column) to refer someone for services (see the referral form on the following page).

DRS field staff provide services to people with disabilities in 51 offices located throughout the state. You can use the DHS *Office Locator to find the **Rehabilitation Services** office closest to you, or call the **DHS 24-Hour Telephone Hotline**:

1 800 843-6154 English or Español

1 800 447-6404 TTY for callers who are deaf or hard of hearing

For general questions about DRS, email DRS@dhs.state.il.us

*If you click on the office locator you will get a screen that asks for your zip code if you live in Cook County. You must select rehabilitation services from the drop-down menu under "Select an Office Type". You will be given the office location and phone number that serves your zip code but you may go to any office in your county.

Division of Rehabilitation Service offices in the City of Chicago

<p>Avalon Park DRS Office 8840 S. Stony Island Chicago, IL 60617 Phone: (773) 768-6700 TTY: (773) 768-6700 Fax: (773) 768-0467</p>	<p>Rehabilitation Institute of Chicago DRS Office 326 W Illinois, 1st Floor Chicago, IL 60610 Phone: (312) 908-2631 TTY: (312) 908-6163 Fax: (312) 908-3849</p>
<p>Ford City DRS Office 7600 S Pulaski Chicago, IL 60652 Phone: (773) 838-5745 TTY: (773) 838-5745 Fax: (773) 838-5748</p>	<p>Hiawatha DRS Office 6200 N Hiawatha Ave, Suite 300 Chicago, IL 60646 Phone: (773) 794-4800 TTY: (773) 794-4830 Fax: (773) 794-4833</p>
<p>Illinois Institute of Technology DRS Office 10 W 35th St, 4th Floor Chicago, IL 60616 Phone: (312) 328-2900 TTY: (312) 328-2710 Fax: (312) 328-2940</p>	<p>ICRE Wood DRS Office 1151 S Wood St Chicago, IL 60612 Phone: (312) 663-3570 TTY: (312) 633-3570 Fax: (312) 633-3575</p>
<p>North Pulaski DRS Office 743 N Pulaski Road Chicago, IL 60624 Phone: (773) 636-3070 TTY: (773) 638-3260 Fax: (773) 638-3977</p>	<p>Milwaukee Avenue DRS Office 1279 N Milwaukee Ave Chicago, IL 60622 Phone: (773) 292-4400 TTY: (773) 292-4400 Fax: (773) 292-4432</p>
<p>South Pulaski DRS Office 8600 S Pulaski Rd Chicago, IL 60652 Phone: (773) 838-5660 TTY: (773) 838-5660 Fax: (773) 838-5693 <i>Note:</i> Attention – this is a HOME SERVICES OFFICE only</p>	

What do I bring to my appointment?

- Proof of disability
- State ID
- Social Security Card
- Paycheck stub or W-2 of parents income

Rehabilitation Services Referral Form

If you live in Illinois and have a disability, the Illinois Division of Rehabilitation Services may be able to help you find a job or live at home independently. If you fill out the form online, a counselor in your area will contact you about how you can work together to meet your goals.

Service: I would like help getting or keeping a job
 I would like help living independently at home

I have the *most* difficulty:

First Name:

Middle Name:

Last Name:

Gender:

Date of Birth:

Social Security Number:

Street Address:

Apartment Number:

City:

County:

Zip Code:

Phone Number: TTY

Phone Type:

Email Address:

Referral Source:

Chapter 7 Quiz

Please circle True or False for each of the following six statements.

1. The Division of Rehabilitation Services (DRS) serves individuals with disabilities.

TRUE....FALSE

2. DRS mission is to assist people with disabilities in achieving full community partnership through employment, education and living independently.

TRUE....FALSE

3. People with learning disabilities may be eligible to receive DRS funding for College or Certificate Training.

TRUE....FALSE

4. DRS considers family income when determining if a dependent youth with a disability is eligible for Vocational Rehabilitation services.

TRUE....FALSE

5. People with disabilities who are unable to pay for post-secondary education or advanced training should schedule an appointment with DRS to determine if they are eligible for services.

TRUE....FALSE

6. People interested in applying for DRS services can only schedule an appointment with the office that serves their zip code.

TRUE....FALSE

Chapter 8

How to survive in school

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What to expect?

Surviving and Staying in School/Training

Congratulations, you have chosen a career path, found funding and have registered for classes. The easy part is done and now you must concentrate on doing well in school and passing your classes. College and Vocational training is not like High School, you must attend all of your classes, you are expected to take notes in class and do homework every evening. The Teachers/Professors will not pester you to do your work or ask if you need help. If the teacher/professor is talking and you are one of the few people not taking notes then expect problems with passing the class. You are completely responsible for your own success or failure and must be able to ask for help as needed.

What to expect on your first day of class

Most college/training classes will give you a syllabus on your first day of class. A Syllabus is an outline of topic that will be covered in that class. The syllabus usually specifies the reading assignments due for each day of class and gives you the dates that tests and written assignments will be due. The syllabus can also tell you how your final grade will be calculated, i.e., class participation 10%, homework 20%, Mid-term test 30% and Final exam 40%. The Syllabus should also include the teacher/professors contact information and office hours.

What is a prerequisite?

A prerequisite is a program or course that a student is required to complete before being permitted to enroll in a more advanced program or course. For example, a student may be required to take and pass Medical Terminology with a C grade or better before they can register for Anatomy and Physiology. This means the prerequisite for Anatomy and Physiology is Medical Terminology. Prerequisites are always noted in your course description catalog. Since many college and training classes build on each other it is important that you do better than just passing the class. If you just do the minimum amount required to pass a class, the next level class may be impossible for you to understand and pass.

Strategies to Maximize Success

- GO TO ALL YOUR CLASSES, teachers put information from their lectures on their tests.
- Get your teacher/professors contact information and office hours.
- Find a studious classmate and exchange phone numbers in the event you have to miss a class or need a study partner.
- Learn how to ask for help early if you are experiencing difficulty. Do not wait until the Final exam to ask for help from your teachers

Classroom Accommodations for Students with Disabilities

The American with Disabilities Act (ADA, 1990) mandates equal opportunity access to education for students with disabilities. A student's accommodations are determined by the disability and chosen according to the type of material the student is learning. If you had a disability in High School then you attended an annual Individual Education Plan (IEP). This plan is written as an IEP and discusses your accommodations, transition plan and progress of your academic goals. The IEP is considered legal proof of your disability and includes the classroom accommodations you received in High School. Unlike education at the K-12 level, post-secondary education does not automatically mandate support for students with disabilities. Use of support is based upon whether it is needed to guarantee "access to information and learning opportunity".

THE ADA...

- Protects ANY person with a disability.
- Allows you to get court orders to stop discrimination in public spaces like schools, libraries or the mall.
- Says you have the right to request unemployment forms to be read aloud to you.
- Says you do NOT have to pass a physical exam before being offered a job.
- Says if an employer gives a person with a disability *reasonable* accommodations and the person still cannot perform the job, the employer does have the right to terminate your employment.

How do I request an Accommodation?

- You must disclose that you have a disability to the instructor or disability service department. The office/department that supports people with disabilities will have different names depending on the school. Ask the instructor or Admissions office if the school has a department that provides support services to people with disabilities.
- Provide current documentation of your disability. Ask your school what documents they require for proof of disability.
- Explain the difficulty you are experiencing (functional limitation) and ask for an accommodation

Commonly Used Accommodations for Students with Learning Disabilities

A. Managing Class Work

Typical accommodations are used to support unreliable or weak memory, fleeting focus, weak language systems and difficulty coordinating writing and listening simultaneously. These are common disabilities that effect learning environments. Here are examples of some common procedural supports:

- **Access to instructor's notes**

Instructor's can make lecture notes, charts and overheads available to students *before* class begins. Faculty are not required to provide "instructor's notes" if they are lecturing straight from the book.

- **Tape recording lectures for later review**

Student must provide tape recorder and tapes.

- **Short, frequent breaks**

Student should be allowed to leave the classroom as necessary with minimal distraction to the class. Breaks should not go beyond 3 to 4 minutes without reason.

- **Seating at front of the class**

It is important that there is a clear view of the instructor, boards and overheads or projected material

B. Managing Tests and Projects

- **Extended time for testing and in-class timed exercises**

Students are allowed 1.5-2 times the amount of time to complete their exams.

- **Testing in a quiet, non-distracting location**

Instructors may allow the student to complete their exam in their office or other quiet location

- **Use of dictionary, electronic dictionary, or word list**

Students can use a dictionary/electronic dictionary or word list provided by the instructor during class and for exams. Students can check the meanings of words so they will not misinterpret questions.

- **Use of a computer/word processor**

Students may use word processors for exams which are essay format. Students should also be given an opportunity to use a word processor for in-class assignments if it is to be graded, and if the student's handwriting is illegible.

- **Use of a calculator: memory tool**

Students are responsible for providing their own calculators. Use of a calculator is not a replacement for understanding a procedure; students may need to show step-by-step calculations.

- **Use of a reader/scribe for test and in-class assignments**

Under very unusual circumstances, it may be necessary for tests or projects to be read to the student. Some students with low vision or deep dyslexia may require assistance with reading and writing during examinations.

- **Administer tests without using Scantron answer forms**

This accommodation may be necessary for students with certain types of attention or visual processing difficulties. Other test formats can be provided or student can answer on the test form and another person can mark in the bubbles.

Chapter 8 Quiz

Please circle True or False for each of the following five statements.

1. I can miss the same number of days in college as in High School and still pass the class

TRUE....FALSE

2. A syllabus is usually given to students attending college on the last day of class

TRUE....FALSE

3. If I miss a class the instructor must go over everything that was covered that day and give me the opportunity to make up what I missed.

TRUE....FALSE

4. Being able to take detailed notes while an instructor is lecturing is essential for success in most college classes.

TRUE....FALSE

5. People with learning disabilities can request accommodations if they are experiencing difficulties that are effecting their learning environments.

TRUE....FALSE

Chapter 9

Get a Starter Job

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Build Your Career with a Starter Job

What is a starter job?

A starter job is a job in the same field or place as your career goal. At a starter job, you can work with or near people who have the job you want.

Here are some of the advantages of finding a starter job:

- **Build Skills**
You can increase your skills and knowledge. This will help you prepare for the career you want.
- **Build Contacts**
You can learn to connect with people who can help you move your career forward.
- **Build Experience**
You can use lots of different opportunities to build your experience. This will make you a much stronger job applicant in the future.



When should you look for a starter job?

If you know what career you're interested in but don't have the experience, education, contacts, or skills to get the job you want, start looking for a starter job right away. Be patient – it takes time to work your way into the right job in your new field.

Looking for Jobs

Here are four of the best ways to look for a job. For the best results, use all four resources.

1. Network

Sometimes, it really is about who you know. You don't always need to know people in "high places" to get help finding the right job opportunities. You probably know more people than you think.

Making Contacts and Building a Network

People often talk about building a "network" to help your career. A network is made up of all the people you know who can help you get and keep the job you want. It's very important to build a good network so you can learn about your target career and know when good jobs are available.

Don't be afraid to ask people to help you plan your career or find a job. Most good jobs are not filled through advertising in the newspaper; they are filled through people's networks. So the most

important thing can do is make good contacts with people who can help you in your field. It's the best way for most people to get good jobs today, and you might be surprised at how happy people are to help you when you ask. The first step is to make a good list of the people in your network.

2. Use the Internet

Use these links to search for jobs by type, industry, and location.

Thingamajob is a job recruitment site. Staffing companies use this site to look for applicants.

Monster is one of the best-known job search sites.

Hot Jobs is one of the best-known job search sites.

craigslist is a great place to find jobs and you can also advertise (all for free) your services (like babysitting, DJ lessons, and just about everything else). Just click on your city (or a city nearby).

Collarblue can help you find trade jobs, including positions for plumbers, construction workers, electricians, and truck drivers.

HireDiversity has resources for minority job seekers.

Net-Temps has postings for temporary jobs.

All Retail Jobs can help you find retail positions.

Snag-A-Job is an online search engine for part-time and hourly positions.

CareerBuilder.com.

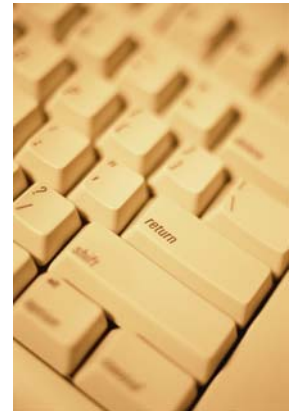
3. Use Newspapers

Search local newspaper classified sections for job listings.

4. Visit One-Stop Career Centers

One-Stop Career Centers provide free services to job seekers and are available in most cities. Get help finding a job, training, and more. Find a One-Stop near you by going to

http://www.servicelocator.org/nearest_onestop.asp



This information can be found at <http://thebeehive.org> by clicking on “Jobs and Careers”

Chapter 9 Quiz

Please circle True or False for each of the following seven statements.

1. Most successful people started their careers with entry level jobs.

TRUE....FALSE

2. Many students work part-time jobs while they are attending college so they have established a work history before they graduate.

TRUE....FALSE

3. Having entry-level work experience can help you figure out what career path to pursue.

TRUE....FALSE

4. Working at a grocery store or fast food restaurant teaches you valuable lessons about the expectations in the world of work.

TRUE....FALSE

5. You should wait until you graduate from college to get your very first job

TRUE....FALSE

6. Employers want to hire people who they believe will be on time and stay working for at least a year

TRUE....FALSE

7. One of the worst things you can do on an interview is to show up late

TRUE....FALSE