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Career Development Outline and Objectives

A. Objectives:

1. The main objective of this project is to introduce you to a process that you can use throughout your life as you search for your career.

2. We want you to be familiar with the various resources that are available to help you in your search. These resources include books, magazines, videos, computer programs, Internet website, and various other materials.

3. We want you to be able to focus on some appropriate career clusters, but we do not expect you to make your final career choice at this time.

4. Finally, we would like you to be able to use some of the things you learn in this project when you make course selections for the next school year.

B. Outline of Project:

1. Day 1: Counselors will introduce the career development exploration process through the Naviance program. Students will complete the Cluster Finder. Once this assessment is complete students can begin to fill in the answer to the corresponding questions on the Career Program Worksheet. As these are much quicker assessments we can introduce students to the students to the Bureau of Labor Statistics/Occupational Outlook Handbook website.

2. Day 2: Students will be with classroom teacher and complete the Career Interest Inventory assessment in Naviance. This will give students the opportunity to explore various careers based on their interests.

C. Expectations:

1. Students are expected to complete the interest inventory and speech project in a serious manner.

2. Prepare a 2 to 3 minute speech or PowerPoint presentation on the career you have selected.
Career Vs. Job

<table>
<thead>
<tr>
<th>Career</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>A career is the pursuit of a lifelong ambition or the general course of progression towards lifelong goals. A career provides the backbone of experiences and will fuel your professional life for years, if not your entire life.</td>
<td>A job is simply something you do to earn money.</td>
</tr>
</tbody>
</table>

Tips for Choosing a Career

*Put some serious thought into how you want to spend the rest of your life because you are going to spend a lot of time at work.*

- **Understand the difference between a Job Vs. Career (See Above):** Realize that a career is different from a job. A job is something that you do to pay the mortgage. A career is something that infuses you with pleasure and accomplishment because it is work you love to do and purposely set out to do it by getting the education and experience that was necessary.

- **Know your Passions:** Pick a career that you are passionate about. The best gift you can give to yourself is to pursue a career that is so enthralling that it gets you out of bed in the morning, wide-eyed and bushy-tailed, eager and in anticipation of that day’s work and what it will entail.

- **Make Yourself Happy:** If your well-meaning parents are insisting that you go to medical school, which you don’t want to do, or become a teacher, because it’s a secure job, but which holds no appeal for you, this is the time to take a stand. You can either succumb to parental pressures and wishes or say, no, that’s not what I want to do. Of course, if the parents are footing the bill you have a dilemma on your hands. However, if you do as you advised to do and not as you want to do you are probably going to regret it until your dying day. Showing up to a job that you dislike or even hate every day for the next 40 years or more is not going to make you a happy camper.

- **Rate your Values:** Write a list of what is most important to you or the things that you value: Is money at the top of the list? Ample leisure time? Do you want the kind of job that requires that you travel? Is job security the most important thing to you or do you prefer flying without a net? COMPLETE THE VALUES ASSESSMENT ON PAGE 9.

- **Financial Analysis:** Ideally, pick a profession that interests and excites you but one that also pays decently. Yeah, we know. You want to be a professional rock n’ roller, and that’s great, but you need to figure out a way to incorporate your musical leanings into a paying job.

- **Job Outlook:** Job Outlook refers to the expected rate of growth in a particular occupation. In the Occupational Handbook, Job Outlook is expressed in words including a description of what economic conditions, sociological and demographic factors will influence the number of expected vacancies for a particular occupation. See page 11 for more information.

- **Education Pays:** There are many benefits to furthering your education including better health, more security, closer family, stronger community and greater wealth. See page 13 for more information.

- **Complete Assessments:** Naviance Interest Inventory & Personality Assessment

- **Research:** Determine what you need for a particular career. What is the job description? What skills and abilities are needed for this career? What are the day-to-day tasks?
3 Steps of Career Development

Step 1: Who Am I?

It is important for you to have a realistic perception of yourself and gain knowledge about who you are in a variety of ways.

✓ Assess who you are by taking various assessments:
  ▪ Life and Personal Values-How we evaluate the importance of things or activities
  ▪ Examine Career Interests (Career Interest Profiler)-Activities that are liked or disliked
  ▪ Personality Assessment (Do What You Are Personality Assessment)-Enduring traits or distinguishing characteristics about a person
  ▪ Skills-Demonstrating competence in doing certain activities
  ▪ Abilities-Skills that come naturally to you that can be further developed

✓ Additional areas of self-exploration: high school courses (what classes did you choose to take and which were you good at), transcripts, projects, clubs, activities, sports, volunteer activities, jobs, reflection, and standardized assessments such as ACT Exams, SAT Exams, PSAT Exams or AP Exams

Step 2: Where am I going?

- Career Clusters identify the knowledge and skills learners need as they follow a pathway toward their career goals. Career clusters provide a means of exploring the many occupational options. Each cluster is divided into different pathways. Pathways are grouped by the knowledge and skills required for occupations in these career fields.

- The Bureau of Labor Statistics website examines job outlook, earnings, skills/training necessary for careers. See page 11 for more information.

- Based on your assessment results, begin examining matching career options

Step 3: How do I get there?

- Examine the top ten characteristics that a person needs to be successful in ANY career.
- Based on your career options, begin examining the skills and training necessary.
- What options do I have for my particular career after I graduate from high school:
  ▪ -Career/Technical Colleges
  ▪ -Community Colleges (College of DuPage)
  ▪ -4-year Colleges/Universities
  ▪ -Military
  ▪ -Apprenticeship
- Use My Majors website and take the MyMajors quiz if you need help determining a college major See page 21
*TOP TEN*

Personal characteristics that **ALL** employers in **ALL** job categories look for in **ALL** job candidates

- Strong Work Ethic
- Honest/Integrity
- Communication Skills
- Teamwork Skills
- Enthusiasm
- Flexibility
- Motivation/Initiative
- Dependability/Punctuality
- Self-Confidence
- Getting Along Well With Others

No matter what career you choose, your future employer will want you to have the above characteristics as well as the capacity of being:

A Life Longer Learner  A Logical Thinker  A Problem Solver

Most Employers Agree...

*A high school education alone will not fully equip most students with *the skill and qualities they will need to be employable!*
Why Go To School?

While walking down the halls of a school, you may hear students say: "Why do I have to go to school? My classes don’t teach me anything! Why do I need to pass English, history, and math? What good are they?" One reason that success in school is important is that employers think that success in school is directly related to success on the job. Employers prefer to hire students who have proven themselves by succeeding in school. In a survey, employers were asked what things students should learn in school to help them succeed on the job. In answer to this survey, employers said students should learn the following:

IN SCHOOL — LEARN RESPONSIBILITY

What is responsibility? Responsibility includes dependability, reliability, and trustworthiness. On the job, dependability means reporting to work on time every day scheduled to work, calling in as soon as possible when sick, and asking one or two weeks in advance when time off is needed. Workers show reliability by doing each task correctly and completely. They also show trustworthiness by handling the company’s merchandise or equipment with care and not taking home anything that belongs to the employer.

How do I learn responsibility? In your school’s classes, you learn dependability by turning in each homework assignment when it is due, taking the quizzes and tests on the correct days, and being in your seat when the tardy bell rings. You learn reliability by answering every question on homework assignments and bringing extra pens, pencils, and paper to class each day. You learn trustworthiness by doing your own classwork and homework, writing your own term papers, and handling the textbook with care.

IN SCHOOL — LEARN TO COMMUNICATE

What are communication skills? The employers surveyed felt that the communication skills of listening, reading, writing, and speaking were important for job success.

How do I learn these skills? Although communication skills are used in all classes, English classes are responsible for teaching and giving you practice in communication skills. You learn to listen (and remember what was said) by not talking, writing notes to friends, or daydreaming while the teacher is lecturing. You learn to read (and remember what you have read) by taking notes to help you to understand the novel or essay as you are reading. You learn to write by studying English grammar, reading literature, and completing the writing assignments that the teacher gives. You learn speaking skills needed for the business world by studying and practicing the rules involved in giving a good speech.

IN SCHOOL — LEARN MATH SKILLS

What math skills are needed? The employers surveyed indicated that it was important that students learn to compute (do math) and solve problems. One employer mentioned that it is important to learn how to solve a problem when “some pieces of the puzzles are missing.” This means that students need to learn how to think to fill in information that may be missing to solve a problem.

Where do I learn to compute and solve problems? In all your math classes! In fact, math classes have an added benefit of teaching you the skill of thinking logically (in a sequenced order using the principles of correct reasoning) so that you can succeed at solving many types of problems.
IN SCHOOL — LEARN PUBLIC RELATION SKILLS

What are public relation (or PR) skills? The way you treat people and the attitude you show to the world are considered PR skills. Since employers like their business to appear organized, cheerful, and helpful to the public (or customers), they need workers with good PR skills so that there is good will and harmony among supervisors and workers which then helps everyone show a good "face" to the public. PR skills include tact (saying or doing the right thing in difficult situations), empathy (understanding how another person feels), respect (having consideration or concern for another), and a positive attitude (thinking the best about a person or situation).

Where do I learn PR skills? Do leaders play sports — or do sports build leadership qualities that are used later in life? The discipline, effort, and attitude learned in sports programs are exactly the same qualities needed for success in the work world. In addition, PR skills are an important part of the sports program. When playing sports, you are part of a bigger picture — the team (or later, the company). You and the team must present a united and positive "face" to the other team no matter how you really feel inside. You must learn to "read" the other team so that you understand how they are thinking so that you can win. You must have respect for the official (or supervisor) so that you don't get too many fouls or thrown out of the game. In short, team sports provide excellent opportunities for learning the good PR skills which will make you valuable to employers.

IN SCHOOL — LEARN INITIATIVE AND PRIDE

What are initiative and pride? Initiative is an ability to start a task without being told, and to continue working at that task until it has been completed. Pride is the feeling of self-respect a person gets when something has been done well. These traits often lead to increases and promotions.

Where do I learn initiative and pride? Initiative and pride can be learned throughout your schooling years in all classes. This is why employers like to hire successful students. Employers know that students have to learn initiative and pride to succeed. For example, having an organized study time each night so that you are ready for the test (instead of cramming at the last minute) builds the initiative habit by seeing what needs to be done and doing it without being told. The pride (or self-respect) habit is built by doing your best on assignments and quizzes, not cheating, and trying to get the best grades you can — instead of the minimum required for passing.

QUICK CHECK:

1. Whom do employers prefer to hire?
2. a) How is dependability shown on the job? b) Reliability? c) Trustworthiness?
3. a) In your school's classes, what is one way to learn dependability? b) Reliability? c) Trustworthiness?
4. a) How do you learn to listen? b) How do you learn to write?
5. What does it mean to solve a problem when "some pieces of the puzzle are missing"?
6. Besides learning math, what added benefit do you obtain from your math classes?
7. What are PR skills?
8. Define the following: a) tact, b) empathy, c) respect, d) a positive attitude.
9. In your opinion, do leaders play sports — or do sports build leadership qualities?
10. Give one example of an experience in sports that helps you learn good PR skills.
11. a) What is initiative? b) What is pride?
12. a) Give one example of how you can build the initiative habit. b) The pride habit.
13. List one class that you have taken that has taught you responsibility (dependability, reliability, and trustworthiness). In an essay of at least 25 words, describe what things the teacher did that helped you learn responsibility.
Life and Personal Values Assessment

List 5 aspirations or goals you have achieved in your lifetime. Check the values that were involved in each goal.

<table>
<thead>
<tr>
<th>Value</th>
<th>Definition</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplishments</td>
<td>Knowing you've done well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aesthetics</td>
<td>Caring about beauty and harmony</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Altruism</td>
<td>Helping others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>Living in harmony with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Develop new ideas or things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Appreciating learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equality</td>
<td>Equal opportunity for all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faith</td>
<td>Loyalty to one's beliefs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>Caring about parents, children &amp; relatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom</td>
<td>Free choice of thoughts and actions</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Health</td>
<td>Emotional/physical/spiritual well being</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td>Behavior consistent with beliefs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justice</td>
<td>Fair treatment for all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td>Strong personal attachment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Loyalty</td>
<td>Devotion to someone or something</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasure</td>
<td>Seeking enjoyment or gratification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power</td>
<td>Having influence and ability to act on it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prestige</td>
<td>Becoming well-known and respected</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td>Gaining respect and admiration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>Being certain, sure of something</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wealth</td>
<td>Accumulating items of value</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisdom</td>
<td>Mature understanding of life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List the top 5 values (#1 value that received the greatest number of checks):

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

The OOH, updated every 2 years by the Bureau of Labor Statistics (BLS)—is a career guide that describes, for hundreds of occupations,

- What workers do on the job
- Work environment
- The education and training and other qualifications needed to enter the occupation
- Pay
- Expected employment change and job prospects
- Similar occupations
- Contacts for more information

Navigating the OOH Home Page

Here are more details on the ways to find information about a particular occupation:

- **Occupation Group Search.** The OOH is broken up into clusters of similar occupations. To find an occupation, browse the occupational group of interest on the left-hand side of the homepage. Clicking on a group results in a “landing page” of similar occupations together with their respective job summaries, typical entry-level types of education, and 2010 median pay figures.

- **Occupation Finder.** The occupation finder makes it easy to search for occupations by median pay, typical entry-level education, typical on-the-job training requirements, projected number of new jobs, projected employment growth rate, or a combination of any of these five characteristics. For example, a student who wants to learn which occupations typically require a high school diploma and pay an annual salary of more than $50,000 can use the drop-down menus to filter occupations on the basis of those two criteria.

- **A–Z Index Search.** Students may use the alphabetical index to look for an occupation. For example, someone looking for “Doctors” would click on “D” and then on “Doctors” in the A–Z index search. The person would then be directed to the occupational profile on “Physicians and surgeons.”

- **Search Box.** Students may also search for occupations by entering a title into the “Search Handbook” box at the top right of the homepage.

- **Browse New Links.** New links take students to three distinct pages: highest paying occupations, occupations projected to be the fastest growing, and occupations projected to have the most new jobs created.

- **View Featured Profile.** Each day, the OOH homepage will feature a different occupation that students can click on and learn about.

- **OOH Glossary.** The OOH Glossary includes terms frequently used in the occupational profiles and related pages, including general economic concepts, such as employment and replacement needs; definitions of BLS resources, such as surveys and classification systems; and terms particular to the OOH, such as education and training categories.

- **Question Mark (?).** Certain terms in the profiles—including terms in the Quick Facts table, on the Home Page, and in column headings in tables—have question marks next to them. Users can click on the question mark to read the definition of a term.

Log onto website: [http://bls.gov/ooh/]
OOH Online Profile Information:

There are eight separate “pages” on the online profile: a summary page highlighting key characteristics of the occupation and seven additional pages, each describing one aspect of the occupation, such as pay or the job outlook:

Summary Page: Quick-facts table; this feature summarizes key information about the occupation, including
- 2010 median pay
- Entry-level education
- Work experience in a related occupation
- On-the-job training
- Number of jobs, 2010
- Job outlook, 2010–20
- Employment change, 2010–20

What They Do
- Definition of the occupation
- Typical duties
- Specialties within the occupation

Work Environment
- Work setting, including potential hazards and physical, emotional, or mental demands
- Work schedules, including information on hours worked and seasonality of work

How to Become One
- Typical entry-level education requirements
- Important qualities that are helpful in performing the work
- Typical on-the-job training needed to attain competency in the occupation (if relevant)
- Licenses (if relevant)
- Certification (if relevant)
- Work experience (if relevant)
- Advancement (if relevant)

Pay
- 2010 median annual or hourly wages
- Top 10 percent in wages earned
- Bottom 10 percent in wages earned
- Chart showing 2010 median annual or hourly wages in the occupation in comparison with median annual or hourly wage for all occupations
- Work schedules

Job Outlook
- Projected change in level and percentage of employment, including a discussion of the following factors affecting occupational employment change:
  - Industry growth or decline
  - Technological change
  - Demand for a product or service
  - Demographic change
  - Change in business patterns
  - Job prospects
  - Expected level of competition (if applicable)
    - Number of applicants versus number of positions available
  - Factors that may improve job prospects

Similar Occupations
- List of similar occupations, with summaries of their job duties, typical education level needed to enter the occupation, and median pay
- Similar occupations are selected on the basis of similarity of the work performed and, in some cases, on the skills, education, and/or training needed to perform the work at a competent level.

Contacts for More Information
- List of outside associations, organizations, and government agencies that provide career information for specific occupations. Sources are listed as a service to readers, but are not endorsed by the Bureau of Labor Statistics.
For most students who go to college, the increase in their lifetime earnings far outweighs the costs of their education. That’s a powerful argument for college. But more income is by no means the only positive outcome you can expect. The knowledge, fulfillment, self-awareness, and broadening of horizons that come from a college experience can transform your life — and the lives of those around you — in other equally valuable ways. More security, better health, closer family and stronger community, in addition to greater wealth, are the real value of a college education.
Better health makes everything else possible. It gives you the strength to take on life’s challenges. To enjoy the opportunities that come your way. College is where you can build the knowledge and skills to maintain better health.

Young adults with a 4-year college degree are much less likely to be obese than those with only a high school diploma.

**More Security**

More security means less worry. Less worry that you won’t be able to support yourself or the people you love. That you’ll have to rely on others to get by. College is a way to achieve independence. To achieve more security.

Individuals with a 4-year college degree are about half as likely to be unemployed as those with only a high school diploma.

**Greater Wealth**

Greater wealth means more choices. Whatever your dreams — owning a home, traveling the world — college is the way to support a richer life. The way to find a career that delivers greater wealth.

Individuals with a 4-year college degree earn an average of $22,000 more per year than those with only a high school diploma.

**Closer Family**

Closer family comes from sharing life experiences, from passing on knowledge, from inspiring the next generation to achieve even more than the last. College is an opportunity for you to broaden your world, to create the foundation for a closer family.

Children of parents with a 4-year college degree are much more likely to be read to every day than children of parents with only a high school diploma.

See all the ways a college degree can enhance your life and lifestyle:

ycg.org/edpays
Education, Earnings, and Tax Payments

Higher levels of education lead to both higher levels of earnings for individuals and higher tax revenues for federal, state, and local governments.

- The median earnings of bachelor’s degree recipients working full-time year-round in 2008 were $55,700, $21,900 more than the median earnings of high school graduates.
- About $5,900 of the additional $21,900 in earnings of four-year college graduates went to federal, state, and local governments in the form of higher tax payments. Median after-tax earnings were $18,000 higher for those with a bachelor’s degree than for those with only a high school diploma.
- Individuals with some college but no degree earned 17% more than high school graduates working full-time year-round. Their median after-tax earnings were 10% higher.
- The median total tax payments of full-time workers with a professional degree in 2008 were three and a half times as high as the median tax payments of high school graduates working full-time. After-tax earnings were almost three times as high.
- Individuals with higher levels of education are more likely to have earnings and more likely to work full-time year-round. Including all adults or all working adults in this figure would increase the income differences associated with higher levels of education.
- Eighty percent of college graduates ages 25 or older had earnings in 2008 and 60% worked full-time year-round. Sixty-three percent of high school graduates ages 25 or older had earnings, and 44% worked full-time year-round.

Also important:

- All of the differences in earnings reported here may not be attributable to education level. Education credentials are correlated with a variety of other factors that affect earnings, including, for example, parents’ socioeconomic status and some personal characteristics.
- While the average high school graduate might not increase his or her earnings to the level of the average college graduate simply by earning a bachelor’s degree, careful research on the subject suggests that the figures cited here do not measurably overstate the financial return of higher education (Camacho et al., 2003; Rouse, 2006; Heron et al., 2003).

Figure 1.1

Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2008

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Median Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a High School Graduate</td>
<td>$24,300</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>$31,800</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>$33,000</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>$42,000</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>$55,700</td>
</tr>
<tr>
<td>Professional Degree</td>
<td>$108,000</td>
</tr>
</tbody>
</table>

The bars in this graph show median earnings at each education level. The lighter segments represent the estimated average federal, state, and local taxes paid at these income levels. The darker segments show after-tax earnings.

Note: Taxes paid include federal income, Social Security, Medicare, state and local income, sales, and property taxes.

Sources: U.S. Census Bureau, 2009; Internal Revenue Service, 2008; Davis et al., 2008; calculations by the authors.
Lifetime Income Comparison based on Education

Lifetime Earnings

The typical bachelor's degree recipient can expect to earn about 66% more during a 40-year working life than the typical high school graduate earns over the same period.

- The calculations in Figure 1.2 are based on earnings of individuals working full-time year-round. Because the proportion of adults working full-time year-round increases with education level (for example, 67% of college graduates and 55% of high school graduates between the ages of 45 and 64 worked full-time in 2008), the lifetime earnings differentials would be larger if all adults — or all adult workers — were included in these calculations.

- As Figure 1.1 reports, higher earnings correspond to higher tax payments. If after-tax earnings were used in this calculation, the ratio of lifetime earnings for individuals with more than a high school diploma to lifetime earnings for high school graduates would decline slightly.

Also important:

- There are a variety of ways to estimate lifetime earnings for people with different levels of education. Although some reasonable assumptions would lower the rates shown here and other reasonable assumptions would increase those rates, the results consistently reveal significantly higher earnings levels associated with higher levels of education.

- A number of careful studies show that people who are kept out of college by barriers like a shortage of funds or the absence of nearby appropriate colleges earn higher than average returns when the barriers are lowered. In other words, the idea that students who are not enrolling in college would be unlikely to enjoy the average benefits reported here is not supported by the evidence (Brand and Xia, 2010).

*Figure 1.2*

Expected Lifetime Earnings Relative to High School Graduates, by Education Level

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Earnings Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a High School Graduate</td>
<td>0.71</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>1.00</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>1.19</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>1.24</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>1.66</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>1.87</td>
</tr>
<tr>
<td>Professional Degree</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Note: Based on the sum of median 2008 earnings for full-time year-round workers at each age from 25 to 64 for each education level. No allowance is made for the shorter work life resulting from time spent in college or and by the labor force for other reasons. Future earnings are discounted at a 3% annual rate to account for the reality that, because of inflation, dollars received in the future are not worth as much as those received today. This represents real interest, as all earnings are in 2008 dollars. Discounting does not have a large impact on the lifetime earnings ratios.

Sources: U.S. Census Bureau, 2008; calculations by the authors.
Willowbrook High School is pleased to introduce Family Connection from Naviance, a web-based service designed especially for students and parents. Family Connection is a comprehensive web site that you can use to help in making decisions about colleges and careers. Family Connection is a service that we use in the Counseling Office to track and analyze data about our students college and career plans. See Features below:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
<th>How to Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Résumé</td>
<td>Record your high school activities, awards, volunteer experience, etc.</td>
<td>Click the About Me tab</td>
</tr>
<tr>
<td></td>
<td>Rearrange your information into multiple printable versions of a résumé that you can use to present to potential employers or colleges.</td>
<td>Click the Résumé hyperlink under the Interesting Things About Me section</td>
</tr>
</tbody>
</table>
| Explore Interests     | • Take a career survey, a tool that can help you discover the types of work activities and careers that match your interests. Use the results to explore suggested occupations; examine the education, training, and skills required [and where to obtain them], as well as wages typical for these occupations.                                                                                                           | 1. Click the Careers tab  
2. Click the Career Interest Inventory hyperlink under the What Are My Interests? section                                                                                                                                                                                                                                                                                                      |
| Do What You Are       | • A personality survey. Use the results to explore suggested college majors and careers based on your preferences and strengths.                                                                                                                                                                                                                                                                                  | 1. Click the About Me tab  
2. Click the Personality Type hyperlink under the Interesting Things About Me section                                                                                                                                                                                                                                                                                                                    |
| College Search        | • Set search criteria to yield a list of colleges to explore. Save your search to access/modify later.  
• Click on the various tabs of the college profile (general, admissions, financial aid, majors and degrees, and student life) for additional information.  
• Add colleges you're interested in to your My Colleges list for future reference.                                                                                                                                                                                                                                                                  | 1. Click the Colleges tab  
2. Click the College Search hyperlink under the College Research section                                                                                                                                                                                                                                                                                                                               |
| Career Interest Profiler | • Locate career and work activities that match your interests  
• 180 questions about work activities people do at jobs  
• List of matching careers provided at conclusion                                                                                                                                                                                                                                                                                                            | 1. Click the About Me tab  
2. Click the Personality Type hyperlink under the Interesting Things About Me section                                                                                                                                                                                                                                                                                                                    |
| Maps                  | • Groups types of colleges by location. Click on a college to view its profile.                                                                                                                                                                                                                                                                                                                                                                                             | 1. Click the Colleges tab  
2. Click the College Maps hyperlink under the College Research section                                                                                                                                                                                                                                                                                                                                    |
| Scholarship List      | National, regional, local and collegiate sponsored scholarship opportunities updated weekly. Database lists entries by name, deadline, award amount, merit vs need-based and application requirements; click on a column header to sort entries. You can also browse by category to yield a search list relevant to your interests.                                                                                                                                                                   | 1. Click the Colleges tab  
2. Click the Scholarship List hyperlink under the Scholarships & Money section                                                                                                                                                                                                                                                                                                                        |
| School Statistics     | • Historical summary of WBHS application outcomes (number admitted, denied, etc.) by application decision plan (i.e. regular and early decision) by college.  
• Historical average of GPA, SAT and ACT scores for admitted applicants, by college.                                                                                                                                                                                                                                                                                              | 1. Click the Colleges tab  
2. Click the College Lookup hyperlink under the College Research section  
3. After looking up and selecting a college, click on School Stats hyperlink located beneath the college's contact information. Two tables are displayed:  
  • Outcomes  
  • GPA and Test Scores                                                                                                                                                                                                                                                                                                                                                              |
| College Compare       | • Compare your GPA and test scores to the average GPA and test scores of WBHS admitted students for colleges you are considering.  
• School averages are displayed in green when your numbers are higher and in red when your numbers are lower than those of past admitted students.  
• If there is no comparison information, there are no students that applied or provided information to utilize this tool.                                                                                                                                                                                               | 1. Click the Colleges tab  
2. Click the Colleges I'm Thinking About hyperlink from the My Colleges section  
3. Click the Compare Me hyperlink above the table.                                                                                                                                                                                                                                                                                                                                 |
Naviance Registration

Log on to Naviance: http://connection.naviance.com/willowbrook

1. You received your registration code in your Zimbra email.

2. In the login box entitled “New User?” Enter your registration code.

3. On the registration page, fill out the fields using an email address that you check regularly and a password that you will not forget. Check “I accept” in the box provided. Then click the box “Complete registration.”

   You are now registered for Naviance Family Connection!

Naviance Personality Assessment

1. Click on “My Personality Type.” Click on the “Do What You Are” personality assessment.

   This assessment tool is linked to the Myers-Briggs Personality Inventory, which is used in business and education around the world. You will take this assessment to discover your basic personality type as well as possible careers that are connected to your personal interests and goals. This assessment will generate a report that will provide you with important information about your personal characteristics.

   **THE “DO WHAT YOU ARE” PERSONALITY ASSESSMENT WILL TAKE ABOUT 20 MINUTES**

2. Read through your results carefully. When you are done, note the 4 letter code that identifies your personality type ___ ___ ___ ____ (See Page 8 for description).

3. Read about your personality type (page 18).

4. Click on the Career to learn more about what to expect in that particular field.

   A. Click on “Add to My List” to save to your Naviance profile.
Description of the Sixteen Personality Types:

**ISTJ:** Serious and quiet, interested in security and peaceful living. Extremely thorough, responsible, and dependable. Well-developed powers of concentration. Usually interested in supporting and promoting traditions and establishments. Well-organized and hard working, they work steadily towards identified goals. They can usually accomplish any task once they have set their mind to it.

**ISTP:** Quiet and reserved, interested in how and why things work. Excellent skills with mechanical things. Risk-takers who they live for the moment. Usually interested in and talented at extreme sports. Uncomplicated in their desires. Loyal to their peers and to their internal value systems, but not overly concerned with respecting laws and rules if they get in the way of getting something done. Detached and analytical, they excel at finding solutions to practical problems.

**ISFJ:** Quiet, kind, and conscientious. Can be depended on to follow through. Usually puts the needs of others above their own needs. Stable and practical, they value security and traditions. Well-developed sense of space and function. Rich inner world of observations about people. Extremely perceptive of other's feelings. Interested in serving others.

**ISFP:** Quiet, serious, sensitive and kind. Do not like conflict, and not likely to do things which may generate conflict. Loyal and faithful. Extremely well-developed senses, and aesthetic appreciation for beauty. Not interested in leading or controlling others. Flexible and open-minded. Likely to be original and creative. Enjoy the present moment.

**INFJ:** Quietly forceful, original, and sensitive. Tend to stick to things until they are done. Extremely intuitive about people, and concerned for their feelings. Well-developed value systems which they strictly adhere to. Well-respected for their perseverance in doing the right thing. Likely to be individualistic, rather than leading or following.

**INFP:** Quiet, reflective, and idealistic. Interested in serving humanity. Well-developed value system, which they strive to live in accordance with. Extremely loyal. Adaptable and laid-back unless a strongly-held value is threatened. Usually talented writers. Mentally quick, and able to see possibilities. Interested in understanding and helping people.

**INTJ:** Independent, original, analytical, and determined. Have an exceptional ability to turn theories into solid plans of action. Highly value knowledge, competence, and structure. Driven to derive meaning from their visions. Long-range thinkers. Have very high standards for their performance, and the performance of others. Natural leaders, but will follow if they trust existing leaders.

**INTP:** Logical, original, creative thinkers. Can become very excited about theories and ideas. Exceptionally capable and driven to turn theories into clear understandings. Highly value knowledge, competence and logic. Quiet and reserved, hard to get to know well. Individualistic, having no interest in leading or following others.

**ESTP:** Friendly, adaptable, action-oriented. "Doers" who are focused on immediate results. Living in the here-and-now, they're risk-takers who live fast-paced lifestyles. Impatient with long explanations. Extremely loyal to their peers, but not usually respectful of laws and rules if they get in the way of getting things done. Great people skills.

**ESTJ:** Practical, traditional, and organized. Likely to be athletic. Not interested in theory or abstraction unless they see the practical application. Have clear visions of the way things should be. Loyal and hard-working. Like to be in charge. Exceptionally capable in organizing and running activities. "Good citizens" who value security and peaceful living.

**ESFJ:** People-oriented and fun-loving, they make things more fun for others by their enjoyment. Living for the moment, they love new experiences. They dislike theory and impersonal analysis. Interested in serving others. Likely to be the center of attention in social situations. Well-developed common sense and practical ability.

**ESFP:** Warm-hearted, popular, and conscientious. Tend to put the needs of others over their own needs. Feel strong sense of responsibility and duty. Value traditions and security. Interested in serving others. Need positive reinforcement to feel good about themselves. Well-developed sense of space and function.

**ENFJ:** Popular and sensitive, with outstanding people skills. Externally focused, with real concern for how others think and feel. Usually dislike being alone. They see everything from the human angle, and dislike impersonal analysis. Very effective at managing people issues, and leading group discussions. Interested in serving others, and probably place the needs of others over their own needs.

**ENTP:** Creative, resourceful, and intellectually quick. Good at a broad range of things. Enjoy debating issues, and may be into "one-up-manship". They get very excited about new ideas and projects, but may neglect the more routine aspects of life. Generally outspoken and assertive. They enjoy people and are stimulating company. Excellent ability to understand concepts and apply logic to find solutions.

**ENTJ:** Assertive and outspoken - they are driven to lead. Excellent ability to understand difficult organizational problems and create solid solutions. Intelligent and well-informed, they usually excel at public speaking. They value knowledge and competence, and usually have little patience with inefficiency or disorganization.
Naviance Career Assessment

1. Click on CAREERS TAB. Click on the “Career Interest Profiler.”

A. This tool can help you discover the types of work activities and careers that match your interests. The Holland Codes is a system to classify jobs into job categories, interest clusters, or work personality environments. In the Holland Model, these categories represent work personalities. (Realistic, Investigative, Artistic, Social, Enterprising, Conventional)

2. Begin “Career Interest Profiler”, the more accurately you answer each question the better your results will be.

3. Read your results (view matching occupation list)

   A. Click on “Add to My List” to save to your Naviance profile.
MyMajors

MyMajors is an online program that assists students with finding the college major that fits them best. They provide student-friendly assessment technology and access to information about a variety of majors at a broad range of institutions. Users can research more than 1,600 college majors and 40,000 pages of detailed career information. It’s a good start to help you find a college major.

Why is it important to choose a college major?

According to research, only 40% of college freshmen graduate in 4 years while 74% of students with declared majors in college graduate on time. It is important to choose a major to ensure that while you are in college, you are working toward achieving your career goal. Choosing a major also assists in the college search process.

Things to Consider:

1. For the majors that you think make sense, do the campuses you are considering offer these majors?
2. Don't reject majors for the wrong reason. "Wrong reasons" can include:
   a. Not gaining insight into the full range of careers that a major can lead to.
   b. The careers coming from this major may be more diverse than you think.
   c. Not being realistic about your chances of success in a major.
   d. Not distinguishing between an undergraduate major and a career, which can be entered from several majors.
   e. Not distinguishing between undergraduate majors and graduate degree fields such as medicine, pharmacy, counseling, or library science.
3. Have you picked a major?
   a. Talk to a teacher or other professional with this background and find out what he or she thinks about the major now.
   b. Talk to a recent graduate from your high school that is majoring in this field and find out what he or she thinks about the major.

1. Go to website: www.MyMajors.com
2. Complete the MyMajors Quiz, answering the questions as honestly as you can.
3. At the close of quiz, you will receive five recommended majors.
How does your high school English Class prepare you for future careers?

**English Classes Are Valuable**

Reading and writing are basic skills we begin learning at a young age. So why do we need to continue studying them in high school and beyond? Taking English classes improves our communication (reading, writing, speaking, listening) skills, which are essential (very important) to every job.

Communication is the ability to understand information other people give us and to have other people understand what we tell them. In addition to being needed for most jobs, the ability to communicate clearly and effectively (accurately) can help us in every area of our lives. Every time we write a letter, make a phone call, or give someone instructions, we use our communication skills. Studying English helps us develop our reading, writing, speaking and listening skills, all of which play some part in our everyday lives.

In high school English classes, most students study basics such as vocabulary, spelling, composition (writing skills), reading, and grammar (proper use of words and punctuation). Learning how to write sentences and paragraphs lays the groundwork for writing good letters, essays, term papers, and reports. English classes also include exposure to literature (stories), which teaches students to: 1) analyze (think and reach correct conclusions and decisions about) other people’s words and 2) provokes (causes) thought by providing insights (ideas) into the human condition (situations of other people in the world). College English courses are designed to refine the skills learned in high school. Subjects such as literature, writing, and grammar are taught as separate classes. These courses provide additional study and practice of communication.

You may think English classes only relate to a few jobs, such as writing or editing (proofreading). But every job requires workers to understand instructions quickly and to explain problems to supervisors and other workers. Good communication is important for most jobs, even those that require little communication with others. A problem of employers of engineers, for example, is that some technically competent (smart) workers are unable to explain what they are doing, to understand what their part of a project is, or to relate their task to what coworkers are doing. As a result, many colleges are requiring engineers to pass difficult English communication classes as a requirement for earning a degree.

Many jobs require frequent communication. Sales workers must be able to speak both on the telephone and in person to present their company’s products well. Lawyers and managers need to express themselves clearly and explain large amounts of information to be successful. Health care workers must be able to understand their patients’ questions and make patients understand how to maintain their health. Psychologists must be able to listen and communicate accurately. The best way to begin developing communication skills is to take high school English classes. Reading outside of class is another good way. Extracurricular (clubs, sports, volunteer, etc.) activities improves communication skills by requiring you to practice communicating with others. Joining the school newspaper or yearbook staff is a good way to work on writing skills. The debate team is ideal for developing speaking skills.
Basic communication requires the ability to interact with others and to follow simple spoken and written instructions. High school English classes are helpful in developing this level of skill.

Intermediate communication requires the ability to accurately give and follow instructions, to persuade (talk people into) a particular point of view, and to write in an organized and correct manner. Both high school and college English courses are helpful in developing these skills.

Advanced communication requires a strong ability to communicate both verbally (speaking) and in writing. Upper level college English courses are recommended to develop this level of skill.

Types of English Skills Needed for Careers
U.S. Department of Labor, Occupational Outlook Quarterly

Basic Communication Skills:
- Bank tellers
- Bus drivers
- Cashiers
- Correctional officers
- Counter and rental clerks
- Court reporters
- Dispatchers
- Flight attendants
- Funeral directors
- General office clerks
- Home health aides
- Loan clerks
- New accounts clerks
- Medical transcriptionists
- Nursing aids/psychiatric aides
- Occupational therapy assistants/aides
- Physical therapy assistants/aides
- Postal clerks and mail carriers
- Prepress workers
- Preschool teachers
- Receptionists
- Service representatives
- Shipping and receiving
- Taxidrivers/chauffeur
- Telephone operators
- Ticket agents
- Title searchers
- Word processors
- Visual artists

Intermediate Communication Skills:
- Adjusters, investigators, and collectors
- Architects
- Clerical supervisors and managers
- Construction and building inspectors
- Construction and building managers
- Designers
- Employment interviewers
- Financial managers
- Health Information technicians
- Health services managers
- Hotel managers and assistants
- Industrial production managers
- Insurance agents and brokers
- Library technicians
- Paralegals
- Pharmacists
- Physical therapists
- Police, detectives, and special agents
- Private detectives and investigators
- Property managers
- Real estate agents, brokers, and appraisers
- Receptionist
- Recreation workers
- Recreational therapists
- Registered nurses
- Respiratory therapists
- Restaurant and food service managers
- Retail sales worker supervisors and managers
- Retail sales workers
JOBS RELATED TO ENGLISH

Actor
Advertising Manager
Advertising Slogan Writer
Aerial Traffic Reporter
Air Traffic Controller
Airline Pilot
Announcer
Auctioneer
Automobile Salesperson
Bill Collector
Book Editor
Book Store Owner
Broadcast Technician
Business Owner
Camp Counselor
Career Guidance Technician
Cartoonist
Chamber of Commerce Manager
Child Abuse Counselor
Children’s Book Author
City Manager
City Planner
Construction Supervisor
Corporate Lawyer
Court Reporter
Critic, Film/Video/Television
Customer Service Representative
Desktop Publisher
Disc Jockey
Dispatcher
Dispensing Optician
Employment Counselor
Employment Interviewer
Executive
Family Law Lawyer
Fiction Writer
Film Editor
Financial Manager
Foreign Correspondent
Ghost Writer
Governor
Greeting Card Writer
Hair stylist
Hospital Administrator
Hotel Desk Clerk
Human Resources Manager
Internet Specialist
Insurance Agent
Interior Designer
Interpreter
Journalist
Judge
Labor Relations Specialist
Lawyer
Legal Secretary
Librarian
Literary Agent
Loan Officer
Manager
Market Research Interviewer
Medical Secretary
Medical Transcriptionist
Military Leader
Mystery Book Writer
Newscaster, TV and Radio
Newspaper Editor
Newspaper Reporter
911 Emergency Operator
Paralegal
Park Ranger
Pastor
Pharmacy Aide
Photojournalist
Physical Therapist
Playwright
Poet
Police Dispatcher
Political Lobbyist
Politician
Preschool Teacher
Probate Lawyer
Proofreader
Psychologist
Public Relations Specialist
Purchasing Agent
Radio/Television Commentator
Reading Specialist
Real Estate Agent
Real Estate Broker
Receptionist
Rehabilitation Counselor
Retail Store Buyer
Safety Manual Writer
Sales Representative
School Counselor
Scriptwriter
Secretary
Senator
Sign Shop Owner
Singer
Speech Therapist
Speech Writer
Sportscaster
Stockbroker
Supervisor, all types
Tax Consultant
Teacher
Technical Writer
Telecommunications Training Specialist
Telemarketer
Television Reporter
Travel Agent
Trial Lawyer
Umpire
Web Design Consultant
Wedding Consultant
Welfare Eligibility Interviewer
Writer
Youth Group Leader

The above list is a sampling of jobs that use facts, theories, and methods taught in English classes. There are many more jobs in the U.S. work world that require a background in English.
Jobs related to Math

U.S. Work World — Preparing Today’s Students for Tomorrow’s Jobs

JOBS RELATED TO MATH

Accountant
Actuary
Advertising Manager
Aerospace Engineer
Air Traffic Controller
Architect
Archivist
Artificial Glass/Plastic-Eye Maker
Astronomer
Astronaut
Auditor
Design Engineer
Bank Manager
Bankruptcy Advisor
Bill Collector
Biomedical Engineer
Brick Mason
Broadcast Technician
Budget Analyst
Business Consultant
Carpenter
Cartographer
Cashier
Chemical Engineer
Chemist
City Manager
City Planner
Civil Engineer
Claims Adjuster
Computer Engineer
Computer Programmer
Computer Scientist
Computer Store Owner
Computer Technician
Construction Estimator
Cost Consultant
Currency Exchange Manager
Database Manager
Demographer
Design Engineer
Dispatcher

Draper
Earthquake Statistician
Economist
Electronics/Electrical Engineer
Electrician
Electronics Technician
Engineer
Entrepreneur
Environmental Engineer
Executive
Financial Planner
Fingerprint Specialist
Fight Engineer
Glazier, Stained Glass
Helicopter Pilot
Human Resources Manager
Import/Export Business Owner
Income Tax Specialist
Industrial Engineer
Information Systems Analyst
Insurance Agent
Insurance Underwriter
Internal Revenue Agent
Internet Security Consultant
Internet Services Specialist
Investment Banker
Landscape Architect
Loan Officer
Machine Instrument Specialist
Machinist, Metals/Plastics
Market Research Analyst
Mathematician
Mechanic
Mechanical Engineer
Medical Scientist
Meteorologist
Military Officer
Mold Maker, Metal/Plastic
Network Specialist
Nondestructive Tester
Nuclear Engineer
Occupational Safety Specialist
Oceanographer
Operations Research Analyst
Optometrist
Physicist
Plumber & Pipefitter
Pilot
Political Fund Raising Specialist
Probate Lawyer
Production Coordinator
Purchasing Agent
Quality Control Manager
Real Estate Agent
Real Estate Appraiser
Real Estate Broker
Research Analyst
Retail Store Owner
Robotics Engineer
Sales Agent
Satellite Communications Manager
Seismologist
Shipping & Receiving Clerk
Software Support Specialist
Statistician
Stock Broker
Stock Market Analyst
Structural Engineer
Surveyor
Systems Analyst
Teacher
Technical Writer
Telecommunications Consultant
Telecommunications Lawyer
Test Technician
Tile Setter
Travel Agent
Urban Planner
Water Treatment Plant Technician
Web Technician/Specialist
Web Master
Weathercaster

The above list is a sampling of jobs that use knowledge and skills taught in math classes. There are many more jobs in the U.S. work world that require a background in math.

2010 College & Career Publishing (www.usworkworld.com)
The U.S. Military provides training and work experience in a variety of military careers. Members of the Armed Forces work in almost all occupations that are available to civilians in addition to occupations that are specific to the military. Service men and women serve on active duty in the Army, Navy, Air Force, and Marine Corps, or in the Reserve components of these branches, and the Air National Guard and Army National Guard. (The Coast Guard, which is included in this profile, is part of the Department of Homeland Security.)

For more information visit: http://www.bls.gov/ooh/military/military-careers.htm

Duties

The military distinguishes between enlisted and officer careers. Enlisted personnel make up about 83 percent of the Armed Forces and carry out the fundamental operations of the military. Officers make up the remaining 17 percent and are leaders of the military, supervising and managing activities in every occupational specialty in the military.

**Enlisted personnel** typically do the following:

- Participate in combat operations
- Operate, maintain, and repair equipment
- Serve as technicians and specialists in a variety of fields
- Serve as front-line supervisors of junior enlisted personnel

**Officers** typically do the following:

- Lead troops in ground combat operations
- Serve as supervisors and managers of enlisted personnel
- Operate and control aircraft, ships, or armored vehicles
- Serve as professionals for the military in medical, legal, engineering, and other fields

Certificate courses of study are designed for students not pursuing an associate's degree but who are interested in taking technical or professional courses needed to enter a field of employment or to update current skills. Most courses taken in a certificate program may be applied to a degree in the same field of study. Students may engage in areas of study which emphasize:

- The arts and sciences, and offer the beginning of a baccalaureate-granting institution's curriculum
- Occupational-vocational degree and certificate programs designed to fulfill the employment requirements of the community
- **Continuing education** and community service programs for individuals wishing to take one or more credit or non-credit courses on a part-time basis
- Developmental programs that meet the needs of students deficient in fundamental skills

**Certificate Requirement:**

Each candidate for a certificate shall:

- Satisfactorily complete all course requirements for the specific certificate.
- Possess a minimum of 2.0 (C) average in the combined grade point average of all College of DuPage courses numbered 1000 and above on all courses.
- Complete a minimum of one-half the applicable credits at College of DuPage.
- Earn the final applicable credits at College of DuPage: a. If the program requirement is 20 credits or more, earn the final 10 credits at College of DuPage. b. If the program requirement is less than 20 credits, earn one-half the total required credits as the final applicable hours at College of DuPage.
- File a petition for the certificate at least one semester before the anticipated completion date.
- Satisfy all financial obligations and other specific requirements.
- Be in good standing at the time final credit for the certificate is earned.

**Certificate Areas of Study**

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Health Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Conditioning (HVAC)</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Architecture</td>
<td>Horticulture</td>
</tr>
<tr>
<td>Automotive Service Technology</td>
<td>Hospitality Management</td>
</tr>
<tr>
<td>Computed Tomography</td>
<td>Human Services</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Interior Design</td>
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<tr>
<td>Computer Internetworking Technologies</td>
<td>Library and Information Technology</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>Long-Term Care Administration</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Mammography</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Management</td>
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<tr>
<td>Diagnostic Medical Imaging:</td>
<td>Manufacturing Technology</td>
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<td></td>
<td>Marketing</td>
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<td></td>
<td>Motion Picture/Television</td>
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<td>Nursing Assistant</td>
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<td></td>
<td>Nursing - Practical Nursing</td>
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<td></td>
<td>Office Technology Information</td>
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<td></td>
<td>Photography</td>
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<td></td>
<td>Physical Education</td>
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<td></td>
<td>Paralegal Studies</td>
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<tr>
<td>Early Childhood Education and Care</td>
<td>Radiation Therapy</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>Real Estate</td>
</tr>
<tr>
<td>Electro-Mechanical Technology</td>
<td>Surgical Technology</td>
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<td>Travel, Tourism and Event Planning</td>
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Wages paid to apprentices — Wages vary widely by trade, with beginning apprentices typically earning from 30 to 70 percent of the journeyworker’s wage for the given trade. Pay is gradually increased over the length of the apprenticeship until training is completed, and the apprentice graduates to full journeyworker status.

The IDES offices listed on the back of this brochure serve as Apprenticeship Information Centers (AIC). AIC representatives can provide you with detailed information on the trades of your choice, including the requirements and qualifications for entry into each program.

Many job opportunities — During the next 10 years, the number of construction-related jobs in Illinois is expected to grow at a healthy pace. The greatest growth is projected to be in the specialty trades industry for occupations such as electricians, painters and plumbers.

Time spent in training — Most apprenticeships take three to five years to complete. A typical program includes 2,000 hours of on-the-job training, and a minimum of 144 hours per year of related classroom instruction.

Note: The information contained in this publication is subject to change at any time. For the latest information, visit the IDES website at www.ides.illinois.gov

Printed by the authority of the State of Illinois
59 W. 4047 Rev. 12/31 12.24.44 PR 1980 59477
What is an apprentice?

Apprenticeship qualifications vary by trade, but most require:

- A high school diploma or General Equivalency Diploma (GED)
- Your own transportation
- Ability to work with your hands

Many trades also require:

- Above-average math skills
- Completion of courses such as chemistry, drafting, industrial arts, English, algebra and geometry
- Ability to work at elevated heights

Trades offering apprenticeships

- **Boilermaker** — Works with boilers and vats
- **Bricklayer** — Builds with brick, cinder block or concrete block
- **Cabinetmaker** — Builds cabinets and furniture using woodworking machines and tools
- **Carpenter** — Works at a variety of building tasks using hand and power tools
- **Concrete Mason** — Lays and finishes concrete using hand and power tools
- **Construction Driver** — Hauls and unloads material and equipment to and from construction job sites.
- **Drywall Finisher** — Prepares drywall surfaces for painting and papering
- **Electrician** — Installs and maintains electrical wiring and apparatus
- **Floor Coverer (Resilient)** — Installs hardwood flooring, soft tile, linoleum, and carpeting
- **Glazier** — Works with all types of glass and glass substitutes
- **Insulator** — Installs insulation to protect against heat and cold
- **Millwright** — Installs conveyor systems, generators and electrical turbines
- **Operating Engineer** — Operates heavy equipment like bulldozers, power shovels, graders and derricks
- **Ornamental Ironworker** — Installs decorative ironwork
- **Painter/Decorator** — Applies paint and paper to outdoor and indoor walls
- **Patternmaker** — Makes metal foundry patterns, core boxes and match plates
- **Pipefitter** — Installs and repairs low- and high-pressure pipe systems
- **Plasterer** — Applies plaster to interior walls and ceilings
- **Plumber** — Installs and maintains pipe and water systems
- **Precision Metalworker** — Designs and makes special tools for mass production
- **Roofing** — Installs and repairs a variety of roof surfaces
- **Sheet Metalworker** — Works with sheet metal products such as ventilation units
- **Sprinkler Fitter** — Installs fire-protection systems
- **Structural Ironworker** — Assembles, installs and maintains iron and steel structures
- **Terra Cotta Mason** — Installs terra cotta and tile to floors, walls and ceilings
- **Tuckpointer** — Erects scaffolding, shores and braces, and seals outside surfaces

What to bring to apply

Most apprenticeship programs require the following documents:

- Your high school diploma or GED certificate
- The names and addresses of the high schools or vocational schools you attended
- A copy of your birth certificate
- The names, addresses and telephone numbers of two or three persons who have agreed to serve as personal references
- If you are a veteran, your Certificate of Release or Discharge from active duty (Form DD-214)

Your local AIC Representative can provide a list of each program’s documentation and requirements.

Equal employment opportunity

Apprenticeships provide equal employment opportunity. Women and minorities are encouraged to apply. To be selected, you must meet the qualifications of the particular trade or program to which you are applying.