Community College 101

Course Materials
Class One: Myths that Keep Adults from Going to College

1. **Myth: “I can’t afford it.”**

   Reality: Many people believe they will never be able to go to college because they don’t have the money to pay tuition and other costs. In fact, billions of dollars in grants, scholarships, and loans are available for those in need of financial aid. Find out about financial aid before you close the door to higher education.

2. **Myth: “It’s been a long time since I’ve been in school. I’m worried about how I’ll do in college.”**

   Reality: Community colleges are open to all students and offer classes at a wide range of levels to meet all students’ needs. The colleges also include many services to help students be successful. Even if you had a hard time when you were in school, what’s important is who you are now and what your goals and motivations are at this point in your life.

3. **Myth: “I need to get a job and make money before I go on to college.”**

   Reality: In today’s job market, more and more high-skill, high-wage jobs require a college degree. Studies have shown that college graduates earn hundreds of thousands of dollars more during their lifetime than those with only a high school diploma.

4. **Myth: “No one in my family has ever gone to college. I don’t know if I can do it.”**

   Reality: Being the first in your family to pursue higher education can be confusing and difficult. You will need to select, apply to, and enroll in a college, and apply for financial aid. Goodwill has put together the Community College 101 class to help you get ready for going back to school. The class will cover all of the important information that you need to know about college and will prepare you for taking that next step.

5. **Myth: “I’m too old to go back to school.”**

   Reality: It’s never too late to learn new skills. Many adults feel they won’t be able to keep up with younger students in classes. In fact, the majority of community college students are adults over 30 and are quite successful in the classroom, bringing rich life experiences that enhance discussions and provide strong motivation to learn.
Class One: Average Costs of Attending College

On average, books will cost $300 - $400 per quarter depending on the course. Some courses also require the purchase of equipment or clothing through the year, approximately $200 per quarter. In some cases, these costs may be a one-time expense.

Examples:

A. Susie is a part-time welding student. She is taking 5 credits and it is her first quarter. For the welding class, she needs to purchase boots and a jumpsuit, which will cost $200. She also needs to purchase books and school supplies at a cost of $350. Her total expenses are as follows:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Fees</td>
<td>$425 ($85 per credit including fees x 5 credits)</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$350</td>
</tr>
<tr>
<td>Equipment/Uniform</td>
<td>$200</td>
</tr>
<tr>
<td>Total School</td>
<td>$975</td>
</tr>
</tbody>
</table>

B. John is taking the Certified Nursing Assistant (CNA) training full-time and will be taking 12 credits this quarter. He needs to purchase a uniform (scrubs) that cost $200. He also needs to purchase his books at a cost of $400. As a CNA student, he will be in labs during the week and the lab fee is $50.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Fees</td>
<td>$1020 ($85 per credit including fees x 12 credits)</td>
</tr>
<tr>
<td></td>
<td>$50 (lab fee)</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$400</td>
</tr>
<tr>
<td>Equipment/Uniform</td>
<td>$200</td>
</tr>
<tr>
<td>Total School</td>
<td>$1670</td>
</tr>
</tbody>
</table>
**Activity:** Using the tuition structure of $85 per credit (including fees) and the following information, add up the costs for Ellen’s first quarter of accounting training.

Ellen is returning to school for an accounting certificate. In her first quarter, she will be taking 15 credits. She will need to purchase a calculator that will cost $150 and textbooks that cost $300. In addition, she will need to purchase some clothing that she can wear in an office setting. The clothes will cost $200.

<table>
<thead>
<tr>
<th>Ellen’s First Quarter School Related Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Tuition/Fees</td>
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<td>Books/Supplies</td>
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<tr>
<td>Total School</td>
</tr>
</tbody>
</table>

**Personal Expenses**

It is important to keep in mind that school-related expenses are not the only costs you will have while going back to school. In addition, you will have your personal expenses to consider as well, which may include:

- Rent/Mortgage
- Utilities (gas, electric, water, etc)
- Food
- Transportation (gas, bus, car repairs)
- Tickets owed
- Child care
- Phone (cell, pager, internet, home phone)
- Personal/Household items
- Medical/Dental/Prescription
- Insurance payments
- Credit Card payments
- Student Loan Payments
- Other Loan Payments
- Clothing
- Entertainment
- Cable
- Other (specify):
- Child support
- Legal payments/Finds
- Savings

Financial aid for school and creating a budget will be covered in later sessions.
# Good Paying Careers – Action Worksheet

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>- What would you like to do for work?</td>
<td>- What are the resources that would help me answer my questions?</td>
<td>- Who would I contact at a particular organization?</td>
<td>- What concrete steps can I take that will get me closer to a new career &amp;/or training?</td>
</tr>
<tr>
<td>- How does this fit with your interests?</td>
<td>- What types of training programs are available?</td>
<td>- What is their phone number &amp;/or email?</td>
<td>- When will I do this by?</td>
</tr>
<tr>
<td>- How does this fit with what you enjoy doing?</td>
<td>- Is it a good fit for me?</td>
<td></td>
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<tr>
<td>- How does this fit with what you are good at doing?</td>
<td>- Where would I find out this info?</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List career ideas &amp;/or interest &amp; strength areas</th>
<th>List resource areas &amp;/or organizations</th>
<th>List name &amp; phone/email of contact (see handout)</th>
<th>List THREE steps &amp; when you will complete them</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Cosmetology</strong></td>
<td>CBO: __________ Community College: __________ WorkSource: __________</td>
<td>Joe Case-Manager, CBO Name, 205-555-5555, <a href="mailto:joem@cbo.org">joem@cbo.org</a></td>
<td>1) call Joe Case-Manager @ ____ CBO - next Fri</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) visit student services at ____ CC - 3 wks from today</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Sign up for _________ class - 30 days</td>
</tr>
<tr>
<td>2. <strong>Graphic Arts</strong></td>
<td>CBO: __________ Community College: __________ WorkSource: __________</td>
<td>Joe Case-Manager, CBO Name, 205-555-5555, <a href="mailto:joem@cbo.org">joem@cbo.org</a></td>
<td>1) call Joe Case-Manager @ ____ CBO - next Fri</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) visit student services at ____ CC - 3 wks from today</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Sign up for _________ class - 30 days</td>
</tr>
<tr>
<td>3. <strong>Medical Assisting</strong></td>
<td>CBO: __________ Community College: __________ WorkSource: __________</td>
<td>Joe Case-Manager, CBO Name, 205-555-5555, <a href="mailto:joem@cbo.org">joem@cbo.org</a></td>
<td>1) call Joe Case-Manager @ ____ CBO - next Fri</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) visit student services at ____ CC - 3 wks from today</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Sign up for _________ class - 30 days</td>
</tr>
</tbody>
</table>

*Note: Date: 10/2/2009*
Good Paying Careers – Action Worksheet

|------------|-------|--------|------|------|
|            | - What would you like to do for work?  
- How does this fit with your interests?  
- How does this fit with what you enjoy doing?  
- How does this fit with what you are good at doing?  | - What are the resources that would help me answer my questions?  
- What types of training programs are available?  
- Is it a good fit for me?  
- Where would I find out this info?  | - Who would I contact at a particular organization?  
- What is their phone number &/or email?  | - What concrete steps can I take that will get me closer to a new career &/or training?  
- When will I do this by?  |

<table>
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<tr>
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<th>List resource areas &amp;/or organizations</th>
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</table>

Irder, 10/2/2009
The components of an effective goal can be remembered with the following acronym: SMART

**Specific**
Who, what, when, where, why? You know exactly what the goal is; it is not vague.

**Measurable**
How will I know that I have reached my goal? You can create action steps to measure your progress and see how you’re doing.

**Achievable**
Is your goal within reach? Stretch yourself, but not so far that you fall short. The goal should be something that you can do.

**Realistic**
Do you have the skills & resources to achieve your goal? Is it possible? Your goals should be realistic given your personal situation.

**Time-limited**
When will you complete your goal? Include a timeframe for achieving your goal.

**Tips for setting effective goals:**

1. Develop several career goals. A list of 3-5 items gives you several things to work on over time.
2. State goals as actions you will take, not items on a wish list.
3. Attach a date to each goal. State what you want to accomplish and by when. Think about short- and long-term goals.
4. Be specific. “To find a job” is too general; “to find and research five job openings before the end of the month” is better.
5. Share your goals with someone else who cares if you reach them. Sharing your intentions with your parents, close friends, teacher, partner, spouse will help you ensure success.
6. Write down your goals and put them where you will see them. The more you read your list, the more results you’ll get. And, the more you visualize achieving your goal, the more likely you are to do it.
7. Review and revise your list. Experiment with different ways of stating your goals. Goal setting improves with practice, so play around with it.

Your goals can include many areas. You can set personal goals, goals related to training and education, and career goals. Some of these goals can be accomplished in just a few months; others may require a larger investment of time. As you think about your goals, keep in mind the following:

- Where you are now
- What you need to pursue your goals
- Opportunities that are available to you
- Obstacles that may get in the way
- Solutions for addressing obstacles

**Activity:**

Using the goal planning worksheet:

1. Write the long-term goal for your career.
2. Fill in the sub-goals that will help you reach your career goal.
3. Write in the tasks (action steps) you will take to accomplish each sub-goal. For example, if your long-term goal is to become a nurse, your sub-goals may include: complete a Certified Nurse Assistant certificate, find a job in the health field, complete Licensed Practical Nurse training, and obtain a degree in Nursing. Tasks could include: researching schools and nursing programs, completing pre-requisites to get into training, and learning about the job opportunities on the nursing pathway.
Class Three: Circle of Support Exercise

Identifying Positive Support Systems - Group Discussion Questions

1. What is a positive support system?

2. Who currently makes up your support system?

3. What are the strengths and challenges of your support system?

4. What, if anything, is missing from your support network?

5. What would make your support system stronger?
Welcome to College

Congratulations! You just got into Goodwill Community College as full time student. This is going to be a big time commitment. Also, the college is about 15 miles from your home. And you start tomorrow!!!

THINK OF ALL OF THE CHANGES IN YOUR LIFE THAT WILL HAPPEN BECAUSE OF YOUR NEW COLLEGE!!

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

Which of these changes are easier and which are more difficult? Why?
What are some ways you can make this transition easier?

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8.
Cultural Adaptability

One of the largest changes people can experience is moving to a new country or new region. The way people and society behave may be very different than what you are used to, and this can be confusing and very frustrating. College is no different. Even though you may think you understand your new college environment, it is very important to view it as if you are entering a new culture.

What is culture?

What are 5 different cultures to which you belong?

How did you learn to fit into these cultures?

How is culture like an iceberg?
Cultural Values

Cultural values are some of the most important things under the water line. They influence how you behave and interact with others and help you understand how the world works. In your personal life and work life, when you interact with people with different values, you may feel challenged, and this often causes conflict.

Using your i>clicker, please choose A if you feel the value on the right represents you or E if the value on the left represents you, or choose somewhere in between like B, C, or D.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>My value</td>
<td>Somewhat Value</td>
<td>In the Middle</td>
<td>Somewhat Value</td>
<td>My Value</td>
<td></td>
</tr>
<tr>
<td>New Ideas</td>
<td>----</td>
<td>---</td>
<td>----</td>
<td>Tradition / Stability</td>
<td></td>
</tr>
<tr>
<td>Everyone is equal</td>
<td>----</td>
<td>---</td>
<td>Everyone is not equal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The individual is most important</td>
<td>----</td>
<td>The group is most important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life is under my control</td>
<td>----</td>
<td>Life is not under my control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td>----</td>
<td>---</td>
<td>Cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future is most important</td>
<td>----</td>
<td>Past is most important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are many right ways</td>
<td>----</td>
<td>There is one right way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work defines me</td>
<td>----</td>
<td>Family defines me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having more is better</td>
<td>----</td>
<td>Having enough is better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honesty is most important</td>
<td>----</td>
<td>Harmony is most important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everything needs to happen on time</td>
<td>----</td>
<td>What happens is more important than when</td>
<td></td>
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</tr>
</tbody>
</table>

What did you notice about the different values in the class?

Imagine a way in which you might experience a misunderstanding with someone who has different values.
Class Four: Going to College

Going back to school takes many steps before becoming a registered student. These steps include: Admissions, Placement, Advising, Financial Aid and Registration. In addition, there are a few entry points to the community college. Your starting place will depend on the results of the assessment test you take and the program you choose. This class and the navigation services will help you identify the right door to the college.

 Completing and submitting an application to the college, which can be done online or by completing a paper application. The college reviews the application and notifies students of acceptance.

 A testing process that is used to determine the level of classes you can be placed into at the college (also known as assessment). The assessment test measures basic skills such as reading, writing and math. Most colleges use the COMPASS test.

 Meeting with an advisor to review educational goals and identify the classes that are needed to meet those goals. Advisors work with students on determining their class schedule each quarter and help make sure that students are taking all the classes they need to earn a certificate or degree.

 Sources of support to help cover the costs of school. The federal government provides financial assistance through Pell Grants. Washington State also provides a State Need Grant. Colleges have sources of funds that include Worker Retraining, Basic Food Employment and Training, and Opportunity Grants.

 Signing up for the classes that you will take during the quarter after you meet with your advisor (also known as enrollment). You can sign up online and will need your student identification number, a pin number and the class number to register. New students may need to attend an orientation during which they will sign up for classes.

 If you need to refresh basic reading and math skills, you may start in Basic and Transitional Studies (BTS). BTS students review and improve basic skills in reading, writing and math to advance in a job, to pass college entrance exams, or to meet personal goals. BTS also includes Adult Basic Education (ABE), General Education Development (GED), and English as a Second Language (ESL) programs.

 For those who are ready to start taking courses within their program area of study, they will enter the college through the Workforce Education or Professional/Technical Education Department. This department focuses education on preparing students for employment by teaching the skills needed for the job.

 Depending on the area of study, it may also be possible to begin with Academic Transfer, which focuses on moving from community college to a four-year college or university to complete a Bachelor's Degree. Students interested in Academic Transfer complete a two-year Associate's degree and then attend a college or university for a Bachelor's degree. Some local community colleges do provide a Bachelor's Degree option, such as South Seattle Community College (Hospitality) and Bellevue College (Radiation and Imaging Sciences).

 Advising and Enrollment Services, which is part of the Student Services Department, is another door some students enter when coming to the college for the first time. This area provides information on applying to college and helps students take the next steps of assessment, advising, enrollment and financial aid.
Every community college campus has a Student Services Department and several ways to get involved at the school. Student Services includes a number of areas:

- Advising
- Assessment
- Counseling
- Financial Aid
- Tutoring and Study Skills
- Student Activities (student groups/clubs)

In addition, the colleges have a variety of additional resources that may vary by campus. These resources include:

- Bookstore
- Career Development Services & WorkSource
- Computer Labs
- Health & Wellness Resources
- Women’s Center
- Student Success Services
- Child Care Center
- Library
- Educational Support Services & Disability Services
- Writing Center
- Campus Newspaper
- Student Center
- Cafeteria
- Athletics

To get involved in campus life, there are many student groups and clubs on campus as well. The groups include: student government, interest groups, and a variety of clubs for sports, languages, arts and other activities. The following websites provide more information about student clubs and groups:

- Renton Technical College  

- Shoreline Community College  
  [http://www.shoreline.edu/studentleadershipcenter/](http://www.shoreline.edu/studentleadershipcenter/)

- South Seattle Community College  
  [http://studentlife.southseattle.edu/index.html](http://studentlife.southseattle.edu/index.html)
Class Four: Student Services Search Exercise

Instructions: In your small group, please visit the website of your assigned college or use the college quarterly schedule to find information on the items listed below:

1. Location of the assessment/testing center, contact phone # or email, and how to find a time to take the COMPASS test: ________________________________________________

2. Information about student success skills or student success services on campus (what services are offered, where services are located, online resources/tips): ______________________________________

3. Advising office hours, location & how to make an appointment: ________________________________________________________________

4. Tuition chart/information (amount per credit for resident & non-resident students): ____________________

5. Financial Aid (sources available): ____________________

6. Information about a specific program area (Nursing, Accounting, Office, Welding, etc.), including # of credits in the program, schedule of when offered, entrance requirements, etc.: ____________________
You will need records of income earned in the year prior to when you will start school. You may also need records of your parents’ income information if you are a dependent student.

For the 2011-2012 school year you will need financial information from 2010. You will need to refer to:

- Your Social Security Number. Be sure it is correct!
- Your driver’s license (if any)
- Your 2010 W-2 Forms and other records of money earned
- Your (and your spouse’s, if you are married) 2010 Federal Income Tax Return.
  - IRS 1040, 1040A, 1040 EZ
  - Foreign Tax Return, or
  - Tax Return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federal States of Micronesia, or Palau
- Your Parents’ 2010 Federal Income Tax Return (if you are under 25, single, with no kids)
- Your 2010 untaxed income records
  - Veterans benefits records
  - Child support received
  - Worker’s compensation
- Your current bank statements
- Your current business and investment mortgage information, business and farm records, stock, bond and other investment records
- Your alien registration or permanent resident card (if you are not a U.S. citizen)

To organize your information, print and complete a FAFSA on the Web Worksheet before you begin entering your information online.

Keep these records! You may need them again. Do not mail your records to Federal Student Aid.
Potential Funding Sources

**What is your situation?**

- **Are you receiving a TANF cash grant (welfare) from DSHS?**
  - Yes
  - No
  
  **Program/Degree**
  - Short-term programs up to 1 Year
  
  **Possible Funding Source**
  - WorkFirst

- **Are you receiving Unemployment Benefits, or have you exhausted your benefits within the last 2 years? Were you self-employed but now are unemployed, or are you a displaced homemaker?**
  - Yes
  - No
  
  **Program/Degree**
  - High-Demand Field
  
  **Possible Funding Source**
  - Worker Retraining

- **Are you receiving or eligible for Food Stamps? (Eligibility is under 200% of poverty level)**
  - Yes
  - No
  
  **Program/Degree**
  - Any Professional/Technical Program
  
  **Possible Funding Source**
  - Basic Food Employment & Training (BFET)

- **Are you a low-income student (less than 200% of poverty level) who has demonstrated commitment to school?**
  - Yes
  - No
  
  **Program/Degree**
  - Some High-Demand Fields, specified by college
  
  **Possible Funding Source**
  - Opportunity Grant

- **Is your household income less than 175% of the poverty level?**
  - Yes
  - No
  
  **Program/Degree**
  - High-Demand Field
  
  **Possible Funding Source**
  - WIA Adult

- **Do you have financial need and are you making satisfactory academic progress?**
  - Yes
  - No
  
  **Program/Degree**
  - Any 2+ Quarter College Program or 45 Pre-Req credits
  
  **Possible Funding Source**
  - Federal Financial Aid Programs (Pell Grant, Work Study, Federal Supplemental Opportunity Grant)

- **Will you be enrolled full-time at a local community college in the quarters for which you need funding?**
  - Yes
  - No
  
  **Program/Degree**
  - Any Program or Degree
  
  **Possible Funding Source**
  - Scholarships

*This document does not guarantee assistance and is meant to help you figure out what you may be eligible for. All funding must be approved by the appropriate agency or college, depending on the type of assistance (DSHS, your selected community college, etc.). You should discuss your options with the Goodwill Navigator who can help you identify where to start. Different sources pay for different things (tuition, books, fees, transportation, etc), so you may need multiple sources of funding.*
Funding Sources: WorkFirst

There are a variety of funding sources available to help cover the costs of going back to school. Eligibility for all of these funding sources is generally based on income and type of training program, with some funding options specifically designed to support high demand, short-term, professional/technical fields.

WorkFirst is designed to assist low income parents in achieving their educational and employment goals. WorkFirst eligible students may receive financial assistance with tuition, fees and books. Funding from WorkFirst can pay for up to one year of training. If you receive Temporary Assistance for Needy Families (TANF), your caseworker from the Department of Social and Health Services (DSHS) needs to record this training on your Individual Responsibility Plan (IRP).

In order to qualify for FREE training you must fulfill one of the following requirements:

Eligibility A:

- A parent of a child 18 years or younger
- Currently receiving DSHS cash grant TANF

Eligibility B:

- A parent of a child 18 years or younger
- Working at least part-time
- Meet the income guidelines below:

2011 Guidelines

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Monthly Income</th>
<th>Annual Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,815</td>
<td>$21,780</td>
</tr>
<tr>
<td>2</td>
<td>$2,452</td>
<td>$29,425</td>
</tr>
<tr>
<td>3</td>
<td>$3,088</td>
<td>$37,056</td>
</tr>
<tr>
<td>4</td>
<td>$3,725</td>
<td>$44,700</td>
</tr>
<tr>
<td>5</td>
<td>$4,445</td>
<td>$53,340</td>
</tr>
<tr>
<td>6</td>
<td>$4,998</td>
<td>$59,976</td>
</tr>
<tr>
<td>7</td>
<td>$5,635</td>
<td>$67,620</td>
</tr>
<tr>
<td>8</td>
<td>$6,272</td>
<td>$75,264</td>
</tr>
</tbody>
</table>
Funding Sources:  
Worker Retraining

There are a variety of funding sources available to help cover the costs of going back to school. Eligibility for all of these funding sources is generally based on income and type of training program, with some funding options specifically designed to support high demand, short-term, professional/technical fields.

Worker Retraining is a state funded program that provides job-related training and employment services to dislocated (laid off) and unemployed workers. This program is designed to help these workers gain additional training in their existing field or get started on a new career path. Training must be taken in Professional/Technical program. Free tuition and books are provided through this program and are typically available for up to two quarters. Depending on the availability of funding resources and the college’s ability to secure other funding options, Worker Retraining may be available beyond two quarters. Colleges expect you to complete the FAFSA during your first quarter of training if you receive Worker Retraining funds. The colleges require attendance at an orientation, which explains the process for applying for Worker Retraining.

Eligibility for applying for Worker Retraining support is described below:

- Be a Washington State Resident (live in Washington State for at least 12 months).
- Be a dislocated (laid off) worker who is eligible for Washington State unemployment benefits or currently receiving unemployment benefits or have exhausted unemployment benefits within the past 24 months.
- Be a Displaced Homemaker (unemployed or working in a job that does not support your household) or a self-employed individual who has lost their business due to poor economic conditions or a natural disaster.
- If you are receiving unemployment benefits, you must get Commissioner Approved Training (CAT approval) from the Employment Security Department (ESD).
- To receive funding, you must be enrolled for at least 6 credits each quarter in a Professional/Technical program.
Funding Sources: Basic Food Employment & Training

There are a variety of funding sources available to help cover the costs of going back to school. Eligibility for all of these funding sources is generally based on income and type of training program, with some funding options specifically designed to support high demand, short-term, professional/technical fields.

Formerly known as the Food Stamp Employment and Training Program (FSET), BFET provides free tuition and services for Food Stamp Assistance (Basic Food) recipients not receiving DSHS cash assistance (TANF). Available services include childcare, transportation, clothing, housing and utility shut-off, which are often provided by community-based providers. Through BFET, community colleges provide tuition, books and fees for approved Professional/Technical programs, GED, ESL and high demand fields. It is important to note that colleges expect you to complete the FAFSA during your first quarter of training if you receive BFET funds.

To be eligible, students must be receiving Basic Food assistance (food stamps). To receive Basic Food, students must be at or below 200% of the Federal Poverty Guidelines. The monthly household income cannot be more than is listed on the chart for the number of people living in the household.

2010 Basic Food Guidelines

<table>
<thead>
<tr>
<th>Number in Household</th>
<th>Gross Monthly Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,806</td>
</tr>
<tr>
<td>2</td>
<td>$2,430</td>
</tr>
<tr>
<td>3</td>
<td>$3,052</td>
</tr>
<tr>
<td>4</td>
<td>$3,676</td>
</tr>
<tr>
<td>5</td>
<td>$4,300</td>
</tr>
<tr>
<td>6</td>
<td>$4,922</td>
</tr>
<tr>
<td>7</td>
<td>$5,546</td>
</tr>
<tr>
<td>8</td>
<td>$6,170</td>
</tr>
<tr>
<td>9</td>
<td>$6,792</td>
</tr>
<tr>
<td>10</td>
<td>$7,416</td>
</tr>
<tr>
<td>Add for each person over 10</td>
<td>$600</td>
</tr>
</tbody>
</table>
There are a variety of funding sources available to help cover the costs of going back to school. Eligibility for all of these funding sources is generally based on income and type of training program, with some funding options specifically designed to support high demand, short-term, professional/technical fields.

The goal of the Opportunity Grant (OG) Scholarship is to recruit, retain, progress and graduate students into high-wage, high-demand jobs. The scholarship can offer recipients up to 45 quarter credits in tuition and mandatory fees (approximately $3,200) plus $1,000 for supplies, books or tools. Some emergency funding is available for unforeseen circumstances. To receive OG funding, you must submit an application and be selected for the scholarship.

Eligibility for the Opportunity Grant is described below:

- Washington resident (live in Washington State for at least 12 months).
- Enrolled in an Opportunity Grant-eligible program of study; each school has a different list of eligible Professional/Technical programs.
- Apply and have financial need based on the Free Application for Federal Student Aid (FAFSA). You can apply on-line at www.fafsa.ed.gov. Must receive Financial Aid awarding prior to second quarter to continue eligibility for Opportunity Grant Scholarship.
- Not received OG funding for more than 45 credits (up to $3200 in tuition and fees) or more than 3 years from initial receipt of funds.
- Maintains a cumulative 2.0 grade point average.
- Family income at or below 200% of the federal poverty level (income limits below.)
- (Copy of previous year’s income tax return - if student under 24, both parents’ + student’s tax return.)

You are not eligible for this funding if you have an Associate’s Degree or higher.

**2011 Opportunity Grant Guidelines**

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Maximum Income (verified by Income Tax Statement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$21,780</td>
</tr>
<tr>
<td>2</td>
<td>$29,420</td>
</tr>
<tr>
<td>3</td>
<td>$37,060</td>
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<tr>
<td>4</td>
<td>$44,700</td>
</tr>
<tr>
<td>5</td>
<td>$52,340</td>
</tr>
<tr>
<td>6</td>
<td>$59,980</td>
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<td>7</td>
<td>$67,620</td>
</tr>
<tr>
<td>8</td>
<td>$75,260</td>
</tr>
<tr>
<td>Each additional person, add</td>
<td>$7,640</td>
</tr>
</tbody>
</table>
There are a variety of funding sources available to help cover the costs of going back to school. Eligibility for all of these funding sources is generally based on income and type of training program, with some funding options specifically designed to support high demand, short-term, professional/technical fields.

**Workforce Investment Act (WIA) Adult Services**

WIA adult funding can be used to pay for tuition and other school-related costs. To be eligible, the household income must be less than 175% of the poverty level, a guideline often used to determine eligibility for a variety of benefits. For those above 175% of the poverty level, it may be possible to qualify under certain circumstances that may include homelessness, a criminal background, or receiving unemployment benefits. A WIA case manager can provide the list of alternate criteria for those above 175% of the poverty level. See the following website for the income breakdown at 175% of the poverty level:


To apply for WIA Adult Services, students must go the nearest WorkSource center. There is an application for this funding and it only covers certain “in-demand” occupations. It is important to keep in mind that this funding source does not cover the costs of pre-requisites.

**Workforce Investment Act (WIA) Dislocated Worker Services**

WIA Dislocated Worker funding provides tuition assistance as well as books, fees and supplies. In addition, these funds can be used to help with childcare and assistance is provided for career and education planning. To be eligible for these services, you must meet one of the following criteria:

- You have been terminated, laid off, or received a “notice of termination or layoff” and are unlikely to return to your usual occupation or industry because of:
  - A permanent plant closure;
  - A substantial layoff;
  - Foreign competition; and
  - Lack of demand for your skills.

- You are self-employed, but the economy or a natural disaster has put you out of work. Examples include farmers, ranchers, fishermen, etc. *(Probably ineligible for unemployment benefits.)*

- You are a displaced homemaker who is either unemployed or working a job that does not support your household. *(Probably ineligible for unemployment benefits.)*

To apply for WIA Dislocated Worker Services, students must go the nearest WorkSource center to determine eligibility.
There are a variety of funding sources available to help cover the costs of going back to school. Eligibility for all of these funding sources is generally based on income and type of training program, with some funding options specifically designed to support high demand, short-term, professional/technical fields.

Financial Aid Programs (FAFSA)
Several types of grants, tuition waivers and loans are available. Federal student loans must be repaid and are available to students who qualify by applying through the FAFSA. Colleges may have additional data forms for you to complete. The FAFSA (Free Application for Federal Student Aid) is completed on the web, using a Personal Identification Number. Most students are encouraged to apply for FAFSA assistance, even if they may not think they will qualify or need assistance. The FAFSA determines eligibility for Pell Grants, Work Study, State Need Grant, Academic Competitiveness Grant and Federal Supplemental Opportunity Grant.

Grants are need-based financial aid, which do not require repayment. Grants are available to students who have not already earned a bachelor’s degree. Approximate maximum amounts per academic year and enrollment criteria:

**2011 Federal Financial Aid Guidelines**

<table>
<thead>
<tr>
<th>Type of Grants</th>
<th>Amount Range</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>$400 - 5,550</td>
<td>Enrollment in at least six credits; some might be eligible at less than six credits</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant</td>
<td>$100 - 1,300</td>
<td>Enrollment in at least six credits</td>
</tr>
<tr>
<td>Federal Academic Competitiveness Grant</td>
<td>$750 - 1,300</td>
<td>Enrollment in at least 12 credits; must be receiving Federal Pell Grant</td>
</tr>
<tr>
<td>WA State Need Grant</td>
<td>$209 - 2,682</td>
<td>Enrollment in at least three credits; state residents; must meet residency criteria</td>
</tr>
<tr>
<td>Tuition Waiver</td>
<td>$100 - 1,500</td>
<td>Waiver of tuition; enrollment in at least six credits; state residents</td>
</tr>
</tbody>
</table>

**Work Study**
Work Study is another funding opportunity with income earned from part-time work, on or off campus. Like the above grants, Work Study is determined by the FAFSA. Students must be enrolled in at least 6 credits. Students can receive $900 - $3,900 which is based on “need” eligibility for financial aid. Students are paid for actual hours worked; not to exceed 19 hours per week.
Tips For Getting Aid Without Delay!

- **Important: Read the instructions!**
  Many questions on the FAFSA are straightforward, like your Social Security Number. But many questions are asked specifically for purposes of student financial aid. Common words like “household,” “investments,” and even “parent” may have special meaning. Read all instructions carefully.

- **Apply Early!**
  State and school deadlines will vary and tend to be early. Check with them to find out their exact deadline dates.

  Federal Student Aid will process your FAFSA if it is received on or before the deadline. However, in order for you to actually receive aid, your school must have correct, complete FAFSA information before your last day of enrollment.

- **Complete Your Tax Return!**
  We recommend that you complete your tax return before filling out your FAFSA. This will make completing the FAFSA easier. If you have not filed your tax return yet, you can still submit your FAFSA but you must provide correct income and tax data once you have filed.

- **Save Time: File Electronically!**
  Complete and submit your FAFSA online. It is the fastest and most accurate way to apply for student aid.

- **Ask: Do I Need Additional Forms?**
  Many schools and states rely on the FAFSA as the single application for student aid. However, it would be wise to check with your state agency and the financial aid office at the school that you plan to attend to find out if they require additional forms.

**Why fill out a FAFSA?**

The **Free Application for Federal Student Aid**, or FAFSA, is the first step in the financial aid process. Use it to apply for federal student financial aid, such as the Pell Grant, student loans, and college work-study. In addition, most states and schools use FAFSA information to award their financial aid.
How do I find out what my Estimated Family Contribution (EFC) is?

Federal Student Aid will send you a report, called a Student Aid Report (SAR) by e-mail or by postal mail depending on the addresses that we have on file for you. The SAR lists the information you reported on your FAFSA. At the upper right of the front page of the SAR, you’ll find a figure called the EFC.

How much aid do I get?

Schools use your EFC to prepare a federal and state financial aid package (grants, loans, and/or work-study) to help you meet your financial need. Financial need is the difference between your EFC and your school’s cost of attendance (which can include living expenses).

TIP: If you have unusual circumstances that impact your financial situation, contact your school’s financial aid office. Some examples include: unusual medical expenses, or a large change in income from last year to this year.

When do I get the aid?

Your federal and state financial aid will be paid to you through your school. Typically, your school will first use the aid to pay tuition and fees. Any remaining aid is given to you for your other expenses.

Where can I get more information about student aid?

The financial aid office at the school you plan to attend is the best place to get information about federal and state sources of student financial aid.

You can also check out these resources:

- [www.students.gov](http://www.students.gov)
- Workforce Education Department at your chosen community college(s)
- Your local library

Information about other nonfederal assistance may be available from foundations, religious organizations, community organizations, and civic groups, as well as organizations related to your field of interest, such as the American Medical Association or American Bar Association. Check with your employer or union to see if they award scholarships or have tuition payment plans.

Warning!

Be wary of organizations that charge a fee to submit your application, or to find you money for school. Some are legitimate and some are scams. Generally, any help that you pay for can be received free from your school or Federal Student Aid.
Funding Sources: Scholarships

There are a variety of funding sources available to help cover the costs of going back to school. Eligibility for all of these funding sources is generally based on income and type of training program, with some funding options specifically designed to support high demand, short-term, professional/technical fields.

Scholarships are another source of funding that can help you pay for your education. Unlike loans, they do not have to be repaid. Scholarship criteria can be based on academic achievement, athletic or artistic talent, financial need, particular fields of study, involvement in the community, ethnic/cultural group, membership in an organization or other criteria. The scholarship application process is separate from the application for federal and state financial aid and often includes an essay. Information about scholarships is generally available through the community college’s foundation.
Assessment tests are used by the college to determine the math, reading, writing and English skill levels of incoming students. The results of the test help advisors with placing students in the right level of courses.

There are two tests that colleges typically use for assessment: CASAS and COMPASS.

### The CASAS (Comprehensive Adult Student Assessment Systems) Test

The CASAS test is a multiple choice test that assesses applied reading, math, and listening in a variety of adult life and work situations. This test is used to get a sense of a student’s basic skill level and is not generally used for placement into college level courses.

The CASAS test is timed, with 25 minutes per section. It is often given as pre-test to measure the skill level and then given as a post-test to see how skills have improved after instruction in basic skills.

### The COMPASS Test

COMPASS is an untimed, computerized test that helps the college evaluate your skills and place you into appropriate courses. COMPASS offers tests in reading, writing, math, writing essay, and English as a Second Language (ESL). You will receive your COMPASS test results immediately upon completion of testing.

COMPASS is not used like a traditional test. There is generally no “passing score.” Rather, COMPASS scores are used to place you in classes that match your skill level. Different college programs require different scores. Depending on your COMPASS score, you may need to take additional Math and/or English classes before starting your program. You and your institution can use your COMPASS score to prepare a course of study that will be appropriate, relevant, and meaningful for you.
General Information
- The test is untimed and computerized.
- The test is adaptive and provides questions based on your responses. Since the test is adaptive, be sure to answer all of the questions. You will not be penalized for guessing. Your score will provide stronger placement information if you do not skip questions.
- As an adaptive test, it will include questions that will be challenging for you.
- Colleges use the test to place you into classes that match your skill level.
- The test is scored immediately and you will receive a score report upon test completion that will give you information on the kinds of courses you can take.

Math
- There are several math tests. You will be asked to choose your starting level. Depending on your answers, you may be moved to a different level.
- The math test focuses on equations and story problems that include whole numbers (positive and negative), ratios, proportions, fractions, exponents, percentages and averages.

Reading
- The reading test is used to see how well students understand passages both in terms of the words being used (vocabulary) and the information being shared.
- This test also assesses how well students can make an inference (draw a conclusion) based on information in the passage that may not be directly stated.
- The reading test includes several different kinds of passages:
  1. Practical reading (basic information)
  2. Prose fiction (short passages from a book, novel)
  3. Humanities (history, politics)
  4. Social Sciences (psychology, sociology)
  5. Natural Sciences (biology, chemistry)

Writing
- The writing skills placement test is a multiple choice test in which students are asked to identify grammatical errors in a passage. Students are asked to look for errors in the following (if such errors do exist): punctuation, spelling, capitalization, how words are used, verb formation/agreement, relationships of clauses (subject and predicate i.e. John is happy. John is the subject, and “is happy” is the predicate), shifts in sentence construction, and organization.
- There is also an essay question for the test. Students are asked to respond to a question and present their position about the issue laid out in the prompt to the question. The essay question assesses:
  1. Focus—being clear and consistent about the main idea or point of view
  2. Content—describing the topic, using specific ideas and details
  3. Organization—putting ideas together in a logical way
  4. Style—word selection that communicates the purpose of your writing
  5. Conventions—use of grammar, usage, spelling, and punctuation
Test anxiety is when a student excessively worries about doing well on a test. This can become a major hindrance on test performance and cause extreme nervousness and memory lapses among other symptoms. The following are tips on reducing test taking anxiety.

✓ Being well prepared for the test is the best way to reduce test taking anxiety.

✓ Space out your studying and preparation over a few days or weeks and continually review class material or sample questions for computerized, standardized tests. Don't try to learn everything the night before.

✓ Try to maintain a positive attitude while preparing for the test and during the test.

✓ Exercise before the test to help reduce stress.

✓ Get a good night's sleep before the test.

✓ Show up to class early so you won't have to worry about being late.

✓ Stay relaxed, if you begin to get nervous take a few deep breaths slowly to relax yourself and then get back to work.

✓ Read the directions slowly and carefully.

✓ If you don't understand the directions on the test, ask the teacher to explain it to you.

✓ Write down important formulas, facts, definitions and/or keywords in the margin or on scratch paper first so you won't worry about forgetting them.

✓ For in-class tests, do the simple questions first to help build up your confidence for the harder questions.

✓ Don't worry about how fast other people finish their test; just concentrate on your own test.

✓ For most tests, if you don't know a question skip it for the time being (come back to it later if you have time), and remember that you don't have to always get every question right to do well on the test.

✓ Focus on the question at hand. Don't let your mind wander on other things.

✓ If you're still experiencing extreme test anxiety after following these tips, seek help from the navigator, your school counselor or advisor.

For additional resources on test anxiety, check out the following:


http://www.ulc.psu.edu/studyskills/test_taking.html
COMPASS/ESL Reading Placement Test

The reading comprehension items are of two general categories: referring and reasoning. Referring items pose questions about material explicitly stated in a passage. Reasoning items assess skills in making appropriate inferences (conclusions based on information in the text), developing an understanding of the text, and determining the meanings of difficult, unfamiliar, or ambiguous words based on the surrounding context.

For additional sample questions, check out:
http://www.act.org/compass/sample/prac.html
http://www.testprepreview.com/modules/reading1.htm
http://www.testprepreview.com/modules/readingmainidea.htm

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.” © 1999 by Craig Benjamin.
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 have little effect on industrial 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.
Sample Passage 2

**Fortune Tellers**

A young couple entered the restaurant in Andy’s view. They were holding hands. Andy sat back down in his chair. He felt sick. He turned and faced his father, who was eating xôi.

“What’s the matter, son?” asked his father. “I thought you were going to the birthday party.”

“It’s too late.”

“Are you sure?”

Andy nodded. He looked at the plate of xôi. He wanted to bury his face in it.

“Hi, Andy.” A voice came from behind.

Andy looked up. He recognized the beautiful face, and he refused to meet her eyes. “Hi, Jennifer,” muttered Andy, looking at the floor.

“You didn’t miss much, Andy. The party was dead. I was looking for you, hoping you could give me a ride home. Then I met Tim, and he was bored like me. And he said he’d take me home…. Andy, do you want to eat with us? I’ll introduce you to Tim.”

Andy said, “No, I’m eating xôi with my father.”

“Well, I’ll see you in school then, okay?”

“Yes.” And Andy watched her socks move away from his view.

Andy grabbed a chunk of xôi. The rice and beans stuck to his fingernails. He placed the chunk in his mouth and pulled it away from his fingers with his teeth. There was a dry bitter taste. But nothing could be as bitter as he was, so he chewed some more. The bitterness faded as the xôi became softer in his mouth, but it was still tasteless. He could hear the young couple talk and giggle. Their words and laughter and the sounds of his own chewing mixed into a sticky mess. The words were bitter and the laughter was tasteless, and once he began to understand this, he tasted the sweetness of xôi. Andy enjoyed swallowing the sticky mess down. Andy swallowed everything down—sweetness and bitterness and nothingness and what he thought was love.

1. Who is telling this story?
   A. Jennifer
   B. Andy
   C. Tim
   D. Andy’s father
   E. An unnamed narrator

2. What is the most reasonable conclusion to make from the statement in the first paragraph, “He felt sick.”?
   A. Eating xôi with his father gave Andy a stomachache.
   B. Andy was upset when he saw Jennifer holding hands with Tim.
   C. Andy was unhappy about the restaurant his father had selected.
   D. Andy was upset with Jennifer for making him miss the party.
   E. Andy mistakenly thought that Tim was his best friend.

3. According to the passage, Tim would most likely describe the party as:
   A. mysterious.
   B. lively.
   C. dull.
   D. upsetting.
   E. remarkable.

4. Based on the last paragraph, it can be most reasonably inferred that Andy’s increasing enjoyment of eating xôi was related to:
   A. hearing Tim and Jennifer laughing and talking.
   B. the fact that it stuck to his fingernails.
   C. sitting at a table with Tim and Jennifer while he ate.
   D. the fact that his father made the xôi.
   E. seeing Tim and Jennifer eating xôi.

5. This passage is mainly about the relationship between:
   A. Andy and his father.
   B. Andy and Tim.
   C. Andy’s father and Tim.
   D. Jennifer and Tim.
   E. Jennifer and Andy.
Sample Passage 3

In the 1930s, why did author Zora Neale Hurston choose Eatonville, Florida, to be the first source for her collection of folklore?

I was glad when somebody told me, “You may go and collect Negro folklore.” In a way, it would not be a new experience for me. When I pitched headforemost into the world I landed in the crib of Negroism. It was fitting me like a tight chemise. I couldn’t see it for wearing it. It was only when I was off in college, away from my native surroundings, that I could stand off and look at my garment. Then I had to have the spy-glass of anthropology to look through.

I was asked where I wanted to work and I said, “Florida. It’s a place that draws people—Negroes from every Southern state and some from the North and West.” So I knew that it was possible for me to get a cross section of the Negro South in one state. And then I realized that I felt new myself, so it looked sensible for me to choose familiar ground.

I started in Eatonville, Florida, because I knew that the town was full of material and that I could get it without causing any hurt or harm. As early as I could remember, it was the habit of the men particularly to gather on the store porch in the evenings and swap stories. Even the women would stop and break a breath with them at times. As a child when I was sent down to the store, I’d drag out my leaving to hear more.

Folklore is not as easy to collect as it sounds. The ideal source is where there are the fewest outside influences, but these people are reluctant at times to reveal that which the soul lives by. I knew that even I would have some hindrance among strangers. But here in Eatonville I knew everybody was going to help me.

Adapted from Zora Neale Hurston, Mules and Men. ©1935 by J.B. Lippincott Company.

1. Which of the following does the author use as a metaphor for the culture in which she was born?

A. College
B. Garment
C. Southern state
D. Spy-glass
E. Story

2. Based on the first paragraph, it is most reasonable to conclude that while in college the author:

A. decided to become a professor of anthropology.
B. decided that she did not want to live permanently in Eatonville, Florida.
C. felt that her teachers prevented her from studying what she wanted.
D. became disenchanted with anthropology.
E. understood her own culture in new and different ways.

3. As it is used in the passage, the highlighted word *material* most nearly means:

A. diversity.
B. fabric.
C. information.
D. money.
E. energy.
4. In the second paragraph, the author indicates that one reason she chose to work in Florida was that she wanted to collect folklore:

A. from people of different geographical backgrounds.
B. where her teachers suggested she do so.
C. from a place she had never visited.
D. in a state far from where she grew up.
E. in a state with a large urban population.

5. In the first paragraph, the author’s claim, “In a way, it would not be a new experience for me,” refers to the fact that:

A. she had already attended college in Florida.
B. she had already collected folklore in Florida for a college course.
C. she had already experienced new cultures by leaving home.
D. she was already familiar with the folklore she was to collect.
E. she had already received permission to conduct the study.

6. Based on information in the third paragraph, which of the following statements about the interactions on the porch can be most reasonably inferred?

A. The adults encouraged the author (as a child) to stay and tell stories.
B. Men were more frequent participants than were women.
C. Most of the storytellers had not grown up in Eatonville.
D. The author’s parents sent her to the porch to hear the stories.
E. One man in particular told most of the stories.

7. In the last paragraph, the author writes that folklore collecting:

A. is less difficult than it appears.
B. is easiest to accomplish in isolated places because people there freely reveal their innermost thoughts.
C. can be difficult in isolated places, even though the people there are the best sources.
D. is more difficult than publishing what has been collected.
E. is the best way to reveal what is important to people.

8. Which of the following is NOT among the reasons the author gives for her decision to collect folklore in Eatonville?

A. The people of Eatonville would be grateful that she published their stories.
B. The people of Eatonville would have many stories for her collection.
C. Eatonville and its people are familiar to her.
D. She believes that she can collect stories without doing harm.
E. She believes that the people of Eatonville will help her in her project.
Numerical Skills/Prealgebra Placement Test

Questions in the Numerical Skills/Prealgebra Placement Test range in content from basic arithmetic (math) concepts and skills to the knowledge and skills considered prerequisites for a first algebra course. The Numerical Skills/Prealgebra Placement Test includes items from more than a dozen content areas; however, a majority of the questions come from the following categories:

1. Operations with Integers (natural numbers and their negatives i.e. 1, 2, 3, -1, -2, -3)
2. Operations with Fractions (1/2, 1/3, 5/8, etc)
3. Operations with Decimals (1.2, .005, 3.75, etc)
4. Positive Integer Exponents, Square Roots, and Scientific Notation (5³, √, 1.23 x 10¹¹)
5. Ratios and Proportions (3:6, a/b = c/d)
6. Percentages (%)
7. Averages (Means, Medians, and Modes)

For additional sample questions, check out:
http://www.act.org/compass/sample/math.html
http://www.hostos.cuny.edu/oaa/compass/index.asp

1. 54 - 6 ÷ 2 + 6 = ?
   A. 6
   B. 24
   C. 27
   D. 30
   E. 57

2. The lowest temperature on a winter morning was -8°F. Later that same day the temperature reached a high of 24°F. By how many degrees Fahrenheit did the temperature increase?
   A. 30°
   B. 80°
   C. 16°
   D. 24°
   E. 32°

3. If \((\frac{2}{4} - \frac{2}{3}) + \left(\frac{1}{2} + \frac{1}{2}\right)\) is calculated and the answer reduced to simplest terms, what is the denominator of the resulting fraction?
   A. 24
   B. 12
   C. 6
   D. 4
   E. 3

4. \(\frac{1}{2} + \left(\frac{3}{4} - \frac{2}{5}\right) - \left(\frac{1}{3} \times \frac{5}{6}\right) = ?\)
   A. \(\frac{1}{10}\)
   B. \(\frac{12}{25}\)
   C. \(\frac{15}{18}\)
   D. \(\frac{7}{9}\)
   E. \(\frac{5}{6}\)
5. Mr. Brown went grocery shopping to buy meat for his annual office picnic. He bought $7\frac{3}{4}$ pounds of hamburger, 17.85 pounds of chicken, and $6\frac{1}{3}$ pounds of steak. How many pounds of meat did Mr. Brown buy?
   A. 32.10
   B. 31.31
   C. 26.25
   D. 22.10
   E. 21.10

6. Four students about to purchase concert tickets for $18.50 for each ticket discover that they may purchase a block of 5 tickets for $80.00. How much would each of the 4 save if they can get a fifth person to join them and the 5 people equally divide the price of the 5-ticket block?
   A. $1.50
   B. $2.50
   C. $3.13
   D. $10.00
   E. $12.50

7. In scientific notation, $20,000 + 3,400,000 = \ ?$
   A. $3.42 \times 10^6$
   B. $3.60 \times 10^5$
   C. $3.42 \times 10^5$
   D. $3.60 \times 10^5$
   E. $3.60 \times 10^{12}$

8. Saying that $4 < \sqrt{x} < 9$ is equivalent to saying what about $x$?
   A. $0 < x < 5$
   B. $0 < x < 65$
   C. $2 < x < 3$
   D. $4 < x < 9$
   E. $16 < x < 81$

9. What value of $x$ solves the following proportion?
   \[
   \frac{9}{6} = \frac{x}{8}
   \]
   A. $\frac{5}{3}$
   B. $6\frac{1}{4}$
   C. $10\frac{1}{2}$
   D. 11
   E. 12

10. If the total cost of $x$ apples is $b$ cents, what is a general formula for the cost, in cents, of $y$ apples?
    A. $\frac{b}{y}$
    B. $\frac{x}{b}$
    C. $\frac{xy}{b}$
    D. $\frac{bx}{y}$
    E. $\frac{by}{x}$
11. On a math test, 12 students earned an A. This number is exactly 25% of the total number of students in the class. How many students are in the class?
   A. 15
   B. 16
   C. 21
   D. 30
   E. 48

12. This year, 75% of the graduating class of Harriet Tubman High School had taken at least 8 math courses. Of the remaining class members, 60% had taken 6 or 7 math courses. What percent of the graduating class had taken fewer than 6 math courses?
   A. 0%
   B. 10%
   C. 15%
   D. 30%
   E. 45%

13. Adam tried to compute the average of his 7 test scores. He mistakenly divided the correct sum of all of his test scores by 6, which yielded 84. What is Adam’s correct average test score?
   A. 70
   B. 72
   C. 84
   D. 96
   E. 98

14. A total of 50 juniors and seniors were given a mathematics test. The 35 juniors attained an average score of 80 while the 15 seniors attained an average of 70. What was the average score for all 50 students who took the test?
   A. 73
   B. 75
   C. 76
   D. 77
   E. 78

**Calculator Guidelines**

To ensure fairness for all test takers, avoid disturbances in the testing room, and protect the security of the testing materials and process, the following types of calculators are not permitted:

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pads or pen-input devices—The Sharp EL 9600 is permitted.
- Models with a QWERTY (typewriter) keypad (although calculators with letters on the keys are permitted as long as the keys are not arranged in QWERTY format)
- Models with built-in capability to simplify algebraic expressions, multiply polynomials, or factor polynomials (often called Computer Algebra Systems)—Prohibited calculators in this category include:
  - Casio: Algebra fx 2.0, ClassPad 300, and all model numbers that begin with CFX-9970G
  - Texas Instruments: All model numbers that begin with TI-89 or TI-92
  - Hewlett-Packard: hp 48GII and all model numbers that begin with hp 40G or hp 49G
The following types of calculators are permitted only if they are used as noted:

- Models with paper tapes—The paper must be removed.
- Models that make noise—The sound feature must be turned off.
- Models that can communicate (transfer data or information wirelessly with other calculators)—The wireless transfer capability must be disabled by placing opaque material (such as masking tape) over the infrared data port.
- Models that have a power cord—No power cords are permitted. The electrical cord must be removed.

NOTE: ACT monitors new calculators as they become available. For the latest list of prohibited calculators, students and institutions are invited to call toll free 800/498-6481 for a recorded message.

If students plan to use a calculator, they are responsible for bringing an acceptable one to the testing session. Sharing calculators during the test is not permitted, and the test proctor will not provide a calculator.

Students are also responsible for ensuring that their calculator works properly. If their calculator uses batteries, students must make certain that the batteries are strong enough to last throughout the testing session. Students may bring a spare calculator and extra batteries with them.
CLASS TEN: COMPASS TEST - PRACTICE WRITING QUESTIONS

COMPASS Writing Skills Sample Test Questions
The Writing Skills Placement Test presents one or more passages, each containing several errors. When an error is detected in a passage, clicking on that section of the passage brings up several alternative segments of text from which a more appropriate or correct segment can be selected and inserted automatically into the text. Items in the Writing Skills Placement Test assess basic knowledge and skills in usage and mechanics (e.g., punctuation, basic grammar and usage, and sentence structure) as well as other skills such as writing strategy, organization, and style.

Note that in the sample passage that follows, each section is numbered. In the computerized COMPASS Writing Skills Placement Test, sections are not numbered; instead, errors are identified by moving the cursor to the section of text in which an error is identified and then clicking the left mouse button to make the alternative text options appear.

For additional sample questions, check out:
http://www.act.org/compass/sample/writing.html
http://www.act.org/compass/sample/write-s.html
http://www.act.org/compass/sample/essay.html
http://www.act.org/compass-writing-sample.htm
http://www.act.org/compass/tests/esl.html

Writing Skills Placement Test Sample Items

Sample Passage #1

Grameen Bank

Bangladesh’s economy is based primarily on small-scale enterprises
1
ran by self-employed men and women. These small-business owners, who make a
2
living as shopkeepers or providers of services, face a problem common to proprietors
3
everywhere: lack of access to credit. Particularly among the early start-up phase of an
4
enterprise, Credit, which allows people to obtain the resources and equipment he needs
5
to make his business productive, is often, frequently unavailable to those who possess
6
little collateral. Thus, many people which would benefit from credit are denied access
7
to it.
8
9
10
The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who was a fine soccer player in his youth, provides the only unique alternative via loans to prospective business owners, whether they are given only to those who fall below a certain level of assets. Instead of putting up collateral, Grameen customers are accountable with one another, congregating in small groups that meet as a week.

If one member will fail to repay a loan, the entire group is unable to obtain credit in the future thus, group members have a strong incentive to succeed and support others in the group. In the last twenty years, the Grameen Bank has lent two billion dollars, and his customers have repaid 97 percent of their loans. Such results have led to the creation of similar programs.

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Writing Skills Placement Test Sample Items

Item 1.

A. Bangladesh's economy is based primarily on small-scale
B. Bangladesh's economy's is based primarily on small-scale
C. Bangladesh's economies' are based primarily on small-scale
D. Bangladesh's economys' is based primarily on small-scale
E. Bangladesh's economies' is based primarily on small-scale

Item 2.

A. enterprises ran by self-employed men and women.
B. enterprises run by self-employed men and women.
C. enterprises have run by self-employed men and women.
D. enterprises was run by self-employed men and women.
E. enterprises had been run by self-employed men and women.
Item 3.

A. These small-business owners, who make a living as shopkeepers or providers of services,
B. These small-business owners, who make a living, as shopkeepers or providers of services
C. These small-business owners, who make a living as shopkeepers, or providers of services
D. These small-business owners who make a living as shopkeepers or providers of services.
E. These small-business owners; who make a living as shopkeepers or providers of services,

Item 4.

A. face a problem common to proprietors everywhere: lack of access to credit,
B. face a problem common to proprietors everywhere: lack of access credit,
C. face a problem common to proprietors everywhere: lack of access from credit,
D. face a problem common to proprietors everywhere: lack of access in credit.
E. face a problem common to proprietors everywhere: lack of access for credit.

Item 5.

A. particularly among the early start-up phase of an enterprise.
B. particularly between the early start-up phase of an enterprise.
C. particularly below the early start-up phase of an enterprise.
D. particularly during the early start-up phase of an enterprise.
E. particularly now the early start-up phase of an enterprise.

Item 6.

A. Credit, which allows people to obtain the resources and equipment he needs to make his business productive,
B. Credit, which allows people to obtain the resources and equipment they need to make their businesses productive,
C. Credit, which allows people to obtain the resources and equipment we need to make our business productive,
D. Credit, which allows people to obtain the resources and equipment one needs to make our business productive,
E. Credit, which allows people to obtain the resources and equipment you need to make one's business productive.

Item 7.

A. is often, frequently unavailable to those who possess little collateral.
B. is often unavailable many times to those who possess little collateral.
C. is often unavailable to those who possess little collateral.
D. is often unavailable frequently to those who possess little collateral.
E. is often unavailable, all the time, to those who possess little collateral.
Item 8.
A. Thus, many
B. Although, many
C. Nevertheless, many
D. Since, many
E. Anyway, many

Item 9.
A. people which would benefit from credit
B. people whom would benefit from credit
C. people whose would benefit from credit
D. people who's would benefit from credit
E. people who would benefit from credit

Item 10.
A. are denied access to it.
B. are denying access to it.
C. deny access to it.
D. denied access to it.
E. there is access denied to it.

Item 11.
A. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who was a fine soccer player in his youth, provides
B. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who visited the University of Michigan, provides
C. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who studied economics at a highly regarded university, provides
D. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who is married and has three children, provides
E. The Grameen Bank, founded in 1976 by economist Muhammad Yunis, who returned to Bangladesh in 1972, provides

Item 12.
A. the only unique alternative
B. the sole unique alternative
C. the lone unique alternative
D. a unique alternative
E. the exclusive unique alternative

Item 13.
A. via loans to prospective business owners, whether they are given only to those who fall below a certain level of assets.
B. via loans to prospective business owners, which are given only to those who fall below a certain level of assets.
C. via loans to prospective business owners are given only to those who fall below a certain level of assets.
D. via loans to prospective business owners. Which are given only to those who fall below a certain level of assets.
E. via loans to prospective business owners, when given only to those who fall below a certain level of assets.
Item 14.

A. Instead of putting up collateral, Grameen customers are accountable with one another,
B. Instead of putting up collateral, Grameen customers are accountable in one another,
C. Instead of putting up collateral, Grameen customers are accountable one another,
D. Instead of putting up collateral, Grameen customers are accountable at one another,
E. Instead of putting up collateral, Grameen customers are accountable to one another,

Item 15.

A. congregating in
B. and congregation in
C. congregate in
D. so congregating in
E. congregating between

Item 16.

A. small groups that meet as a week.
B. small groups that meet every weekly.
C. small weekly groups that meet.
D. small groups that meet weekly.
E. small groups weekly each meet.

Item 17.

A. If one member will fail to repay a loan, the entire group is unable to obtain credit
B. If one member fails to repay a loan, the entire group is unable to obtain credit
C. If one member do fail to repay a loan, the entire group is unable to obtain credit
D. If one member is fail to repay a loan, the entire group is unable to obtain credit
E. If one member failing to repay a loan, the entire group is unable to obtain credit

Item 18.

A. in the future thus, group members have a strong incentive to succeed and support
B. in the future and thus, group members have a strong incentive to succeed and support
C. in the future, thus, group members have a strong incentive to succeed and support
D. in the future, and, thus, group members have a strong incentive to succeed and support
E. in the future; thus, group members have a strong incentive to succeed and support
Item 19.
A. others in the group. In the last twenty years, the Grameen Bank has lent two billion dollars.
B. others in the group. In the last twenty years, the Grameen Bank has lended two billion dollars.
C. others in the group. In the last twenty years, the Grameen Bank lend two billion dollars.
D. others in the group. In the last twenty years, the Grameen Bank did lent two billion dollars.
E. others in the group. In the last twenty years, the Grameen Bank lends two billion dollars.

Item 20.
A. and his customers have repaid 97 percent of their loans.
B. and their customers have repaid 97 percent of their loans.
C. and its customers have repaid 97 percent of their loans.
D. and its own customers have repaid 97 percent of their loans.
E. and our customers have repaid 97 percent of their loans.

Item 21.
A. Such results have led to the creation of similar programs.
B. Such results have led to the creation of similar programs.
C. Such results have led to the creation of similar programs.
D. Such results, have led to the creation of similar programs.
E. Such results; have led to the creation of similar programs.

Item 22.
Suppose the writer wants to show that lending programs, similar to the one administered by the Grameen Bank, have been widely accepted. Which of the following phrases, if added to the last sentence of the essay, would best achieve that goal?
A. to make credit available
B. over the years
C. around the world
D. to encourage development
E. with some variations
Item 23.

Suppose the writer had been asked to write an essay explaining the influence of the credit system developed by Muhammad Yunis on the economy of the United States. Does this article fulfill that assignment?

A. Yes, because the article explains the work of Yunis and his success since 1976.
B. Yes, because the article says that there are similar credit programs in the United States.
C. Yes, because the economic influence of the Grameen Bank is felt throughout the world.
D. No, because the article says that similar credit systems have been established but does not specifically mention the United States.
E. No, because the article is concerned with the reputation of Yunis as an economist, rather than the credit system he developed.

Item 24.

Which of the following sentences, if added at the end of the first paragraph, would best make the point that there was a need for the Grameen Bank?

A. This led to a stagnant economy in Bangladesh.
B. Other people, however, are able to overcome a lack of credit.
C. Collateral, therefore, is essential for a healthy economy.
D. Of course, there are some start-up businesses that do not need loans at all.
E. The banks, however, are able to lend their money in other countries.
## Discover your Interest Rating

What do you like to do? What are you good at? You’ll be happier if your career involves doing something that suits you. This quick exercise can help. Below, check the box by each of the statements that are true about you. Then use your results to pick an occupation under the “Interest Rating” column in our Career Search pages 17-49.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total the checked statements and write that number below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consider myself to be athletic.</td>
<td>R _____________</td>
</tr>
<tr>
<td>I am a nature lover.</td>
<td></td>
</tr>
<tr>
<td>I am curious about the physical world (nature, space, living things).</td>
<td></td>
</tr>
<tr>
<td>I am independent.</td>
<td></td>
</tr>
<tr>
<td>I like to fix things.</td>
<td></td>
</tr>
<tr>
<td>I like to use my hands (plant a garden, help with fixing up the house).</td>
<td></td>
</tr>
<tr>
<td>I enjoy exercising.</td>
<td></td>
</tr>
<tr>
<td>I like to save money.</td>
<td></td>
</tr>
<tr>
<td>I like to work until the job gets done.</td>
<td></td>
</tr>
<tr>
<td>I like working on my own.</td>
<td></td>
</tr>
<tr>
<td>I am very cautious and careful.</td>
<td>I _____________</td>
</tr>
<tr>
<td>I am curious about everything.</td>
<td></td>
</tr>
<tr>
<td>I can do complex calculations.</td>
<td></td>
</tr>
<tr>
<td>I like to solve math problems.</td>
<td></td>
</tr>
<tr>
<td>I like to use computers.</td>
<td></td>
</tr>
<tr>
<td>I like to read books all the time.</td>
<td></td>
</tr>
<tr>
<td>I like collecting things (rocks, comic books, movie posters).</td>
<td></td>
</tr>
<tr>
<td>I like crossword puzzles.</td>
<td></td>
</tr>
<tr>
<td>I like science class or science subjects.</td>
<td></td>
</tr>
<tr>
<td>I like to be challenged.</td>
<td></td>
</tr>
<tr>
<td>I am very creative.</td>
<td>A _____________</td>
</tr>
<tr>
<td>I like to draw and paint.</td>
<td></td>
</tr>
<tr>
<td>I can play a musical instrument.</td>
<td></td>
</tr>
<tr>
<td>I like arranging outfits or wearing interesting clothing.</td>
<td></td>
</tr>
<tr>
<td>I like to read fiction, plays and poetry.</td>
<td></td>
</tr>
<tr>
<td>I like arts and crafts.</td>
<td></td>
</tr>
<tr>
<td>I attend lots of movies.</td>
<td></td>
</tr>
<tr>
<td>I like to take pictures of everything (birds, people, landmarks).</td>
<td></td>
</tr>
<tr>
<td>I enjoy learning a foreign language.</td>
<td></td>
</tr>
<tr>
<td>I like to sing, act and dance.</td>
<td></td>
</tr>
<tr>
<td>I am very friendly.</td>
<td>S _____________</td>
</tr>
<tr>
<td>I like tutoring or teaching others.</td>
<td></td>
</tr>
<tr>
<td>I like talking in front of people.</td>
<td></td>
</tr>
<tr>
<td>I work well with classmates and friends.</td>
<td></td>
</tr>
<tr>
<td>I enjoy leading discussions.</td>
<td></td>
</tr>
<tr>
<td>I like helping people with problems.</td>
<td></td>
</tr>
<tr>
<td>I play team sports.</td>
<td></td>
</tr>
<tr>
<td>I like going to parties.</td>
<td></td>
</tr>
<tr>
<td>I like making new friends.</td>
<td></td>
</tr>
<tr>
<td>I like working with social groups in my community.</td>
<td></td>
</tr>
</tbody>
</table>
| Total the checked statements and write that number below: | E  
|---------------------------------------------------------|
| Also check the statements that apply to you below:   | C  
| □ I like learning about money.                      |  
| □ I enjoy selling products (school candy drives, community fundraisers). |  
| □ I consider myself to be popular in school.          |  
| □ I like to lead groups and discussions.              |  
| □ I am often elected to officer positions in groups or clubs. |  
| □ I like having power and leadership.                 |  
| □ I want to own a small business.                     |  
| □ I like to save money.                               |  
| □ I like to work until the job gets done.             |  
| □ I like taking risks and engaging in new adventures. |  
| □ I am very organized and neat.                       |  
| □ I like making sure that my room is neat and clean very often. |  
| □ I enjoy collecting newspaper articles about famous events. |  
| □ I like keeping lists.                               |  
| □ I like using the computer.                          |  
| □ I am very practical and consider all costs when buying something. |  
| □ I would rather type a school assignment then turn it in long-hand. |  
| □ I like being the secretary in my clubs or groups.   |  
| □ I double-check all math assignments.                |  
| □ I like writing letters.                             |  

Below, write your totals in for each section. The three highest totals will be your Interest Rating. Use your Interest Rating as you do Step 4 (page 16) and explore some of the occupations that may fit your interests. Look for your Interest Rating in the second column.

R________I________A________S________E________C________

Your Interest Rating:__________________________

R is Realistic  S is Social
I is Investigative  A is Artistic
E is Enterprising  C is Conventional

Now, look for your interest profile in the “Interest Rating” column in our Career Search pages 17-49. Remember, the Interest Rating is just one way to assess your interests and talents. So consider this a starting point in your career exploration journey.
## Interest Rating Results

| **R**is Realistic | **Realistic** – Building, repairing, working outdoors.  
People who are high on Realistic are often described as frank, genuine, honest, materialistic, natural, and practical.  
Includes occupations for people who like realistic work environments and prefer activities that are practical and concrete. Their interests are likely to involve physical exertion, knowledge of mechanical principles or manual dexterity.  
They enjoy working outdoors, working with tools and machines and using physical skills in general. People who score high on this theme prefer dealing with things rather than with ideas or people. They often seek careers relating to nature and the outdoors, mechanics, athletics, skilled trades, construction or military service. |
| **I**s Investigative | **Investigative** – Researching, analyzing, Inquiring.  
People who are high on Investigative are often described as analytical, critical, curious, independent, methodical, and rational.  
Includes occupations for people who like investigative environments and prefer scientific and intellectual activities. They enjoy reading technical articles and solving challenging problems.  
They also like to uncover new facts or theories and analyze and interpret data. People who score high on this theme, like to think through problems and enjoy challenges. They seek careers relating to science, math, academic research, medical facilities, health or computers. |
| **A**is Artistic | **Artistic** – Creating or enjoying art, drama, music, writing.  
People who are high on Artistic are often described as complicated, disorderly, expressive, non-conforming and original.  
Includes occupations for people who like artistic environments, value aesthetic qualities and like opportunities for self-expression.  
They prefer unstructured, flexible environments and seek work relating to art, music, drama, writing, cooking, library science and museum work. |
| **S**is Social | **Social** – Helping, Instructing, care giving.  
People who are high on Social are often described as cooperative, generous, patient, responsible and understanding.  
Includes occupations for people who like social environments and prefer activities that involve working with people to inform, train, cure or develop them in some way.  
They enjoy working in groups, sharing responsibilities and communicating with others. They often seek careers relating to education, healthcare, psychology, social work and counseling. |
| **E**is Enterprising | **Enterprising** – Selling, managing, persuading.  
People who are high on Enterprising are often described as adventurous, ambitious, domineering, optimistic and sociable.  
Includes occupations for people who like enterprising environments and enjoy influencing, leading or managing others for organizational goals or for economic success.  
They enjoy persuading others to their viewpoint and prefer social tasks where they can assume leadership. They often seek careers relating to business management, sales or politics, management or law. |
| **C**is Conventional | **Conventional** – Accounting, organizing, processing data.  
People who are high on Conventional are often described as conforming, conscientious, efficient, obedient and practical.  
Includes occupations for people who like conventional environments and enjoy systematic activities requiring attention to accuracy and detail, often associated with office work.  
They enjoy working for large organizations and like an established chain of command. They often seek work relating to financial institutions, accounting firms, data management or clerical activities. |
Class Eleven: Needs and Wants

Instructions
- Think of the 10 career needs and wants below in terms of their importance to you.
- Circle the answer that best describes its’ relevance to you.
- Look at your choices in the “Very Important” column, go through them and choose no more than two that you view as the most important.
- Write these two career needs and wants below.

1. ________________________
2. ________________________

<table>
<thead>
<tr>
<th>Needs and Wants</th>
<th>Less important</th>
<th>Important</th>
<th>Very important</th>
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<tbody>
<tr>
<td><strong>MONEY</strong> — A need for extras beyond what you live on</td>
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<td><strong>RESPECT</strong> — The prestige that some occupations provide (Example: a doctor)</td>
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<td><strong>FREEDOM</strong> — Being able to work independently with little supervision</td>
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<td><strong>STABILITY</strong> — Occupations that have little turn-over or that offer job security</td>
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<td><strong>VARIETY</strong> — Occupations that expose you to diverse experiences and locations</td>
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<td><strong>LEISURE</strong> — Occupations that provide you with ample time for family and hobbies</td>
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<td><strong>LEADERSHIP</strong> — Occupations with responsibility for others and for planning</td>
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<tr>
<td><strong>SERVICE</strong> — Occupations that help people and society in a very direct way</td>
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<td><strong>INTEREST</strong> — Working in a field that you find stimulating</td>
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<tr>
<td><strong>CHALLENGE</strong> — A field that repeatedly tests your skills and abilities</td>
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Complete the following questions using two web resources: O*NET online and Workforce Explorer:

http://online.onetcenter.org/
http://www.workforceexplorer.com/

O*NET online provides useful information about different career options such as the skills and equipment needed for the job, the type of preparation required, and national wage information. For this site, begin your search by clicking on the “Find Occupations” option and type in your selection i.e. Nursing Assistant, Accountant, etc.

Workforce Explorer provides similar information but can provide wage data that is specific to Washington state and its various counties. To begin gathering information, click on the “Wage and Benefit Information” under the “How do I find tab.” Then, click on “Occupation Explorer” and type in your selection i.e. Office Assistant, etc.

- List the name of the occupation that you are interested in pursuing:

- How many hours would you have to work per day and per week in this occupation?

- Describe the knowledge and skills needed for the job:

- Describe some of the equipment you will be using on the job:
➢ What kind of training do you need to enter this field?

➢ Using Workforce Explorer, find out the beginning salary you could expect to start with in this field:

➢ List the kinds of activities you would be doing on a day to day basis in this occupation:

➢ Review your interests and ability worksheets. How does this occupation match up? What is the interest code on O*NET (R, I, A, S, E, C)?
Entry Requirements
Test Scores / Licenses / Certifications / Classes

Quarter One
# of Credits

1.
2.
3.
4.

Classes

1.
2.
3.
4.

Quarter Two

# of Credits

1.
2.
3.
4.

Classes

1.
2.
3.
4.

Additional Quarters

# of Credits

1.
2.
3.
4.

Classes

1.
2.
3.
4.

Goal
Certificate or Degree

Target Job & Wage

Start Here
Basic Education & High School Completion
English for Speakers of Other Languages
Computer Literacy
Support Services
Retail & Customer Service Program
Job Search Assistance
Understanding your learning style and developing good study skills are critical for students as they balance school, family and work. Using the VARK questionnaire, you have identified your preferred learning style(s), which is based on seeing, hearing, reading/writing, and doing. Study tips for each of these learning styles are included below.

**Seeing**

If you are a **Visual Learner**, you will remember things best when you've seen them. You like a stimulating and orderly environment and probably make use of diagrams and charts. You likely enjoy reading and benefit from information obtained from visual aids included with text.

**Study tips to help people who are visual learners**

Write things down to help you learn them:

- Draw pictures, charts and maps to help you understand things.
- Use mind-mapping (map out how you see connections between ideas).
- Use planners, organizers or goal-setting charts.
- Highlight important points with color (but not in books which you've borrowed!).
- Try visualizing ideas and facts in your mind.
- Try changing places in the room while you're studying, to get a different perspective.
- Use models if they're available.
- When you need to revise, read over and recopy your notes.

**Hearing**

If you are what's called an **Aural Learner**, you will learn best when you're listening (for example, in a lecture) and when you're involved in discussion. You will remember things best when you've heard them.

**Study tips to help people who are aural learners**

The key thing is to make use of sound:

- Talk things through as you learn them, with a friend or tutorial group.
- Get a friend to read aloud to you.
- When you have to learn facts, try reciting them to yourself, or even singing them aloud.
- Find out if you study best in silence, or with music playing in the background.
Reading/Writing

If you are a Reading/Writing Learner, you are comfortable reading text and writing notes and essays. You learn best when information is presented to you visually and is a written format. When you are studying graphs, charts and diagrams, convert them into words.

Study tips to help people who are reading/writing learners

- Write out sentences and phrases that summarize key information obtained from your textbook and lecture.
- Make flashcards of vocabulary words and concepts and take a mental picture of the information.
- Write out explanations for diagrams or illustrations.
- Use highlighter pens with different colors to “color code” things when studying new information or notes.

Doing

If you are what’s called a Kinesthetic Learner, you will learn best when you’re moving around. You will remember things best when you’ve done them (rather than just read about them). In lectures you may make lots of notes but tend never to look at them again.

Study tips to help people who are kinesthetic learners

- Move around as you learn and revise.
- Work through problems physically.
- Mentally review what you’ve been studying while you’re swimming or jogging.
- Use models and machines when you can.
- Take plenty of breaks while you’re studying.

For additional information on study skills, check out the following:

http://www.studygs.net/index.htm
http://www.dartmouth.edu/~acs/success/study.html
http://www.how-to-study.com/
http://www.collegetips.com/college-classes/study-tips.php
http://www.helium.com/knowledge/185414-10-study-tips-for-college-students

Study tips adapted from: http://www.studyskills.soton.ac.uk/studytips/learn_styles.htm
Going back to school requires budgeting additional time beyond going to class. On average, you will have at least two hours of homework for each hour that you spend in class. The following study tips below can you help you set up a reasonable schedule for studying and completing homework.

1. **Take advantage of downtime.** Use your extra time to get ahead in classes if you can. If you take a long bus ride each day or have some spare time while you do your laundry, why not use it to get a little studying in?

2. **Set goals.** Set a clear goal of how much you want to get done and try your best to meet it; this will help motivate you to study.

3. **Use the syllabus.** Your syllabus will let you know when and how fast you’ll be covering topics in your class. You can use it to get ahead when you have extra time or to know when and what you’ll need to work on each day to keep up.

4. **Study difficult subjects first.** Get the hard stuff out of the way and you’ll get more done in the long-run and be less likely to procrastinate.

5. **Work in short blocks with breaks.** The most effective way to get through material is to go through it in smaller sessions and to give your mind and eyes time to rest in between with short breaks.

6. **Team up with classmates.** Sometimes collaboration can be a much faster way to get through material, and it can be a great help if you’re struggling with certain concepts.

7. **Avoid skipping class.** Going to class will make it easier for you to keep up with the material and will give you the chance to ask questions.

8. **Create a strategy and prioritize.** Focus on certain subjects first or spend a little extra time on topics that you struggle with. If you’ve got a number of homework assignments, focus on the ones that are due the soonest or that will take you the most time to complete first. Whatever you do, make sure it works for you and makes the most of your time.

9. **Assign a specific amount of time the project should take.** Assign a specific amount of time that you think a project should take and try to fit it into that time frame. This isn’t always possible, but if you know about how long it takes you to complete a certain kind of assignment, it can help keep you on task.

10. **Find your peak hours.** Everyone has hours of the day when they simply perform better mentally. Figure out what your peak times are, and do your hardest work during these times so that you’ll have the energy to get through them more quickly.

11. **Work smarter.** You don’t have to work harder to get more done, just smarter. If you know you have two projects that need research at the library, work on both at the same time and save yourself an extra trip.

Adapted from:  http://www.collegeathome.com/blog/2008/05/21/57-time-management-hacks-for-college-students/
Class Thirteen: Tips for Good Note-taking

Taking notes is an important way of capturing information from a class lecture. Notes are essential to studying for tests and preparing assignments or papers. Good note-taking requires some practice and it also requires good listening. Keep in mind the following tips when thinking about your approach to taking notes in class.

Note-taking Tips*

1. Do not try and write everything the teacher or professor is saying. People can speak 125-200 words per minute, while we can only write about 25 words per minutes. Pay attention to the main points and focus on the main idea.

2. You don’t need to write your notes in complete sentences. Short sentences and key words are effective in highlighting the primary information. For example, if the lecturer says, “Pearl Harbor was a critical moment in World War II for the United States and led to its participation in the war.” You could write: WWII = critical for US, reason joined war.

3. You should use your own words when taking notes, but stay true to the meaning.

4. Think about what you are writing before you begin jotting it all down. Listen for cues from the instructor: “For example”, “There are three key ideas…”, “However”, “Furthermore”. Also, underline or use CAPS to identify key words or phrases. Use a * to denote critical information.

5. Develop your own system for abbreviating words and punctuation and stay consistent in your style.

6. If you miss a point, make a note to yourself to follow up with a classmate or the instructor on the information that you missed.

7. Keep your notes for each class together, preferably in a notebook. Be sure to date each lecture and label the class; start notes for a new lecture on a new sheet of paper.

8. Review your notes and add information as needed to clarify or highlight key information. This process should be completed shortly after the class.

9. To prevent cramming, review notes periodically to help retain information.
Commonly Used Symbols and Abbreviations:

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<th>and</th>
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<tr>
<td>No. or #</td>
<td>number</td>
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<tr>
<td>=</td>
<td>equal to, is the same as</td>
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<tr>
<td>b/4</td>
<td>before</td>
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<tr>
<td>ref.</td>
<td>reference</td>
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<td>w/</td>
<td>with</td>
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<tr>
<td>&gt;</td>
<td>greater than</td>
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<td>&lt;</td>
<td>less than</td>
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<tr>
<td>i.e.,</td>
<td>that is</td>
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<tr>
<td>vs.</td>
<td>versus, as opposed to</td>
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<tr>
<td>e.g.,</td>
<td>for example</td>
</tr>
<tr>
<td>etc.</td>
<td>et cetera</td>
</tr>
<tr>
<td>Q.</td>
<td>question</td>
</tr>
<tr>
<td>b/c</td>
<td>because</td>
</tr>
<tr>
<td>w/o</td>
<td>without</td>
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*Information adapted from: [http://www1.chapman.edu/arc/goodnotes.html](http://www1.chapman.edu/arc/goodnotes.html)
Class Thirteen: Types of Note-taking

There are several ways to take notes. It is important to find a style that works best for you. Different classes and instructors may require a different style of note-taking depending on the content being covered. Some key styles of note-taking include: The Cornell method, the outline method, the mapping method, and the sentence method. Read the Sample Passage and see how each note-taking style is illustrated below:

Sample Passage

Until modern times, high rates of reproduction were necessary to offset high mortality—especially infant mortality. In agricultural societies, children were assets in the home and farm-centered economy. Also, before care of the aged became institutionalized, parents had to rely upon their children for care in their old age. Large numbers of children were advantageous. As a result of those factors and of short life expectancy, American women spent most of their adult lives bearing and rearing four or five children.

Long before the tradition of the large family disappeared, some couples had begun to adopt the small family pattern. As a result of declining mortality rates, a diminishing need for child labor in agriculture, increasing costs of raising a child in an industrialized urban society, and improved methods of fertility control, both the number of children desired and the number born declined.

From Peterson’s GED Test PrepCenter (http://www.petersons.com/testprechannel/ged_samplequestions.asp)

The Cornell Method

This style of note-taking allows you to write the main points of the lecture and provides space for you to add information and cues to emphasize critical points that were made. In this method, you will divide your paper into two sections by drawing a line 2 ½ inches from the left margin, which leaves you with 6 inches for note-taking.

During a lecture, write your notes in the larger area of the paper. Skip a few lines as the instructor moves on to a new point so that the information is not crammed on the page. After class, review your notes and fill in information as needed. In the smaller left hand column, write cues that highlight significant pieces of information. As a study aid, you can cover your notes in the right hand column and use the cues to remember key information.

Advantages: This style can be used in any situation. It is a simple and concise way to highlight information.

Disadvantages: None

When to use: In any lecture situation or with any reading passage.
### Example

| Reasons for reproduction rates in agri. societies | High reproduction rates used to be necessary  
--Kids in agricultural societies  
--Kids cared for parents in old age  
--Many kids = advantage  
These factors + short life expect. = American woman w/4-5 kids |
<table>
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<tr>
<td>4-5 not THAT many, esp compared to other cultures</td>
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</tbody>
</table>
| Reasons for families getting smaller | Families got smaller over time, less children wanted & born  
--Lower death rates  
--Less need for child labor  
--Higher costs for raising children  
--Better birth control |
| →“Less need” rather than “no need” | |

### Summary

In agricultural societies, children needed for work and to care for aging parents; thus, families were large. In modern society, families smaller b/c less need for labor, higher costs for raising children, etc.
The Outlining Method

Using indented or dashed lines can be an effective way to take notes, particularly when an instructor tends to lecture using an outline format. In this method, general information (such as the main topic) begins at the left. As information gets more specific, it becomes indented to the right. Indenting shows the relationship between each subgroup.

As you listen to the lecture, write the key points in a pattern using space indentation. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point.

Advantages: Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.

Disadvantages: Requires more thought in class for accurate organization. This system may not show the order of relationships when needed and it cannot be used if the lecture is too fast.

When to Use: The outline format can be used if the lecture is presented in outline organization. Use this format when there is enough time in the lecture to think about and organize information. This format can be most effective when you can handle the outlining regardless of the note-taking situation.

Example:

High reproduction rates
--Used to be necessary before modern times
--Reasons
  1-Offset high infant mortality
  2-In agricultural societies
    ➔Kids assets in home and on farm economy
    ➔Kids cared for aging parents
    ➔Many kids = advantage
--These reasons + short life expect. = American women spent life raising 4-5 kids

Couples adopted small family pattern
--Even before tradition of large family disappeared
--Decline in # of kids & desire for kids due to:
  1-Lower mortality rates
  2-Less need for child labor in agriculture
  3-Increasing costs of raising children in urban, indus. society
  4-Improved birth control methods
The Mapping Method

Mapping is a visual representation of the content of a lecture. Information is grouped together on the paper with lines, arrows, or circles linking to connect ideas together.

**Advantages:** This format helps you to visually track your lecture and see clear relationships between different groups of information. It is also easy to edit your notes by adding numbers, marks, and color coding.

**Disadvantages:** It might be difficult for you to sort through the major points of the lecture. As you review the notes, you will need to recall your thought process for grouping information.

**When to Use:** Use when the lecture content is well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented. This style of note-taking is useful for visual learners.

**Example:**

```
Rates of reproduction

High until modern times

Necessary b/c of high mortality

Kids assets in home and on farm

Amer. woman spent life raising 4-5 kids

In agricultural societies

Kids cared for aging parents

Many kids = advantage

Decline in # of kids

Lower death rates

Less need for child labor

Better birth control

Small family pattern adopted

Kids assets in home and on farm

Amer. woman spent life raising 4-5 kids
```
The Sentence Method

With this method, you are capturing each piece of information that you hear on a separate line on your paper, numbering each entry as you go along. After class, you may want to review your notes and highlight connections between ideas.

Advantages: This method allows you to record most or all of lecture on paper. Additionally, the act of rewriting is good preparation for essay tests.

Disadvantages: You may be more focused on taking the notes rather than on understanding the information that you are writing down. It can also be difficult to identify the major points and you spend extra time rewriting the notes. You may also find it difficult using these notes for review, particularly if you have not highlighted critical information.

When to Use: This method is useful when you have organized lecture material that is delivered quickly. You may like this method when the instructor often gives you verbal cues to indicate that major points are being discussed such as, ‘There are four recurring themes…”

Example

1- High rates of reproduction used to be necessary to offset high mortality.
2- In agricultural societies, kids were assets in the home and on farms.
3- Parents relied on their kids for care in their old ages.
4- Large numbers of kids were an advantage.
5- Because of these factors and short life expectancy, American women spent most of their lives raising 4-5 kids.
6- Before the tradition of large families disappeared, couples were adopting small family pattern.
7- Because of decreasing mortality rates, less need for child labor in agriculture, higher costs for raising kids in industrialized urban society and better birth control, # of kids wanted and born decreased.
For additional information on taking notes, you can check out the following websites:

http://www.studygs.net/

http://www.cui.edu/studentservices/learningservices/index.aspx?id=2416#Cornell

http://www1.chapman.edu/arc/goodnotes.html

http://sas.calpoly.edu/asc/ssl/notetaking.systems.html#outline

http://sas.calpoly.edu/asc/ssl/lecturenotes.html

http://www.eiu.edu/~lrnasst/notes.htm

http://www.umm.maine.edu/note-taking.html

Class Thirteen: Note-taking Exercise

To practice taking notes from text, select a note-taking style and apply it to the following passage:

**Sample Passage**

Every day you breathe about 16,000 quarts of air. Almost everywhere in New York state, but especially in heavily populated areas, the air which circulates through your lungs and supplies oxygen to your bloodstream is splotched with unhealthy substances—carbon black, fly ash, soot, silica, metal dust, and other organic and nonorganic pollutants.

Air contaminants from industries, incinerators, power plants, automobiles, airplanes, and backyard leaf-and-debris burners stack the odds against us by contributing to staggering death and disease tolls. Medical research shows that air pollution can cause lung cancer. It increases suffering from pneumonia, allergies, asthma, and the common cold, as well as aggravating cases of chronic bronchitis and emphysema.

High concentrations of air pollution—each lasting only a few days—were blamed for sharply increased death rates in Belgium's Meuse Valley in 1930; in Donora, Pa. in 1948; in London in 1952; and in New York City in 1963 and 1966. Air pollution kills.

Air pollution adversely affects all living things, stunting and killing flowers, shrubs, trees, and crops. Spinach, for example, can no longer be grown as an agricultural crop in the Los Angeles basin because of the city's smog problems. Crop damage means higher food prices, amplifying our already inflationary grocery-budget blues.

Pollutants also damage property and materials, soil clothing, discolor paint and even corrode stone, marble, and metal. Again the result can be measured in dollars and cents, in inconvenience and in higher cleaning, and maintenance bills for homeowners, businesses, and government alike.

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<td>X</td>
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<tr>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
</tbody>
</table>

Class Thirteen: Cornell Note Taking Template
Class Thirteen: Reading Tips

For each class, you will likely do a great deal of reading to supplement what you learn in class. The tips below will help you study from your textbook and help you take notes from text. The note-taking strategies you use when taking notes during a lecture can be used when taking notes from a textbook. It is important to find the style that works best for you.

Before you read:
- Review the title, headings, and subheadings and turn them into questions.
- Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?" and "What do I already know about this subject?"
- Look at the captions under pictures, charts, graphs or maps.
- Review questions at the end of chapters or after each subheading as well as the teacher-made study guides.
- Scan the introductory and concluding paragraphs.

When you begin to read:
- Look for answers to the questions you first raised.
- Answer questions at the beginning or end of chapters or study guides.
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases.
- Study graphic aids.

Take notes while reading the text:
- Take notes from the text but write the information in your own words.
- Underline or highlight important points you've just read.

Review - an ongoing process:
- After you have read the entire chapter, write questions in the margins for those points you have highlighted or underlined.
- Page through the text and/or your notebook to re-acquaint yourself with the important points.
- Make "flash cards" for those questions which give you difficulty.
- Develop mnemonic devices (a memory aid such as a phrase or rhyme) for material that needs to be memorized.


For additional information on reading skills, check out the following:

http://www.studygs.net/index.htm

http://www.how-to-study.com/
Class Thirteen: Managing Your Time

Going back to school will likely lead to a shift in priorities and call for a balancing act between family, work and classes. Time management will be an important skill on which to focus as you add school and homework to what is already a busy schedule. Thinking about how you currently spend your time will help you think about where you can make adjustments so that you add new priorities to your life.

Basics of Time Management

1. **Don’t take too many credits.** Start with a smaller load and add classes as you get adjusted to being back in school.

2. **Write things down.** Use your student planner or a notebook to take down all your important engagements, assignments and more. Figure out what you need to get done each week on Sunday or Monday so that you know what to expect and how your week will play out.

3. **Stay organized.** Keep your notes, assignments, papers, handouts, etc. for each class in a separate binder or folder. You can save a lot of time trying to find the information you need if you get organized for your classes at the start of the quarter.

4. **Take charge of your time.** You control your time. Get important things done and learn to say no if you have to. Keep a record of the time you spend on each thing so you can get a better idea of how much time to allow yourself in the future.

5. **Focus on one thing at a time.** Stay focused on one thing at a time. Once you complete a task, check it off and move on to the next one.

6. **Resist the urge to procrastinate.** It is easy to get distracted and find other things to do when you need to study for a test or complete an assignment. Manage your time effectively by finding a way to ignore these distractions. For example, give yourself little breaks as rewards for not putting off tasks or set mini deadlines to help you keep working through a large assignment.

7. **Learn material the first time around.** Ask for help, if you don’t understand something in your classes. Ask your classmates and instructor questions to ensure you learn it the first time. It can help you to more easily understand other concepts and will save you the time of revisiting the topic later.

8. **Control your surroundings.** While you can’t always make your study environment distraction free, you can do your best to create an environment that is most conducive to getting work done. Go to the library, put on headphones or whatever it takes to keep you from straying off task.

9. **Have confidence in your abilities.** Sometimes your schedule will seem almost impossible. Have confidence that you can do things, and you may surprise yourself when you truly step up to the challenge. You’ll never know how much you can do unless you test yourself, so give yourself opportunities to shine, even under pressure.
10. **Get the most out of class.** Read over class materials ahead of time so you have a rough idea of what class will be about. This will allow you to concentrate on the most important elements of the lessons and make it easier for you to study in the future.

11. **Know what’s important to you.** Everyone has a different idea of what they want to take out of college. Figure out what things are most important to you and concentrate the bulk of your energies on those.

12. **Have confidence in your abilities.** Sometimes your schedule will seem almost impossible. Have confidence that you can do things, and you may surprise yourself when you truly step up to the challenge. You’ll never know how much you can do unless you test yourself.

---

**Developing a Schedule**

1. **Set up daily study times.** One thing you can easily add to your schedule is a few hours each day that are just dedicated to studying.

2. **Keep trying new systems.** Your first way of scheduling yourself and managing your time may not be as effective as you like. Keep looking for a method that works for you.

3. **Create realistic to-do lists.** Be realistic about what you can accomplish in a day. Think about what is truly doable each day and you won’t end up disappointed when you don’t finish everything you planned.

---

**Building in Personal Time**

1. **Always make time for things you enjoy.** Ensure that you’re scheduling in enough time for fun so you won’t get burnt out. And, while hanging out with friends is fun, sometimes you just need to set aside time for doing things that you like to do alone.

2. **Don’t schedule out sleep.** If you’re not getting enough sleep, your grades could start to suffer. Schedule yourself an adequate amount of time each night to rest and recuperate.

3. **Keep a good school-life balance.** The time you spend doing assignments is no more important than the time you spend relaxing and being with friends. Your life has to maintain a balance; schedule your time accordingly. Set some guidelines as to how much time you’ll dedicate to work each day and how much time you’ll dedicate to enjoying yourself.

For additional information on time management, check out the following:

- [http://www.csbsju.edu/academicadvising/help/23tmt.htm](http://www.csbsju.edu/academicadvising/help/23tmt.htm)
- [http://www.timemanagementhelp.com/college.htm](http://www.timemanagementhelp.com/college.htm)
- [http://sas.calpoly.edu/asc/ssl/time.mgt.strategies.html](http://sas.calpoly.edu/asc/ssl/time.mgt.strategies.html)
- [http://sas.calpoly.edu/asc/ssl/procrastination.html](http://sas.calpoly.edu/asc/ssl/procrastination.html)
- [http://sas.calpoly.edu/asc/ssl/time.mgt.tips.html](http://sas.calpoly.edu/asc/ssl/time.mgt.tips.html)
- [http://www.collegeathome.com/blog/2008/05/21/57-time-management-hacks-for-college-students/](http://www.collegeathome.com/blog/2008/05/21/57-time-management-hacks-for-college-students/)

Tips adapted from: [http://www.collegeathome.com/blog/2008/05/21/57-time-management-hacks-for-college-students/](http://www.collegeathome.com/blog/2008/05/21/57-time-management-hacks-for-college-students/)
Class Thirteen: Time Management Exercise Part One

Estimate how much time you spend per week on the activities listed below. You will be tracking your time over the course of the week to get an accurate picture of how you are spending your time in Part Two of the Time Management Exercise.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td></td>
</tr>
<tr>
<td>Studying</td>
<td></td>
</tr>
<tr>
<td>Sleeping</td>
<td></td>
</tr>
<tr>
<td>Exercise/Sports</td>
<td></td>
</tr>
<tr>
<td>Work/Internship</td>
<td></td>
</tr>
<tr>
<td>Family Commitments</td>
<td></td>
</tr>
<tr>
<td>Personal Care/Grooming</td>
<td></td>
</tr>
<tr>
<td>Meal Preparation/Eating/Clean-Up</td>
<td></td>
</tr>
<tr>
<td>Transportation (school, work, etc)</td>
<td></td>
</tr>
<tr>
<td>Relaxation (TV, video games, etc)</td>
<td></td>
</tr>
<tr>
<td>Socializing &amp; Friends</td>
<td></td>
</tr>
<tr>
<td>Other (describe)</td>
<td></td>
</tr>
</tbody>
</table>
Determine how you spend your time in a typical week.
Block out the amount of time you spend per day on the activities listed in the box next to the chart. Count up your blocks of time and add up how many hours you spend per activity in the box. Also take a look at how much time your activities add up to per day; each day should total 24 hours.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 - 12:30 a.m.</td>
<td>12:30 - 1:00 a.m.</td>
<td>1 - 1:30 a.m.</td>
<td>1:30 - 2 a.m.</td>
<td>2 - 2:30 a.m.</td>
<td>2:30 - 3 a.m.</td>
<td>3 - 3:30 a.m.</td>
</tr>
<tr>
<td>3:30 - 4:00 a.m.</td>
<td>4 - 4:30 a.m.</td>
<td>4:30 - 5 a.m.</td>
<td>5 - 5:30 a.m.</td>
<td>5:30 - 6 a.m.</td>
<td>6 - 6:30 a.m.</td>
<td>6:30 - 7 a.m.</td>
</tr>
<tr>
<td>7 - 7:30 a.m.</td>
<td>7:30 - 8 a.m.</td>
<td>8 - 8:30 a.m.</td>
<td>8:30 - 9 a.m.</td>
<td>9 - 9:30 a.m.</td>
<td>9:30 - 10 a.m.</td>
<td>10 - 10:30 a.m.</td>
</tr>
<tr>
<td>10:30 - 11 a.m.</td>
<td>11 - 11:30 a.m.</td>
<td>11:30 a.m. - 12 p.m.</td>
<td>12 - 12:30 p.m.</td>
<td>12:30 - 1:00 p.m.</td>
<td>1 - 1:30 p.m.</td>
<td>1:30 - 2:00 p.m.</td>
</tr>
<tr>
<td>2 - 2:30 p.m.</td>
<td>2:30 - 3:00 p.m.</td>
<td>3 - 3:30 p.m.</td>
<td>3:30 - 4 p.m.</td>
<td>4 - 4:30 p.m.</td>
<td>4:30 - 5 p.m.</td>
<td>5 - 5:30 p.m.</td>
</tr>
<tr>
<td>5:30 - 6 p.m.</td>
<td>6 - 6:30 p.m.</td>
<td>6:30 - 7 p.m.</td>
<td>7 - 7:30 p.m.</td>
<td>7:30 - 8 p.m.</td>
<td>8 - 8:30 p.m.</td>
<td>8:30 - 9 p.m.</td>
</tr>
<tr>
<td>9 - 9:30 p.m.</td>
<td>9:30 - 10 p.m.</td>
<td>10 - 10:30 p.m.</td>
<td>10:30 - 11 p.m.</td>
<td>11 - 11:30 p.m.</td>
<td>11:30 p.m. - 12 a.m.</td>
<td>Total hours</td>
</tr>
</tbody>
</table>
tracking expenses

Do you know how much money you spend on groceries each month? What about coffee or gas? How much would you save by bringing your lunch to work? The truth is, NO ONE knows what they actually spend on day-to-day expenses until they really pay attention to what they buy, write it down, and think about it.

Where Does Your Money Go?
The second step in creating a spending plan is to track your expenses for one month. Tracking expenses means keeping track and writing down everything you spend money on — from your rent and phone bill to candy bars and rental videos. Tracking helps you see where your money goes.

Types of Expenses
When tracking, think of your expenses in three general categories. Together they make up your total spending:

MONTHLY EXPENSES
Spending that occurs on a regular monthly basis for living and family needs. These expenses include all your “routine” monthly bills, such as rent, which have a set payment (these are sometimes called “fixed expenses”). Also included are things like groceries, gas, and entertainment, which vary from week to week or month to month (these are sometimes called “flexible expenses”).

PERIODIC EXPENSES
Spending that occurs once or twice a year. These are usually larger expenses such as taxes, holiday gifts, and auto maintenance. Even though these bills might not happen every month, it is still important to plan for them, so you have money to pay them when they are due.

DEBT EXPENSES
Spending to repay loans or other money you have borrowed, such as a car loan, student loan, or credit card. These expenses can be either monthly or periodic.
Tools to Track

There are many ways to track your expenses. The trick is to make it simple, make it a habit, and stick with it. Many expenses, such as rent or your phone bill, are easy to track by looking at past bills and bank statements. Tracking cash or out-of-pocket spending takes a little more work. Try using one of the following ideas, or come up with one of your own.

- A checkbook register can be used to record checks, as well as all daily cash, debit, and credit card spending.
- The “Pocket Tracker” worksheet on page 26 is broken down by day of the week to record daily spending, and can be folded to fit into your pocket or wallet.

- A small notebook or index card is also convenient to carry with you and works well to record out-of-pocket purchases.

- The “Envelope Method” works by collecting receipts for all daily purchases, and then putting them in envelopes labeled with categories, such as “Groceries” or “Entertainment”.

---

**TRACKING EXPENSES FOR ONE MONTH**

**STEP 1:** For the next month, track your spending using one of the tools above. Try to track exactly how much you spend on every item. Track every penny!

**STEP 2:** Use the “Periodic” and “Debt” worksheets on the following pages to track those expenses.

**STEP 3:** After tracking for one month, gather receipts into the spending categories on the “Tracking Worksheet” on pages 8 and 9. Total receipts for each category, and enter the amount under the “Actual Spending” column.
# Tracking Worksheet

## Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Spending</th>
<th>New Spending Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Monthly Wages</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Additional Monthly Income</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Total Monthly Income</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

## Monthly Expenses

### Housing

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Spending</th>
<th>New Spending Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent/Mortgage</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Gas/Electricity</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Water/Sewer/Garbage</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Telephone (land lines and cell phones)</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

### Food

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Spending</th>
<th>New Spending Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groceries</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Meals Out</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Snacks</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Work Lunches/School Lunches</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

### Transportation

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Spending</th>
<th>New Spending Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car Payment</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Gas</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Public Transportation/Bus/Ferry Passes</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

### Health Care

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Spending</th>
<th>New Spending Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance Premium</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Co-pay/Out-of-pocket charges</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Medications/Prescriptions</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

### Clothing/Personal

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Spending</th>
<th>New Spending Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Laundry/Dry Cleaning</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Haircuts</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Toiletries/Cosmetics</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

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*List auto expenses that occur only once or twice a year, like insurance, licensing, registration, and maintenance in the Periodic Expense section on the following page.*
## Monthly Expenses

### Entertainment
- Cable TV/Movie Rentals: $  
- Going Out: $  
- Other: 

### Other
- Money Sent Home/Charity/Donations: $  
- Education: $  
- Child Care: $  

### Total Monthly Expenses

### Periodic Expenses
- Taxes: $  
- Auto Insurance: $  

### Debt Expenses
- Credit/Department Store Charge Accounts: $  
- Student Loans/Other Loans: $  

### Combined Monthly Expenses

### Additional Common Spending Categories
- Housing
- Food
- Child Care
- Transportation
- Health Care
- Personal Care
- Entertainment
- Other

### Periodic Expenses
- Gifts
- Home Insurance
- Pat Expenses
- Property Taxes
- Lottery
- Life Insurance
## Budget Worksheet

<table>
<thead>
<tr>
<th>Income and Other Resources</th>
<th>Monthly Amount</th>
<th>Estimated Expenses</th>
<th>Monthly Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
<td>Living Expenses (Housing and Food)</td>
<td></td>
</tr>
<tr>
<td>Student’s net income (wages/salary)</td>
<td></td>
<td>Rent/Mortgage</td>
<td></td>
</tr>
<tr>
<td>Public Assistance (TANF, GAU)</td>
<td></td>
<td>Utilities (gas, electric, water, etc)</td>
<td></td>
</tr>
<tr>
<td>Food Stamps (Basic Food, EBT)</td>
<td></td>
<td>Telephone/Cell Phone</td>
<td></td>
</tr>
<tr>
<td>Veteran’s Benefits</td>
<td></td>
<td>Cable/Internet</td>
<td></td>
</tr>
<tr>
<td>Social Security/SSI</td>
<td></td>
<td>Eating Out</td>
<td></td>
</tr>
<tr>
<td>Unemployment</td>
<td></td>
<td>Groceries</td>
<td></td>
</tr>
<tr>
<td>Alimony</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dept. of Vocational Rehabilitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing Subsidy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childcare Subsidy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Income (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entertainment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical/Dental</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Childcare</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Credit Cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Loan Payments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other loan payments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child support payments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legal payments/lines</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Savings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Car</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insurance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Car payment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parking Permit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Expenses (specify):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Monthly Income:**  
**Total Monthly Expenses:**  
**Estimated Quarterly Income (3 months):**  
**Estimated Quarterly Expenses (3 months):**

<table>
<thead>
<tr>
<th>Financial Aid/Funding Sources</th>
<th>Quarterly Amount</th>
<th>Education Expenses</th>
<th>Quarterly Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td></td>
<td>Tuition and Fees</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td></td>
<td>Books</td>
<td></td>
</tr>
<tr>
<td>Work Study</td>
<td></td>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>Basic Food Employment and Training</td>
<td></td>
<td>Testing Fees</td>
<td></td>
</tr>
<tr>
<td>Worker Retraining</td>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Financial Aid:**  
**Total Education Expenses:**

**Total Quarterly Income:**  
**Total Quarterly Expenses:**

**Average Quarterly Budget**  
**Large Debt Totals** (i.e. credit card balances, car loans, back child support, tickets, fines, other). Specify source & amount.

**Quarterly Balance (Income - Expense)**
There are a variety of public benefits available to help support you while you are in school. These benefits are often determined by income and household size. Basic information is described below; talk to your case manager to determine what you may be eligible to receive. For the benefits listed below, you can apply online at: https://fortress.wa.gov/dshs/f2ws03esaapps/onlinecs/applying.asp

**Temporary Assistance for Needy Families (TANF)**
Provides temporary cash and medical help for families in need. Some families participate in the WorkFirst Program. The WorkFirst Program helps participants find and keep jobs. Washington state residents who are responsible for the care of children or who are pregnant are eligible. Eligibility is also based on income (resources less than $1000) and legal resident status.

**Working Connections Child Care**
Helps families pay for childcare. Households with parents who are working or are participating in a Department of Social and Health Services (DSHS) approved work activity and whose children meet citizenship requirements are eligible. Eligibility is also based on income and household size.

**Children’s Healthcare Programs**
Medical programs for children living in Washington State, which includes Basic Health Plus and the State Children’s Health Insurance Program (SCHIP). Each program has its own eligibility guidelines. Children under age 19 are eligible.

**Basic Health**
Basic Health is a state-sponsored program providing low-cost health care coverage. Basic Health is for Washington State residents who are:
- Within Basic Health's **Income Guidelines**;
- Not eligible for free or purchased Medicare;
- Not institutionalized at the time of enrollment; and
- Not attending school full-time in the United States on a student visa.

There is currently a wait list for basic health.

**Family Medical**
A medical program for families. Families with dependent children under the age of 19, whose income and resources are below Temporary Assistance to Needy Families (TANF) limits are eligible.

**DSHS Emergency Programs**
You can expect a prompt response when you are in an emergency situation. If you need help with any of the following, you should be able to talk to someone about your situation right away:
- Eviction
- No food
- Homelessness
- Pregnancy medical
- Daycare needed due to work
- Circumstances which present harm to yourself or others
- Utility shut off
- Domestic violence
- Medical emergency
- Non-receipt of benefits

**Washington Basic Food Program**
The Basic Food Program helps low-income individuals and families obtain a more nutritious diet by supplementing their income with Basic Food benefits. Washington state residents are eligible. Eligibility is also based on income, household size and legal resident status.
Scenario 1:
Ellen is getting ready to start CNA training at a local college and the classes will be held in the mornings, twice per week. She has arranged for childcare and transportation. She has also worked with her employer to arrange her schedule so that she can get to class. On the first day of class, she arrives and finds out that the class schedule has changed. The class will no longer be offered this quarter and, depending on enrollment, may start in the next quarter.

What questions should Ellen ask? Who should she go to seek information?

Scenario 2:
It took you a long time to complete your financial aid paperwork and your money isn’t available yet. As a result, you are not able to get your student I.D. or buy books. Since you don’t have your I.D. yet, you also can’t access the library to check out textbooks or use the computer lab. Classes will be starting in a couple of days.

Who do you talk to?

Process:
1. Brainstorm Questions
2. Review Questions and Prioritize
3. Pursue Response

Use the space below to develop your questions:

**Questions - What do you ask?**

**Solution - Who Can Help?**
Communicating with Instructors

Establishing a positive relationship with your instructor/professor is an important aspect of your college experience. If you are confused about the class or received a grade that you would like to discuss, it is important to learn how to communicate with your instructor. Oftentimes, you may have a clarifying question or need to gain other information to help you with your schoolwork. In such situations, knowing how to ask questions is going to be an important skill. You also need to know how instructors prefer to be contacted, which they will mention at the first class or note on the syllabus. The following provides tips on how to best communicate with your instructor:

- **Make use of office hours.** Instructors are available at specified times during the week to talk with students. If you cannot make office hours, contact your instructor to make an appointment.

- **Be prepared.** Think about the questions you want to ask in advance.

- **Be punctual.** Arrive at your appointment on time. And, if you can’t make your appointment, call or email your professor to let them know in advance.

- **Be respectful.** It is important to note how to address your instructor. If instructors are tenured, you may call them Professor {last name}. If they have a PhD, you would refer to them as Dr. If you are unsure, always use Mr. or Mrs. And, always thank your instructor after your session with them.

- **Be proactive.** Don’t wait until the last minute to clear up an issue. Talk with your instructor as issues come up so that you can address them in a timely manner.

- **Be friendly and have an open attitude.** If you are asking for feedback on a test or assignment, it will be important for you to listen and accept constructive criticism, which isn’t always easy. Instructors are there to help you and their feedback can assist you in being successful. Getting defensive or angry will get in the way of you receiving the help or information that you need.
Glossary of Basic College Terms

**Admissions:** Completing and submitting the application to the college. Upon completion, accepted students receive a student identification number and can take the next step of meeting with an advisor and enrolling in classes.

**Adult Basic Education (ABE):** Pre-college courses that help students build basic skills in reading, writing and math. The courses are non-credit. ABE programs are part of Basic Skills departments.

**Advising:** A relationship between a student and a college advisor that helps students reach their educational goals. Advisors help students with selecting programs and the correct courses to ensure they meet the graduation requirements. The advisor also reviews course requirements and can help students address any academic problems.

**Assessment:** A test that measures your knowledge and/or skill level in certain subjects/areas such as math, reading, writing, English. The results help the college advisor or career pathways navigator place students in the appropriate classes.

**Associate’s Degrees:** A degree received after completing at least two years of college coursework. Degrees are awarded in a variety of occupational areas. There is an Associate of Arts Degree (AA, academic transfer), an Associate of Applied Science Degree (AAS, professional/technical), and an Associate of Applied Science Transfer Degree (AAST, professional/technical transfer).

**Basic Skills / Basic and Transitional Studies:** This department includes Adult Basic Education (ABE), General Education Development (GED), and English as a Second Language (ESL) programs. ABE, GED, and ESL courses are non-credit.

**Certificate:** A certificate is awarded after completing a short-term training program (1 - 2 quarters) and/ or a one-year program. Some programs also offer two-year certificate programs that require a few less courses than a two-year degree. The certificate is generally recognized by the industry for which the certificate is offered.

**Continuing Education:** Short-term courses, programs, or organized learning experiences for adults, sometimes taken after a degree is obtained, to enhance personal or professional goals. Courses are offered in a variety of topics from business planning to photography and creative writing. Continuing education can also include courses that bring participants up to date in a particular area of knowledge or skills, which are required for a job. Continuing Education courses are not for credit and are not eligible for financial aid.

**Counseling:** Guidance and support provided to students to help manage stress or other difficulties that they may encounter while in school. Counselors meet with students individually to discuss any problems or issues and help students cope with the challenges they may experience.

**Credits:** Credits are earned based on the type of class and number of hours spent in the class per week. Generally, for lecture classes, 1 hour of class per week equals 1 credit. For lab (hands-on) classes, 2 hours of class per week generally equals 1 credit. Full-time and part-time student status depends on the number of credits you are taking as a student.

**Developmental Education (Dev Ed):** Pre-college courses that prepare students for college-level coursework in math, reading and math. Developmental Education includes multiple levels with students progressing as skills are developed. Developmental classes are usually a higher level than ABE classes, but there can be some overlap in levels.
Distance Learning: Education that occurs outside of the traditional classroom and on an individual basis. The students and instructors interact through web-based communication. Lectures can be viewed online and homework assignments and questions are submitted via email. Also called online learning.

Enrollment: The process of choosing and signing up for the classes you would like to take during the semester. Enrollment is often done with the assistance of a college advisor. Also referred to as registration.

FAFSA: Free Application for Federal Student Aid. A form that must be completed to qualify for federal and state financial aid.

Fees: Additional charges by the college that are not included as part of tuition. Fees can be used to cover the costs of materials, equipment, and student activities, etc.

Financial Aid: Money that is available to students to help pay for college tuition or other expenses. Types of aid include grants, loans, and scholarships. Grants and scholarships do not need to be paid back; loans, however, are considered borrowed money and must be paid back. There are also other funding sources available from the state for students who meet certain criteria.

Grade Point Average (GPA): The average of all the course grades you have received, on a four-point scale.

Pre-requisite (Pre-req): A course that must be completed prior to taking another course. For example, completion of the Certified Nursing Assistant certificate can be a pre-requisite for continuing with the Licensed Practical Nurse training. Pre-Requisites are also sometimes called Requirements.

Professional/Technical Education (Prof/Tech): Combines technical and career skills with academic content such as reading, writing, and math, to prepare students for the workplace. In some colleges, Prof/Tech is referred to as Workforce Development or Workforce Education. (See Workforce Education and Workforce Development)

Quarter (Qtr): The academic year is often broken up into quarters (Fall, Winter, Spring and Summer). Courses are offered each quarter. Fall, Winter, and Spring quarters last 11 weeks; Summer quarter is usually less than 11 weeks.

Registration: See Enrollment.

Syllabus: An outline of the course that you will be taking that provided important information such as test dates, due dates for homework, assignments, policies and expectations.

Transcript: A student’s permanent academic record that shows the courses taken, grades received, academic status, and honors received.

Tuition: The amount of money paid for each credit one is enrolled in. It does not include books, fees, or equipment costs.

Workforce Development: Generally, a department within the community college that is focused on short-term training to prepare students for jobs. This department also helps students access funding sources to pay for the training as well as provide assistance in accessing additional services to help with student success such as support services and tutoring. Depending on the college, the Workforce Development department can part of the Professional/Technical department or it can be a separate department. Workforce Development can also be referred to as Workforce Education is some colleges. (See Workforce Education and Professional/Technical Education)

Workforce Education: Programs focused on developing work-related skills in a given occupation. In the college, Workforce Education may be another name for Workforce Development, or it may be another name for the Professional/Technical Division. (See Workforce Development and Professional/Technical Education)

Definitions have been adapted from “Collegen Terminology” from www.universitylanguage.com, “Glossary of College Terminology” from San Diego City College, and the Career Pathways Glossary from WorkSource Oregon.
Allied Health Occupations

*Job title and wage information was derived from annual wages reported in the Occupational Employment Survey, Bureau of Labor Statistics for the Seattle/King County Workforce Development Area. [Link](http://www.workforceexplorer.com/cgi/dataanalysis/AreaSelection.asp?tableName=Oeswage)

Actual job titles and wages will vary depending on demonstrable skills and experience.

### Jobs & Wages*

- **Certified Nurse Assistant**
  - Home Health Aide
  - Phlebotomist
  - $10.00 - $13.00

- **Short-Term Certificate**
  - Certificates from SCC, SSCC, and RTC that lead to entry-level allied health positions.
  - 1 - 2 quarters (3-6 months)
  - 11 - 14 credits earned

- **1 Year Certificate**
  - Certificates from SCC, SSCC, and RTC that lead to entry-level allied health positions.
  - 3 - 4 quarters (9 - 12 months)
  - 21 - 85 credits earned

- **2 Year Degree**
  - Certificates from SCC, SSCC, and RTC that lead to nursing and other medical positions.
  - 5 - 10 quarters (15 - 30 months)
  - 95 - 158 credits earned

- **4 Year Degree**
  - You’ll be ready to transfer to many 4 year colleges and universities.
  - Examples include:
    - University of Washington
    - Eastern Washington University
    - Evergreen State College
    - Washington State University

### Jobs & Wages*

- **Registered Nurse**
  - Public Health Educator
  - Researcher
  - Health Policy Analyst
  - $16.00 - $30.00

- **Licensed Practical Nurse**
  - Pharmacy Technician
  - Medical Assistant
  - Veterinary Assistant
  - $12.00 - $20.00

- **Veterinary Assistant**
  - Medical Assistant
  - $12.00 - $20.00

- **Veterinary Assistant**
  - Surgical Technologist
  - Medical Laboratory Tech
  - $16.00 - $21.00

### College Contact Information

- **Shoreline Community College (SCC)**
  - Jan Otten
  - FOSS Building
  - (206) 546-5885

- **South Seattle Community College (SSCC)**
  - Wendy Price
  - Robert Smith, Room 81
  - (206) 768-6667

- **Renton Technical College (RTC)**
  - Maggi Sutthoff
  - Roberts Campus Center
  - (425) 235-2352 x5542

**Start Here**

- Basic Education & High School Completion
- English for Speakers of Other Languages
- Computer Literacy
- Support Services
- Retail & Customer Service Program
- Job Search Assistance
## Allied Health Training Options

### What is it like to work in Allied Health Occupations?

#### Tasks & Skills
- Record patients’ medical information and vital signs.
- Change dressings, bed linens and clean patients’ living area.
- Converse with patients.
- Help patients move in and out of bed, wheelchairs, automobiles.
- Listen to others, understand, & ask questions.
- Enjoy caring for others.

#### Major employers:
- Medical offices, hospitals, clinics

### What if I Need Extra Help?

**The colleges and Goodwill provide many support services:**
- Academic Advising
- Help with Financial Aid
- Help with Books & Supplies
- Transportation Assistance
- Childcare Assistance
- Disability Accommodations
- Computer Labs
- Case Management
- Internship Assistance
- Tutoring
- Counseling
- Job Search Assistance

### 1 Year Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
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<td></td>
<td>Phlebotomy Technician</td>
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<td>Nursing Assistant</td>
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<td><strong>Nursing Programs</strong></td>
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<tr>
<td></td>
<td>Nursing Assistant Certified</td>
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### 2 Year Degree Options

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<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
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<td><strong>Renton Technical College</strong></td>
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<td>Surgical Technologist</td>
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<td>56 reading &amp; writing</td>
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<tr>
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<td>Pharmacy Technician</td>
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<td>56 reading &amp; writing</td>
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<td>Medical Assistant</td>
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<td>LPN to Registered Nurse Ladder</td>
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</table>
Office & Business Occupations

*Job title and wage information was derived from annual wages reported in the Occupational Employment Survey, Bureau of Labor Statistics for the Seattle/King County Workforce Development Area. http://www.workforceexplorer.com/cgi/dataanalysis/AreaSelection.asp?tableName=Oeswage

Actual job titles and wages will vary depending on demonstrable skills and experience.

Jobs & Wages*

Office Clerk
Receptionist
Word Processing
Data Entry
$9.00 - $13.00

Remote Work
$10.00 - $14.00

1 Year Certificate
Certificates from SCC, SSCC, and RTC that lead to entry-level office positions.
3 - 4 quarters; 9 - 12 months
45 - 80 credits earned

2 Year Degree
Certificates from SCC, SSCC, and RTC that lead to entry-level office positions.
5 - 6 quarters; 15 - 18 months
90 - 104 credits earned

4 Year Degree
You’ll be ready to transfer to many 4 year colleges and universities.
Examples include:
- University of Washington
- Eastern Washington University
- Evergreen State College
- Washington State University

College Contact Information

Renton Technical College (RTC)
Maggi Sutthoff
Roberts Campus Center
Building I
(425) 235-2352 x5542

Shoreline Community College (SCC)
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South Seattle Community College (SSCC)
Wendy Price
Robert Smith, Room 81
(206) 768-6667

Basic Education & High School Completion
English for Speakers of Other Languages
Computer Literacy
Support Services
Retail & Customer Service Program
Job Search Assistance

Goodwill
Because jobs change lives
## Office & Business Training Options

### What is it like to work in Office and Business Occupations?

#### Tasks & Skills
- Perform general office duties: filing, supply orders, & bookkeeping.
- Operate office machines: copiers, fax machines, computers.
- Answer phones & deliver messages.
- Coordinate schedules & plan meetings.
- Organize, plan, & prioritize work.
- Express ideas clearly in speaking & writing.
- Listen to others, understand, & ask questions.

#### Major employers:
- Local and state government agencies
- Business management companies
- Large corporations, small businesses, schools, hospitals

### What if I Need Extra Help?

The colleges and Goodwill provide many support services:
- Academic Advising
- Help with Financial Aid
- Help with Books & Supplies
- Transportation Assistance
- Childcare Assistance
- Disability Accommodations
- Computer Labs
- Case Management
- Internship Assistance
- Tutoring
- Counseling
- Job Search Assistance

### School Programs

<table>
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<tr>
<th>School Program</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
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<tr>
<td>Renton Technical College Business Technology</td>
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<td>Microsoft Software Applications</td>
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<td>Word Processing</td>
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<td></td>
<td>Customer Service Specialist/Receptionist</td>
<td>2</td>
<td>19</td>
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<tr>
<td></td>
<td>Office Assistant/Receptionist</td>
<td>1</td>
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<td></td>
<td>I-BEST Bilingual Office Assistant</td>
<td>2</td>
<td>19</td>
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<td>South Seattle Community College Business Information Technology</td>
<td>First Step: Intro to Office &amp; Computers</td>
<td>1</td>
<td>7</td>
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<td>80</td>
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<td></td>
<td>Office Support Specialist</td>
<td>4</td>
<td>73</td>
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<td>Shoreline Community College Business</td>
<td>General Business Administration</td>
<td>3</td>
<td>53</td>
<td>COMPASS test: 85 algebra, 85 reading, 79 writing</td>
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<td>COMPASS test: 68 writing, 81 reading, 50 pre-algebra</td>
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</tr>
<tr>
<td>Renton Technical College Business Technology</td>
<td>Executive Assistant</td>
<td>5</td>
<td>104</td>
<td>Minimum Age: 18 Must take COMPASS test</td>
</tr>
<tr>
<td></td>
<td>Administrative Office Management</td>
<td>6</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Shoreline Community College Business</td>
<td>General Business Administration</td>
<td>6</td>
<td>94-96</td>
<td>COMPASS test: 85 algebra, 85 reading, 79 writing</td>
</tr>
<tr>
<td></td>
<td>Business Technology</td>
<td>6</td>
<td>90</td>
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</tr>
<tr>
<td>South Seattle Community College Business Information Technology</td>
<td>Business Information Technology</td>
<td>6</td>
<td>96-100</td>
<td>COMPASS writing 77, algebra 71</td>
</tr>
</tbody>
</table>
Accounting Occupations

*Job title and wage information was derived from annual wages reported in the Occupational Employment Survey, Bureau of Labor Statistics for the Seattle/King County Workforce Development Area. http://www.workforceexplorer.com/cgi/dataanalysis/AreaSelection.asp?tableName=Oeswage
Actual job titles and wages will vary depending on demonstrable skills and experience.

Jobs & Wages*

Short-Term Certificate

Certificates from SCC and RTC that lead to entry-level, accounting-related positions.

1 - 2 quarters (3-6 months)

15 - 36 credits earned

Jobs & Wages*

Accounting Clerk
Payroll Clerk
Accounts Receivable/Accounts Payable Clerk

$10.00 - $13.00

1 Year Certificate

Certificates from SCC, SSCC, and RTC that lead to entry-level, accounting-related positions.

3 - 4 quarters (9 - 12 months)

55 - 62 credits earned

Jobs & Wages*

Bookkeeping Assistant
Auditing Clerk
Account Administrator
Accounting Assistant

$13.00 - $17.00

2 Year Degree

Certificates from SCC, SSCC, and RTC that lead to accounting and other paraprofessional positions.

5 - 6 quarters (15 - 18 months)

92 - 109 credits earned

Jobs & Wages*

Certified Public Accountant
General Accountant
Tax Accountant
Budget Analyst

$20.00 - $30.00

4 Year Degree

You’ll be ready to transfer to many 4 year colleges and universities.

Examples include:
- University of Washington
- Eastern Washington University
- Central Washington University
- Washington State University

College Contact Information

Renton Technical College (RTC)
Maggi Sutthoff
Roberts Campus Center
Building I
(425) 235-2352 x5542

South Seattle Community College (SSCC)
Jan Otten
FOSS Building
(206) 546-5885

Shoreline Community College (SCC)

Wendy Price
Robert Smith, Room 81
(206) 768-6667

Basic Education & High School Completion
English for Speakers of Other Languages
Computer Literacy
Support Services
Retail & Customer Service Program
Job Search Assistance

Goodwill
Because jobs change lives

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## Accounting Training Options

### What is it like to work in Accounting Occupations?

**Tasks & Skills**
- Check figures, postings and documents for accuracy.
- Operate computers and use accounting software to record and analyze information.
- Prepare and review budgets and develop reports.
- Calculate and prepare invoices, account statements and other financial statements.
- Organize, plan, & prioritize work.
- Attention to detail.

**Major employers:**
- Accounting Firms and Banking Institutions
- Local and state government agencies
- Large corporations and small business

### What if I Need Extra Help?

The colleges and Goodwill provide many support services:
- Academic Advising
- Help with Financial Aid
- Help with Books & Supplies
- Transportation Assistance
- Childcare Assistance
- Disability Accommodations
- Computer Labs
- Case Management
- Internship Assistance
- Tutoring
- Counseling
- Job Search Assistance

### Short-term Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renton Technical College</td>
<td>Accounting Clerk</td>
<td>2</td>
<td>36</td>
<td>Minimum Age: 18 COMPASS test: 30 math</td>
</tr>
<tr>
<td>Business Technology</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Shoreline Community College</td>
<td>Accounting Clerk</td>
<td>1</td>
<td>15</td>
<td>COMPASS test: 40 reading or ESL 100 and Math 080</td>
</tr>
<tr>
<td>Business</td>
<td>Accounts Receivable/Accounts</td>
<td>1</td>
<td>20</td>
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<tr>
<td></td>
<td>Payable Clerk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Payroll Clerk</td>
<td></td>
<td>20</td>
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### 1 Year Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renton Technical College</td>
<td>Accounting Paraprofessional</td>
<td>4</td>
<td>62</td>
<td>Minimum Age: 18 COMPASS test: 30 math</td>
</tr>
<tr>
<td>Business Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>Accounting</td>
<td>3</td>
<td>55</td>
<td>COMPASS test: 25 pre-algebra, 50 reading, 20 writing</td>
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<tr>
<td>Business</td>
<td></td>
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<td></td>
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<tr>
<td>South Seattle Community College</td>
<td>Accounting</td>
<td>4</td>
<td>58-60</td>
<td>COMPASS test: 68 writing, 81 reading, 50 pre-algebra</td>
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</table>

### 2 Year Degree Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renton Technical College</td>
<td>Accounting Paraprofessional</td>
<td>5</td>
<td>92</td>
<td>Minimum Age: 18 COMPASS test: 30 math</td>
</tr>
<tr>
<td>Business Technology</td>
<td>Accounting Specialist</td>
<td>6</td>
<td>109</td>
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</tr>
<tr>
<td>Shoreline Community College</td>
<td>Accounting</td>
<td>6</td>
<td>94</td>
<td>COMPASS test: 25 pre-algebra, 50 reading, 20 writing</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Seattle Community College</td>
<td>Accounting</td>
<td>6</td>
<td>94-99</td>
<td>COMPASS test: 68 writing, 81 reading, 50 pre-algebra</td>
</tr>
</tbody>
</table>

School Program
Program Length (quarters)
Credits Earned
Entry Requirements
Minimum Age: 18
COMPASS test: 30 math
COMPASS test: 40 reading or ESL 100 and Math 080
COMPASS test: 25 pre-algebra, 50 reading, 20 writing
COMPASS test: 68 writing, 81 reading, 50 pre-algebra
Minimum Age: 18
COMPASS test: 30 math
COMPASS test: 25 pre-algebra, 50 reading, 20 writing
COMPASS test: 68 writing, 81 reading, 50 pre-algebra
Manufacturing & Machining Occupations

**Jobs & Wages**
- Basic Welder: $14.00 - $18.00
- Welding Apprentice: $14.00 - $18.00
- Machine Setter: $15.00 - $24.00
- Shop Helper: $15.00 - $24.00
- Pipefitter: $15.00 - $24.00
- Journeyman Grade 2 or 3: $15.00 - $24.00
- Manufacturing Assistant: $15.00 - $24.00
- Metal Inert Gas Welder: $15.00 - $24.00
- Welding Technician: $15.00 - $28.00
- Machinist: $15.00 - $28.00
- Combination Welder: $15.00 - $28.00
- Metal Fabricator & Fitter: $15.00 - $28.00

**1 Year Certificate**
- Certificates from SCC, SSCC, and RTC that lead to entry-level and/or apprentice welding and machinist positions.
  - 3 - 4 quarters (9 - 12 months)
  - 61 - 83 credits earned

**2 Year Certificate**
- Certificates from SCC, SSCC, and RTC that lead to specialized welding or machinist positions.
  - 5 - 7 quarters (15 - 21 months)
  - 87 - 145 credits earned

**2 Year Degree**
- Certificates from SCC, SSCC, and RTC that lead to specialized welding or machinist positions.
  - 6 - 9 quarters (18 - 27 months)
  - 106 - 165 credits earned

**College Contact Information**
- Renton Technical College (RTC)
  - Maggi Sutthoff
  - Roberts Campus Center
  - Building I
  - (425) 235-2352 x5542
- Shoreline Community College (SCC)
  - Jan Otten
  - FOSS Building
  - (206) 546-5885
- South Seattle Community College (SSCC)
  - Wendy Price
  - Robert Smith, Room 81
  - (206) 768-6667

*Job title and wage information was derived from annual wages reported in the Occupational Employment Survey, Bureau of Labor Statistics for the Seattle/King County Workforce Development Area. http://www.workforceexplorer.com/cgi/dataanalysis/AreaSelection.asp?tableName=Oeswage
Actual job titles and wages will vary depending on demonstrable skills and experience.
Manufacturing & Machining Training Options

What is it like to work in Manufacturing & Machining?

Tasks & Skills
- Read blueprints or work orders & inspect metal work pieces.
- Weld, fuse or solder metal parts together
- Select appropriate tools, machines & materials to be used in machinery work.
- Position and fasten work pieces.
- Observe strict safe work habits.
- Problem solving and attention to detail.
- Time management.

Major employers:
- Architectural & structural metals manufacturers
- Commercial & industrial machinery manufacturers
- Agriculture, construction, & mining machinery manufacturers

What if I Need Extra Help?

The colleges and Goodwill provide many support services:
- Academic Advising
- Help with Financial Aid
- Help with Books & Supplies
- Transportation Assistance
- Childcare Assistance
- Disability Accommodations
- Computer Labs
- Case Management
- Internship Assistance
- Tutoring
- Counseling
- Job Search Assistance

Short-term Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
</table>
| Renton Technical College                    | Basic Welding                    | 2                         | 36             | Minimum Age: 18
| Manufacturing and Product Service Technology| Computer Numerical Control (CNC)| 2                         | 37             | Must take COMPASS test
| Shoreline Community College Science          | Basic Manufacturing (I-BEST)     | 1                         | 21             | COMPASS test: 50 reading, 14 writing, 50 pre-algebra     |
| South Seattle Community College Welding     | Welding Level One                | 1                         | 16             | COMPASS test: 65 writing, 75 reading, 50 pre-algebra     |
| Fabrication                                | Welding Level Two                | 1                         | 19             | Same as above + Equivalent industry experience or Level 1 Certificate |
|                                             | Welding Level Three              | 1                         | 18             |

1 Year Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
</table>
| Renton Technical College                    | Basic Machining                  | 4                         | 83             | Minimum Age: 18
| Manufacturing and Product Service Technology| Computer Numerical Control (CNC)| 4                         | 83             | Must take COMPASS test
| Shoreline Community College Science          | CNC Machinist (I-BEST)           | 3                         | 61             | CASAS test: 220
|                                             |                                 |                           |                | ESL Level 5 or 6                                        |
| South Seattle Community College Welding     | Welding                          | 4                         | 72             | COMPASS test: 65 writing, 75 reading, 50 pre-algebra     |
| Fabrication                                |                                 |                           |                |

2 Year Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
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</table>
| Renton Technical College                    | Welding                         | 5                         | 87             | Minimum Age: 18
| Manufacturing and Product Service Technology| Precision Machining Technolgies| 7                         | 145            | Must take COMPASS test                                  |
| South Seattle Community College Welding     | Welding Fabrication              | 7                         | 104            | COMPASS test: 65 writing, 75 reading, 50 pre-algebra     |
| Fabrication                                |                                 |                           |                |

2 Year Degree Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
</table>
| Renton Technical College                    | Welding                         | 6                         | 107            | Minimum Age: 18
| Manufacturing and Product Service Technology| Precision Machining Technolgies| 8                         | 165            | Must take COMPASS test                                  |
| Shoreline Community College Science          | CNC Technology                   | 6                         | 115-117        | COMPASS test: 79 writing, 85 reading, 55 pre-algebra
|                                             |                                 |                           |                | Instructor interview                                     |
| South Seattle Community College Welding     | Welding Fabrication              | 8                         | 117-129        | COMPASS test: 65 writing, 75 reading, 50 pre-algebra     |
| Fabrication                                |                                 |                           |                |
**Apprenticeship Training**

### What is an Apprenticeship?

Apprenticeships offer opportunities to learn skills through a combination of on-the-job training and classroom instruction. There are many apprenticeships available that prepare you for work in a variety of trades. Apprentices work full-time in their field and attend related classes part-time, a few weeks per year or evenings per week. In some apprenticeship programs, apprentices may have the option of earning an Associate of Applied Science degree as well as a journey-level certificate.

Jobs in the trades generally start at $15 per hour and by the end of apprenticeship (two to five years, depending on the program) earn $25-$30 per hour or more.

You might be ready for an apprenticeship if you:

- Like to work with your hands as well as your mind
- Can show up every day, ready and eager to work—and go to school
- Have an aptitude for math and spatial relations
- Are at least 17 or 18 years old, depending on the program
- Have at least a high school diploma or GED
- Have a valid Washington State driver’s license
- Can pass a drug test
- Meet other minimum qualifications for your chosen trade

### Benefits of Apprenticeship:

- Good for people who like to learn by doing
- Real pride in your work
- Excellent wages and benefits
- Varied work
- Eligible to work anywhere in the U.S

### Challenges of Apprenticeship:

- Often physically demanding
- May have to work outside in bad weather
- Work may not be year round (seasonal work)
- Work sites may vary quite regularly
- Apprentices must provide their own transportation and tools

### What if I Need Extra Help?

The colleges and Goodwill provide many support services:

- Academic Advising
- Help with Financial Aid
- Help with Books & Supplies
- Transportation Assistance
- Childcare Assistance
- Disability Accommodations
- Computer Labs
- Case Management
- Internship Assistance
- Tutoring
- Counseling
- Job Search Assistance

The colleges and Goodwill provide many support services:

- Academic Advising
- Help with Financial Aid
- Help with Books & Supplies
- Transportation Assistance
- Childcare Assistance
- Disability Accommodations
- Computer Labs
- Case Management
- Internship Assistance
- Tutoring
- Counseling
- Job Search Assistance
# Apprenticeship Training Options

## Renton Technical College

<table>
<thead>
<tr>
<th>Trade</th>
<th>Contact</th>
<th>Phone Numbers</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter</td>
<td>Charlie Blankenship</td>
<td>(425) 235-7854</td>
<td>Renton Technical College</td>
</tr>
<tr>
<td>Plasterer</td>
<td>Matthew Markham</td>
<td>(425) 235-7879</td>
<td>Renton Technical College</td>
</tr>
<tr>
<td>Heat &amp; Frost Insulator*</td>
<td>Doug Steinmetzer</td>
<td>(425) 235-7827</td>
<td>Renton Technical College</td>
</tr>
<tr>
<td>Lather</td>
<td>Steve Ignac</td>
<td>(253) 437-5235</td>
<td>Kent, WA</td>
</tr>
<tr>
<td>Millwright*</td>
<td>Linda Scrivano-Sprenger</td>
<td>(253) 437-5235</td>
<td>Renton, WA</td>
</tr>
<tr>
<td>Pile Driver*</td>
<td>Linda Scrivano-Sprenger</td>
<td>(253) 437-5235</td>
<td>Renton, WA</td>
</tr>
</tbody>
</table>

## South Seattle Community College

<table>
<thead>
<tr>
<th>Trade</th>
<th>Contact</th>
<th>Phone Numbers</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Apprentice</td>
<td>Laura Hopkins</td>
<td>(206) 768-6629</td>
<td>Greater Puget Sound Electrical Workers</td>
</tr>
<tr>
<td>HVAC/Marine Electricians</td>
<td>Brett Olson</td>
<td>(253) 315-0540</td>
<td>Kent WA</td>
</tr>
<tr>
<td>Boilermaker</td>
<td>Frank Gosser</td>
<td>(206) 624-4707</td>
<td>Seattle, WA</td>
</tr>
<tr>
<td>MeatsCutters</td>
<td>Tim Phelan</td>
<td>(253) 735-8181</td>
<td>Auburn, WA</td>
</tr>
<tr>
<td>Cement Masons</td>
<td>Mark Maher</td>
<td>(206) 762-9286</td>
<td>Western Washington Cement Masons</td>
</tr>
<tr>
<td>Ironworkers</td>
<td>Erik Smith</td>
<td>(253) 767-3986</td>
<td>Pacific NW Ironworkers &amp; Employers</td>
</tr>
<tr>
<td>Floorcovering</td>
<td>Robert Gratzer</td>
<td>(206) 709-4348</td>
<td>Seattle &amp; Vicinity Sprinkler Fitter</td>
</tr>
<tr>
<td>Sprinkler Fitter</td>
<td>Charles &quot;Chip&quot; Brooks</td>
<td>(206) 764-0395</td>
<td>Seattle City Light Sprinkler Fitter</td>
</tr>
<tr>
<td>Glaziers &amp; Glassworkers</td>
<td>Craig Stewart</td>
<td>(206) 762-7001</td>
<td>Seattle, WA</td>
</tr>
<tr>
<td>Western Washington Masonry</td>
<td>Terry Hays</td>
<td>(206) 767-3986</td>
<td>Western Washington Masonry Trades</td>
</tr>
<tr>
<td>Western Washington Painting, Striping &amp; Drywall Finishing</td>
<td>Don C. Olson</td>
<td>(206) 386-1603</td>
<td>Seattle City Light Apprenticeship &amp; Technical Training</td>
</tr>
<tr>
<td>Seattle City Light Electrical Workers</td>
<td>Karen DeVanaro</td>
<td>(206) 386-1603</td>
<td>700 5th Avenue, 32nd Floor, Seattle, WA</td>
</tr>
</tbody>
</table>

## Additional Trades

- Seattle Public Utilities Water Pipe Worker
  - Contact: Kerry Copeland
  - (206) 233-7260
  - Seattle, WA

- Seattle Public Utilities Apprenticeship Office
  - Contact: 2700 Airport Way South
  - Seattle, WA

- Seattle Public Utilities Apprenticeship Office
  - Contact: 2700 Airport Way South
  - Seattle, WA

- Western Washington Cement Masons
  - Contact: 6737 Corson Avenue South, Building D
  - Seattle, WA

- Western Washington Cement Masons
  - Contact: 6770 E. Marginal Way South, B122
  - Seattle, WA

- Western Washington Cement Masons
  - Contact: 6770 E. Marginal Way South, Building E
  - Seattle, WA

- Western Washington Cement Masons
  - Contact: 6770 E. Marginal Way South, Building E
  - Seattle, WA

- Western Washington Cement Masons
  - Contact: 6770 E. Marginal Way South, Building D
  - Seattle, WA
Early Education Occupations

Start Here

Certificates from RTC and SCC that leads to a variety of entry level teaching positions.

- Nanny/Au Pair
- Child Care Teacher
- Classroom Assistant

- $8.55 - $11.00

1 Year Certificate

Jobs & Wages*

- Child Care Provider
- Pre-school Teacher
- Infant/Toddler Specialist

- $12.00 - $15.00

2 Year Degree

- Certificates from RTC and SCC that leads to a variety of early education teaching positions.
- 5 - 6 quarters
  (15 - 18 months)
- 91 - 113+ credits earned

Jobs & Wages*

- Elementary School Teacher
- Education Coordinator
- Education Administrator

- $15.00 - $25.00

4 Year Degree

- You’ll be ready to transfer to many 4 year colleges and universities.
- Examples include:
  - University of Washington
  - Eastern Washington University
  - Central Washington University
  - Washington State University

Jobs & Wages*

- Nanny
- Au Pair
- Child Care Teacher
- Classroom Assistant

- $8.55 - $11.00

- $8.55 - $11.00

- $8.55 - $11.00

- $8.55 - $11.00

College Contact Information

Renton Technical College (RTC)
Maggi Sutthoff
Roberts Campus Center, Bldg I
(425) 235-2352 x5542

Shoreline Community College (SCC)
Jan Otten
FOSS Building
(206) 546-5885

*Job title and wage information was derived from annual wages reported in the Occupational Employment Survey, Bureau of Labor Statistics for the Seattle/King County Workforce Development Area. http://www.workforceexplorer.com/cgi/dataanalysis/AreaSelection.asp?tableName=Oeswage

Actual job titles and wages will vary depending on demonstrable skills and experience.
Early Education Training Options

### What is it like to work in Early Education?

**Tasks & Skills**
- Provide extra assistance to students with special needs.
- Tutor & assist children individually or in small groups.
- Supervise students in classrooms, halls, cafeterias, etc.
- Observe & record students’ performance.
- Meet with parents to discuss student progress.

**Major employers:**
- In home
- Day Care/Child Care Centers
- Pre-School/Head Start Programs

### What if I Need Extra Help?

The colleges and Goodwill provide many support services:
- Academic Advising
- Help with Financial Aid
- Help with Books & Supplies
- Transportation Assistance
- Childcare Assistance
- Disability Accommodations
- Computer Labs
- Case Management
- Internship Assistance
- Tutoring
- Counseling
- Job Search Assistance

### 1 Year Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Renton Technical College</strong></td>
<td><strong>Education and Human Services</strong></td>
<td></td>
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</tr>
<tr>
<td>Child Development Associate</td>
<td></td>
<td>3</td>
<td>15</td>
<td>Minimum Age: 18; Must take COMPASS test; Ability to speak English; Access to or working in a licensed facility with young children</td>
</tr>
<tr>
<td>Early Childhood Careers</td>
<td></td>
<td>3</td>
<td>51</td>
<td>Minimum Age: 18; Must take COMPASS test; Ability to pass background check</td>
</tr>
<tr>
<td><strong>Shoreline Community College</strong></td>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Professional</td>
<td></td>
<td>3</td>
<td>60</td>
<td>COMPASS test: 79-100 writing, 85-100 reading, 55 pre-algebra</td>
</tr>
</tbody>
</table>

### 2 Year Degree Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Renton Technical College</strong></td>
<td><strong>Education and Human Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Careers</td>
<td></td>
<td>5-6</td>
<td>91-113+</td>
<td>Minimum Age: 18; Must take COMPASS test; Ability to pass background check</td>
</tr>
<tr>
<td><strong>Shoreline Community College</strong></td>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>6</td>
<td>93</td>
<td>COMPASS test: 79-100 writing, 85-100 reading, 55 pre-algebra</td>
</tr>
<tr>
<td>Bilingual/Bicultural Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Automotive Technology Occupations

**Jobs & Wages**

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Wage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Service Technician</td>
<td>$12.00 - $16.00</td>
</tr>
<tr>
<td>Line Technician</td>
<td>$13.00 - $18.00</td>
</tr>
<tr>
<td>Field Technician Mechanic</td>
<td>$16.00 - $21.00</td>
</tr>
<tr>
<td>Specialty Technician Autobody Mechanic</td>
<td>$16.00 - $21.00</td>
</tr>
<tr>
<td>Assistant Shop Manager</td>
<td>$18.00 - $25.00</td>
</tr>
<tr>
<td>Shop Foreman</td>
<td>$18.00 - $25.00</td>
</tr>
<tr>
<td>Service Advisor</td>
<td>$18.00 - $25.00</td>
</tr>
<tr>
<td>Service Manager</td>
<td>$18.00 - $25.00</td>
</tr>
<tr>
<td>Line Technician</td>
<td>$13.00 - $18.00</td>
</tr>
<tr>
<td>Field Technician</td>
<td>$13.00 - $18.00</td>
</tr>
<tr>
<td>Mechanic</td>
<td>$13.00 - $18.00</td>
</tr>
<tr>
<td>Specialty Technician</td>
<td>$16.00 - $21.00</td>
</tr>
<tr>
<td>Autobody Mechanic</td>
<td>$16.00 - $21.00</td>
</tr>
</tbody>
</table>

**Start Here**

- Basic Education & High School Completion
- English for Speakers of Other Languages
- Computer Literacy
- Support Services
- Retail & Customer Service Program
- Job Search Assistance

**College Contact Information**

- **Renton Technical College (RTC)**
  - Maggi Sutthoff
  - Roberts Campus Center
  - Building I
  - (425) 235-2352 x5542
- **Shoreline Community College (SCC)**
  - Jan Otten
  - FOSS Building
  - (206) 546-5885
- **South Seattle Community College (SSCC)**
  - Wendy Price
  - Robert Smith, Room 81
  - (206) 768-6667

*Job title and wage information was derived from annual wages reported in the Occupational Employment Survey, Bureau of Labor Statistics for the Seattle/King County Workforce Development Area. http://www.workforceexplorer.com/cgi/dataanalysis/AreaSelection.asp?tableName=Deswage
Actual job titles and wages will vary depending on demonstrable skills and experience.*
### What is it like to work in Auto Tech Occupations?

**Tasks & Skills**
- Examine cars & list needed repairs.
- Adjust, repair, rebuild, or replaced damaged or poorly working parts.
- Use electronic equipment to test & diagnose parts & cars.
- May specialize in one or more areas, such as transmission.
- Repair body of automobiles, prime and paint surfaces.
- Manage time of self & others.

**Major employers:**
- Auto repair shops, auto dealerships, gas & service stations
- Auto supply stores

### What if I Need Extra Help?

The colleges and Goodwill provide many support services:
- Academic Advising
- Help with Financial Aid
- Help with Books & Supplies
- Transportation Assistance
- Childcare Assistance
- Disability Accommodations
- Computer Labs
- Case Management
- Internship Assistance
- Tutoring
- Counseling
- Job Search Assistance

**Other Requirements of Auto Tech Programs Include:**
- Valid driver's license
- Proof of Insurability
- Sponsorship from dealer or repair shop (some colleges)
- Instructor interview
- Drug testing (required by some employers)

### Short-term Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Seattle Community College Automotive</td>
<td>General Service Technician (GST) (also I-BEST program)</td>
<td>2</td>
<td>30</td>
<td>COMPASS test: 41 writing, 65 reading, 28 pre-algebra</td>
</tr>
</tbody>
</table>

### 1 Year Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoreline Community College Science General Service Technician (ABE, I-BEST)</td>
<td>3</td>
<td>45</td>
<td>GST certificate/equivalent experience COMPASS test: 41 writing, 65 reading, 28 pre-algebra</td>
<td></td>
</tr>
<tr>
<td>South Seattle Community College Automotive Automotive Technology (minor)</td>
<td>4</td>
<td>62</td>
<td>GST certificate/equivalent experience COMPASS test: 41 writing, 65 reading, 28 pre-algebra</td>
<td></td>
</tr>
</tbody>
</table>

### 2 Year Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renton Technical College Automotive Autobody Repair and Refinishing Automotive Technology</td>
<td>7</td>
<td>135</td>
<td>Minimum Age: 18 Must take COMPASS test</td>
<td></td>
</tr>
<tr>
<td>South Seattle Community College Automotive Automotive Technology (major)</td>
<td>6</td>
<td>93</td>
<td>GST certificate/equivalent experience COMPASS test: 41 writing, 65 reading, 28 pre-algebra</td>
<td></td>
</tr>
<tr>
<td>South Seattle Community College Automotive Autobody Collision Repair</td>
<td>7</td>
<td>115</td>
<td>COMPASS test: same as above</td>
<td></td>
</tr>
</tbody>
</table>

### 2 Year Degree Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renton Technical College Automotive Autobody Repair and Refinishing Automotive Technology</td>
<td>7-8</td>
<td>155</td>
<td>Minimum Age: 18 Must take COMPASS test</td>
<td></td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>7-8</td>
<td>155</td>
<td>Minimum Age: 18 Must take COMPASS test Valid driver's license</td>
<td></td>
</tr>
<tr>
<td>Automotive Service Technician (ITEC)</td>
<td>8</td>
<td>130-133</td>
<td>Minimum Age: 18 Must take COMPASS test For Ford ASSET: same as above plus dealer sponsorship</td>
<td></td>
</tr>
<tr>
<td>Ford ASSET</td>
<td>8</td>
<td>130-133</td>
<td>Minimum Age: 18 Must take COMPASS test For Ford ASSET: same as above plus dealer sponsorship</td>
<td></td>
</tr>
<tr>
<td>Shoreline Community College Science Chrysler (CAP)</td>
<td>7</td>
<td>150-155</td>
<td>COMPASS test: 34 numerical, 45 writing, 44 reading ESL: placement in ENGL 101</td>
<td></td>
</tr>
<tr>
<td>General Motors (ASEP)</td>
<td>7</td>
<td>150-155</td>
<td>COMPASS test: 57 writing, 70 reading (AAS) COMPASS test: 77 reading &amp; writing, 71 algebra (AAST)</td>
<td></td>
</tr>
<tr>
<td>Honda (PACT)</td>
<td>7</td>
<td>150-155</td>
<td>COMPASS test: 34 numerical, 45 writing, 44 reading ESL: placement in ENGL 101</td>
<td></td>
</tr>
<tr>
<td>Toyota (T-Ten)</td>
<td>7</td>
<td>150-155</td>
<td>COMPASS test: 57 writing, 70 reading (AAS) COMPASS test: 77 reading &amp; writing, 71 algebra (AAST)</td>
<td></td>
</tr>
<tr>
<td>South Seattle Community College Automotive Automotive Technology</td>
<td>8</td>
<td>114-126</td>
<td>COMPASS test: same as above</td>
<td></td>
</tr>
<tr>
<td>Autobody Collision Repair</td>
<td>8</td>
<td>133-139</td>
<td>COMPASS test: same as above</td>
<td></td>
</tr>
</tbody>
</table>
Retail Management Occupations

Jobs & Wages*

Sales Manager
Business Analyst
$18.00 - $25.00

Buyer
Management Trainee
Store/Department Manager
Merchandise Manager
$14.00 - $21.00

Jobs & Wages*

Sales Associate
Assistant Buyer
Display Coordinator
$10.00 - $14.00

Jobs & Wages*

Assistant Buyer
Display Coordinator
$10.00 - $14.00

1 Year Certificate

Certificate from Shoreline Community College that leads to a variety of entry level retail positions.

3 - 4 quarters (9 - 12 months)

45 - 80 credits earned

2 Year Degree

Certificate from Shoreline Community College that leads to a variety of retail management positions.

5 - 6 quarters (15 - 18 months)

90 - 104 credits earned

4 Year Degree

You’ll be ready to transfer to many 4 year colleges and universities.

Examples include:
- University of Washington
- Eastern Washington University
- Evergreen State College
- Washington State University

College Contact Information

Shoreline Community College (SCC)
Jan Otten
FOSS Building
206-546-5885

*Job title and wage information was derived from annual wages reported in the Occupational Employment Survey, Bureau of Labor Statistics for the Seattle/King County Workforce Development Area. http://www.workforceexplorer.com/cgi/dataanalysis/AreaSelection.asp?tableName=Oeswage

Actual job titles and wages will vary depending on demonstrable skills and experience.
Retail Management Training Options

Major employers:
- Clothing or department stores
- Home furnishing stores
- Grocery Stores

Tasks & Skills:
- Provide customer service by greeting & assisting customers and respond to customer complaints.
- Monitor sales activities.
- Direct & supervise employees.
- Keep records of purchases & sales.
- Enforce safety, health & security rules.
- Hire, train & evaluate personnel.

What if I Need Extra Help?
The colleges and Goodwill provide many support services:
- Academic Advising
- Help with Financial Aid
- Help with Books & Supplies
- Transportation Assistance
- Childcare Assistance
- Disability Accommodations
- Computer Labs
- Case Management
- Internship Assistance
- Tutoring
- Counseling
- Job Search Assistance

1 Year Certificate Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoreline Community College Business</td>
<td>Retail Management</td>
<td>3</td>
<td>53</td>
<td>COMPASS test: 79-100 writing, 85-100 reading, 85 algebra</td>
</tr>
</tbody>
</table>

2 Year Degree Options

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Program Length (quarters)</th>
<th>Credits Earned</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoreline Community College Business</td>
<td>Business Technology</td>
<td>6</td>
<td>90</td>
<td>COMPASS test: 79-100 writing, 85-100 reading, 85 algebra</td>
</tr>
</tbody>
</table>

What is it like to work in Retail Management?

Tasks & Skills:
- Provide customer service by greeting & assisting customers and respond to customer complaints.
- Monitor sales activities.
- Direct & supervise employees.
- Keep records of purchases & sales.
- Enforce safety, health & security rules.
- Hire, train & evaluate personnel.

Major employers:
- Clothing or department stores
- Home furnishing stores
- Grocery Stores
### Income Eligibility Guidelines *

1. Find your household size. Programs may count your household size differently. Call for clarification.
2. Follow the row across to find the income column that is just above your gross monthly income. Example: Your monthly income is $2,000 for a household of 3. You would look at the column that shows $2,823.
3. Follow the column down. The boxes with a ** are programs for which you may be eligible based on income.
4. **Some programs may allow for deductions from your income before determining eligibility.** Deductions such as: Child support paid out, medical premiums, childcare payments or $90 per working adult could help to make you eligible.

<table>
<thead>
<tr>
<th>% federal poverty level (fpl), state median income (ami)</th>
<th>125% fpl</th>
<th>150% fpl</th>
<th>200% fpl</th>
<th>70% ami</th>
<th>300% fpl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household of 1</td>
<td>$1,128</td>
<td>$1,670</td>
<td>$1,805</td>
<td>$2,380</td>
<td>$2,708</td>
</tr>
<tr>
<td>Household of 2</td>
<td>$1,518</td>
<td>$2,247</td>
<td>$2,429</td>
<td>$3,112</td>
<td>$3,643</td>
</tr>
<tr>
<td>Household of 3</td>
<td>$1,908</td>
<td>$2,823</td>
<td>$3,052</td>
<td>$3,845</td>
<td>$4,578</td>
</tr>
<tr>
<td>Household of 4</td>
<td>$2,298</td>
<td>$3,400</td>
<td>$3,675</td>
<td>$4,577</td>
<td>$5,513</td>
</tr>
<tr>
<td>Household of 5</td>
<td>$2,688</td>
<td>$3,976</td>
<td>$4,299</td>
<td>$5,309</td>
<td>$6,448</td>
</tr>
<tr>
<td>Household of 6</td>
<td>$3,078</td>
<td>$4,553</td>
<td>$4,922</td>
<td>$6,041</td>
<td>$7,383</td>
</tr>
<tr>
<td>Household of 7</td>
<td>$3,468</td>
<td>$5,130</td>
<td>$5,545</td>
<td>$6,179</td>
<td>$8,318</td>
</tr>
<tr>
<td>Household of 8</td>
<td>$3,858</td>
<td>$5,706</td>
<td>$6,169</td>
<td>$6,316</td>
<td>$9,253</td>
</tr>
<tr>
<td>For each additional household member add</td>
<td>$390</td>
<td>$577</td>
<td>$624</td>
<td>$137</td>
<td>$935</td>
</tr>
</tbody>
</table>

**You may be eligible for:**

- * Water Assistance (Seattle Public Utilities)
- * Energy Assistance (LIHEAP and ELIA)
- * 50% City Light/SPU Discount (Utility Rate 26/27) – not eligible if in subsidized housing
- * Energy Assistance (Project SHARE)

*Energy programs count only 80% of gross earnings from work + 100% of unearned income*

<table>
<thead>
<tr>
<th>Program</th>
<th>125% fpl</th>
<th>150% fpl</th>
<th>200% fpl</th>
<th>70% ami</th>
<th>300% fpl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free or Low-Cost Preschool (Head Start, ECEAP or Seattle Step Ahead Preschool)</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Child Care (Washington State – Working Connections Child Care)</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Child Care (City of Seattle – Child Care Assistance Program)</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Health Insurance (Pregnancy)</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Health Insurance (Basic Health)</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Health Insurance (Take Charge Family Planning)</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Free Health Insurance (Medicaid – Kids)</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Low Cost Health Insurance (CHIP – Kids)</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Food (Basic Food)</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Seattle Jobs Initiative – Free job training</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Bank on Seattle – King County</td>
<td></td>
<td></td>
<td></td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

For eligibility and a list of free tax sites please call 206-684-0355.

* Other program requirements may apply. Please call PeoplePoint to see if you qualify.
* Income guidelines change periodically. Please call to be sure you have the most recent form.

www.peoplepoint.info 206-684-0355 peoplepoint@seattle.gov

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