

Career Literacy Portal Research Project

January 13, 2004

Submitted by:
Lyceum Group
345 Fourth Avenue, Suite 1100
Standard Life Building
Pittsburgh, PA 15222

TABLE OF CONTENTS

Executive Summary	3
Research Methodology	3
Career Development Marketplace Research	3
User Research	4
Question 1. What web sites are the most usable and useful for students to use when exploring careers and jobs and what elements of those web sites should be considered for inclusion in a regional career exploration and development portal?	5
Web Site Review	5
Web site usefulness and usability	6
Question 2: Under what conditions might the typical user be using the career portal?	8
Question 3: What youth-centered career development activities are taking place in the region currently for in-school and out-of-school youth and how might the career portal support them?.....	11
School Career Development Activities	11
Community Based and Faith Based Organizations	14
Question 4: What content and design elements should be included in a youth career development portal to complement and support the youth career exploration and development activities of in-school and out-of-school programs?.....	17
Recommendations for the portal from career development professionals	18
Recommendations from school guidance counselors, faculty and school staff	19
Recommendations from students	20
Recommendations from community college counselors	21
Suggestions from the literature	22
Summary and Recommendations	23
References	28
APPENDICES	29
APPENDIX A_Self-Assessment Tools Online	30
APPENDIX B_Career Development Web Sites Reviewed by the NCDA	32
APPENDIX C_Job Search Websites Categorized	51
APPENDIX D_Distribution of counselor and school interviews by county	56
APPENDIX E_Career Planning Process Proposed by the ASCA	57
APPENDIX F_Activities Most Successful with Students	62

Career Literacy Portal Research Project

Executive Summary

In August 2003, Lyceum Group was awarded a grant to devote time and resources to specifically designed research that would help to define and focus the design of a regional career literacy/career planning website that would:

- Be available free to all residents.
- Contain career information targeted to the southwestern Pennsylvania region.
- Effectively meet the needs of the intended audience (initially students in grades 10-12 and career exploration and development programs that service them).

This research focuses on two areas:

1. The current career development marketplace.
2. The user, including online behavior and habits of the intended typical users of the portal and the conditions under which they will be using it.

Questions that this study addresses:

1. What web sites are the most usable and useful for students when exploring careers and jobs and what elements of those web sites should be considered for inclusion in a regional career exploration and development portal?
2. Under what conditions might the typical user (in this case 10th to 12th grade students) be using the career portal?
3. What youth-centered career development activities are taking place in the region currently for in-school and out-of-school youth and how might the career portal support them?
4. What content and design elements should be included in a youth career development portal to complement and support the youth career exploration and development activities of in-school and out-of-school programs?

Research Methodology

Career Development Marketplace Research

Research into the career development marketplace focused on three areas:

1. A review of web sites that focus on career literacy was completed to update the research reported in the EPI-Center report to the Heinz Endowments in July 2002. Web sites were reviewed in four different ways: which sites are being used by students, which are recommended by guidance counselors, which are in general circulation as a list distributed to schools, and which are recommended by the National Career Development Association. These sites were then examined to determine what elements determine their usefulness (what areas relevant to career exploration and career development are addressed by the web site) and their usability (fees, registration required, navigational ease, etc.).
2. A review of current regional initiatives related to career literacy was completed through interviews with leaders of organizations sponsoring or leading many of those initiatives as well as a review of a recent survey of community-based

- organizations' career development activities completed by Workforce Connections. Organizations were surveyed by phone, through face-to-face interviews, and during Community Development Program Network meetings.
3. The school district and community college survey included telephone interviews and email surveys of guidance counselors, career counselors, teachers, and administrators from school districts and community colleges in the nine-county region (see Appendix D for a list of schools, Intermediate Units, and community colleges that contributed completed interviews).

User Research

User research focused on three major areas: user perspective on current career portal development activities, online behavior of the intended typical user of the portal, and the conditions under which the portal might be used.

1. To obtain information on the users perspective of the career development portal, interviews and focus groups with students from six high schools (Allerdice, Carrick, Deer Lakes, Oliver, Perry and Schenley) were completed.
2. The results of surveys from students representing the six high schools as well surveys completed with 3,600 seventh and eighth grade students by the Mon-Valley Educational Consortium were reviewed to examine how local teens are currently using the web.
3. A review of recently published literature related to youth career development and career exploration was also done to determine some of the latest thinking concerning practices relevant to this area of study.
4. Data concerning the conditions under which the portal might be used was gathered from interviews completed with guidance counselors and relevant school district faculty and intermediate unit staff from nine counties as well as from the student focus groups.

Question 1. What web sites are the most usable and useful for students to use when exploring careers and jobs and what elements of those web sites should be considered for inclusion in a regional career exploration and development portal?

Web Site Review

A review of web sites that focus on career literacy was completed to update the web site research reported in the EPI-Center report to the Heinz Endowments in July 2002 as well as to examine those sites for useful and usability elements that might be incorporated into the new career portal. Web sites were reviewed in four different ways:

- Career related sites being used by students
- Career related sites recommended by guidance counselors
- Career related sites which appear to be in general circulation as lists distributed by schools
- Career related sites recommended by the National Career Development Association

Students and guidance counselors both report that students typically tend to use web browsers such as Google, Yahoo, Fastweb, Dogpile, EXCITE, and Askjeeves for searches related to career exploration. Counselors recommend that students go directly to college web sites or to collegeboard.com when looking for relationships between careers and college majors. Keys2Work is the most used web site by the high school counselors surveyed. Materials from Bridges and the Bridges.com web site are also used by many schools; these include Choices, Career Futures, and CX Online.

Guidance counselors recommend the following sites to their students:

- www.ajb.dni.us (America's Job Bank)
- www.ACINET.org (America Career Information Network)
- www.Bridges.com
- www.Careers.org
- www.CareerCruising.com
- www.CareerLink.org
- www.CareerPaths.com
- www.CareerView.com
- www.CollegeBoard.com
- www.collegecentral.com
- www.CollegeView.com
- www.Dictionary-occupationaltitles.net
- <http://ipl.si.umich.edu/div/teen/pathways/>
- www.Jobshadow.org
- www.Keys2Work.org
- www.Mentoronline.org
- www.Monster.com
- www.occupationaloutlook-handbook.net
- <http://online.onetcenter.org>
- www.palmids.state.pa.us
- www.Petersons.com
- www.PHEAAMentor.org
- www.WhichCareer.com

Community College Counselor recommended sites:

- www.NACEweb.org
- www.techcenter-pgh.com
- www.trwib.org

2. Guidance counselors also recommend that students use search engines to explore their interests and careers as well as recommending that they visit individual college web sites.
3. CD based programs that guidance counselors use for helping students with career choices include the following:
 - Bridges/Choices/Careerware
 - Career Cruising
 - COIN
 - Discover
 - PLAN
4. Career assessment related sites reviewed and recommended as free use sites by the National Career Development Association are listed in Appendix A.
5. Career related sites recommended by the National Career Development Association with comments by a NCDA reviewer are listed in Appendix B.
6. Career related web sites, many of which are on lists made available to students through guidance offices or easily found through search engines, appear in Appendix C.
7. Some school district web sites have career exploration URL links. For example, the Woodland Hills School District site lists seven sites for students to explore, however, three of those sites are no longer available or maintained.

Current Woodland Hills S.D. web site career exploration recommended sites:

- [Occupational Outlook Handbook \(http://www.bls.gov/oco/\)](http://www.bls.gov/oco/)
- [Career Magazine \(http://www.careermag.com/\)](http://www.careermag.com/)
- [The Black Collegian \(http://www.black-collegian.com/\)](http://www.black-collegian.com/)
- [Monster.COM \(http://www.monster.com/\)](http://www.monster.com/)

One of the realities of the Internet is that web sites that are not maintained and kept current lose their credibility and their usefulness. Web site usefulness and usability issues are also affected by both content and process components as discussed below.

Web site usefulness and usability

The most comprehensive and therefore useful career exploration and career development web sites include at least some elements of four processes: self-discovery, career exploration, job search planning, and career maintenance.

1. Self-Discovery (User profile – Who am I?)
 - Interest inventories
 - Skill assessments
 - Work preferences
 - Aptitude tests
 - Achievement lists
 - Portfolio builders
 - Defining success activities
 - Life priority ranking tools
 - Resume builders
2. Career Exploration (Labor market information – Where am I going?)
 - Career clusters and occupations
 - Regional labor market data (current and future projections)

- Salary information
 - Career research – exposure to a wide range of career options including entrepreneurial opportunities
3. Job Search Planning (Job readiness - How do I get there?)
- Short and long range goals
 - Skill development options
 - Education and training options
 - Detailed college search
 - Obstacles and strategies to overcome obstacles
 - Self-marketing activities
 - Networking
 - Where/how to locate job openings
 - Internet searches
 - Resume writing
 - Interviewing
 - Following up on the interview
 - Accepting the job offer
4. Career Maintenance (Life-work planning – What happens next?)
- Company culture and fit
 - Career ladders
 - How to negotiate (raises, promotions, job changes)
 - Getting along with co-workers
 - Employer expectations
 - Work habits and attitudes
 - Work environment (sexual harassment, discrimination, legal issues)

The usefulness and usability of a site is not dependant on the number of categories used but rather on the comprehensiveness of the topics covered and the depth to which they are covered. One of the best examples of a useful and usable career development site can be found at <http://www.nextsteps.org/career/index.html>. This site covers the four processes mentioned above as three: Career Planning (self-evaluation, career exploration, entrepreneurship, choosing a career, education and training); Job Search (resume, cover letters, job search, interviews); and Career Maintenance (keeping your job, leaving your job, and seeking a raise). It includes sound advice, practical tips, and at times, a light-hearted approach. It is easy to navigate, is easy to read, and has enough color to be interesting.

In cases where a site is intentionally focused on one or two of these four processes then its usefulness is typically enhanced by providing links to sites that specifically focus on the others. Collaboration and cooperative relationships beyond URL links also add to a site's usefulness. Bridges, for example, has business alliances with xap.com (post-secondary admissions and financial aid online applications services), wired scholar (Sallie Mae's education funding site), Peterson's, VSAC (Vermont Student Assistance Program), Do What You Are (MBTI personality type indicator), testu (basic skills assessments and PSAT, SAT, and ACT test preparation) and Psi (employment testing). They also have 21 institutional alliances including alliances with the state departments of labor for Pennsylvania, Colorado and New York; state departments of education for West Virginia, Florida, and Utah; and the state occupational information coordinating committees (SOICCs) in Mississippi, North Carolina, North Dakota, and Maine.

Monster.com has partnered with a large and varied assortment of organizations including AOL, MSN, Fast Company, the University of Michigan Alumni Association, Jane's Information Group, and Enterprise Rent-A-Car. A Google search using the key words "powered by monster.com" leads to over 94,000 different web sites.

The usability of a site is often dependant on whether it is fee-based or not, when and if it requires registration, its navigational ease, its look and feel, and whether or not it offers printable versions of some of its content.

- Fee-based sites need to demonstrate value beyond what the free sites offer. Often this means an element of feedback and interactivity that is unavailable on most free sites. Their offerings include expert advice from a certified professional, online mentoring, resume and cover letter writing services, assessment feedback from copyrighted assessment tools, email notification of jobs added since the last time you visited the site, and/or materials containing written professional advice.
- Sites that require that a user complete an online registration may lose the user to sites that do not require a registration unless they demonstrate some value to the user prior to asking them to register and include a preview of increased value following registration.
- Navigational issues for career web sites are similar to those of any web site. Users should be able to access any area of the site from any page (or at least not be more than one page away from that capability) and the site's tree structures should be as intuitive to follow as possible.
- The ability to print content information from a site or the results from assessments, inventories, and other activities in which the user might participate was not prevalent among career web sites and definitely was a plus for those sites that offered this capability.
- Look and feel considerations center on use of color, sound, video, and animation features, as well as font size, spacing and amount of text per page. These design issues need to take into account the target audience. Most career web sites are designed for adults and have a clean, utilitarian look to them which allows for ease of use but little to interest the average teenager in staying engaged in the content.

See Appendices A, B, and C, for web site listings and reviews.

Question 2: Under what conditions might the typical user be using the career portal?

Input from community-based organizations, guidance counselors, students, and school personnel indicate that virtually all students in grades 10-12 (as well as those from the MVEC survey of 7th and 8th graders in the Mon Valley) have access to the Internet from a variety of sources including school labs, guidance offices, school and community libraries, some community-based organizations, and their homes.

Focus group students reported that they most often use a computer at home (over 2 times more often at home than at school) although most access the Internet from both locations. They are least likely to use a library or friend's computer. See tables 1 and 2 for survey results.

When asked "What is the longest amount of time you ever spent on the Internet at one sitting?" responses from these students ranged from 20 minutes to 24 hours. If both of

these extremes of the range are eliminated from the data, the range becomes .5 hours to 7 hours with a median of 4 hours (see table 3). Although many students responded that they were using the Internet for research at the time of their heaviest usage, most were multi-tasking, playing games and chatting with friends on the phone, and using instant messaging while they were engaged in research activities.

Table 1.

	Most often	Less Often	Least Often	Never	Total
Home	28	5	1	4	38
School	12	14	8	2	36
Library	6	4	10	17	37
Friend/relative	3	7	8	19	37

Table 2.

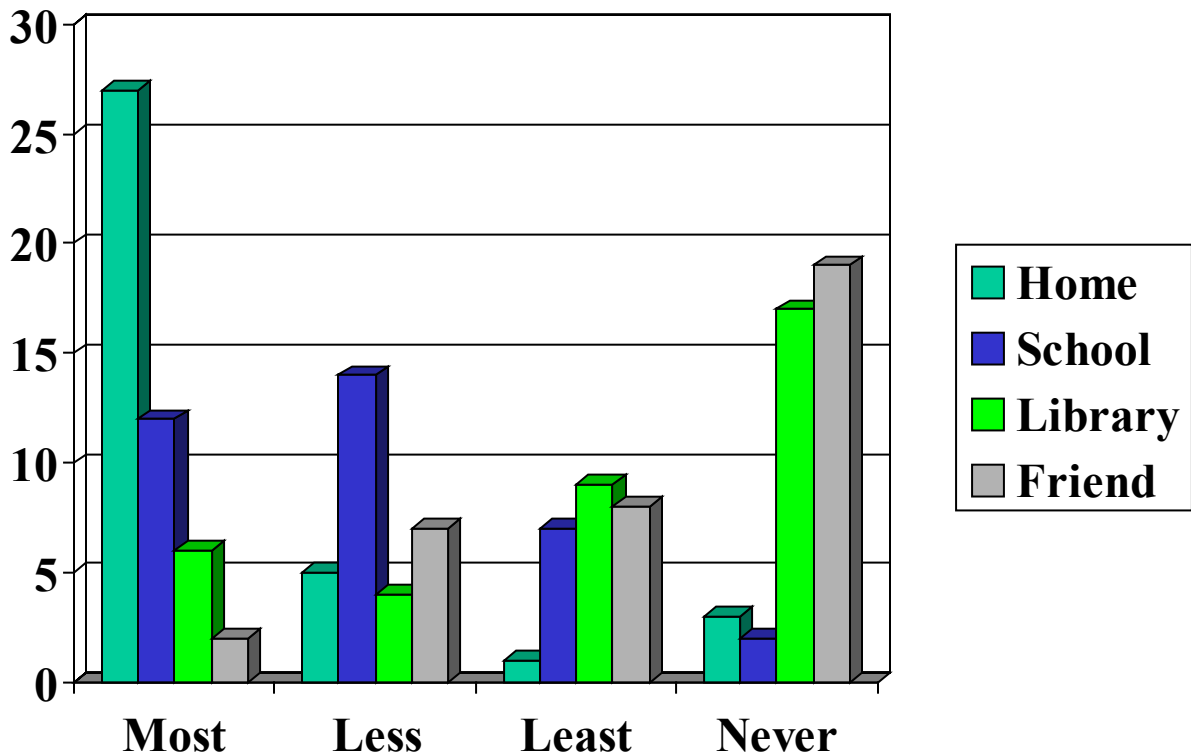
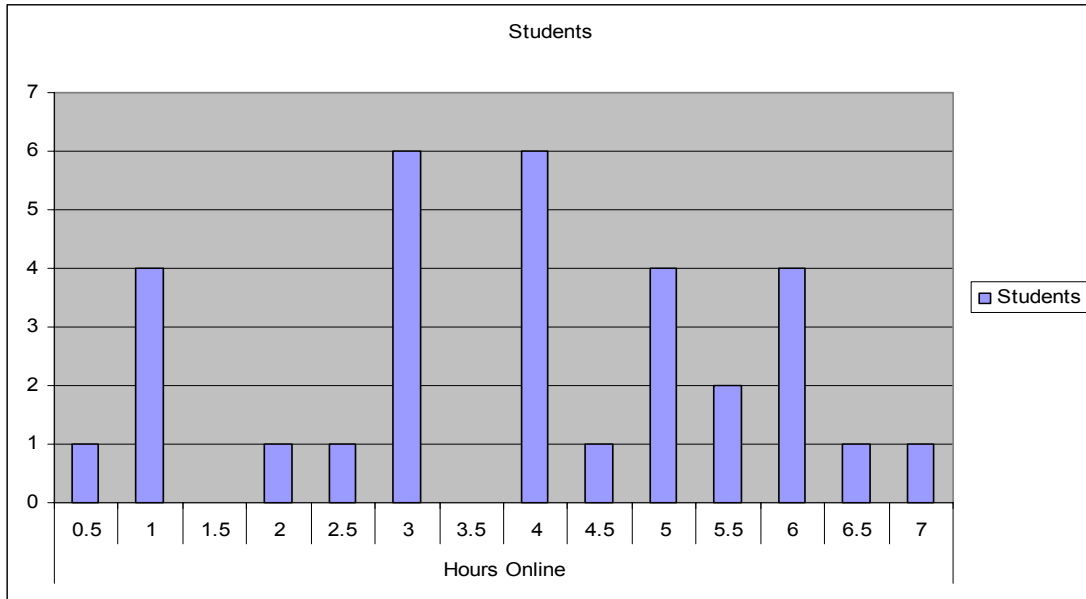


Table 3.



The data collected from the students in this study indicate that the typical user of the career portal will either be using it at school in a focused situation for perhaps 20 to 30 minutes of a class period or at home using it for career research and exploration for extended periods of time while simultaneously engaged in other online activities. The implications for the portal are that portal activities intended for use during school class time should be designed to be able to be completed within a relatively short time period (10-20 minutes) and that the user should be able to save his or her work and come back to wherever they left off during their last visit to the site.

The penchant for youth to multi-task while doing research on the computer at home presents an opportunity for the portal design team to incorporate aspects of peer interaction that could include such activities as: peers commenting on each other's career choices; completing Holland code exercises for each other; competing for points gained for the number of careers explored or career activities completed; commenting on each other's career story; and helping to edit each others' resumes and cover letters.

Question 3: What youth-centered career development activities are taking place in the region currently for in-school and out-of-school youth and how might the career portal support them?

The environmental scan of youth-centered career development activities for in-school and out-of-school youth included a review of the Pennsylvania Department of Education Proposed Academic Standards for Career Education and Work, interviews with 50 guidance counselors from high schools in the nine county region, interviews with community college and professional career counselors, interviews with regional workforce and career development professionals and discussions at two meetings of the Career Development Professionals Network.

School Career Development Activities

The Pennsylvania Department of Education made its Proposed Academic Standards for Career Education and Work public in April of 2003. These standards describe what students should know and be able to do at four grade levels (3,5, 8, and 11) in four areas:

- Career Awareness and Planning
- Career Acquisition (Getting a Job)
- Career Retention (Keeping a Job)
- Entrepreneurship

The expectations at grade 11 in each of these areas are as follows:

1. Career Awareness and Planning – students should acquire the knowledge and skills to:
 - a. Analyze career options based on student interests, abilities, aptitudes and accomplishments.
 - b. Analyze how the changing male/female roles relate to career choice.
 - c. Evaluate opportunities for career preparation.
 - d. Justify the selection of a career
 - e. Evaluate all opportunities for the transition from secondary to postsecondary education, training or work.
 - f. Evaluate individual career plan using decision-making skills
 - g. Analyze the opportunity cost/benefit of continuous learning
2. Career Acquisition (Getting a Job) – students should acquire the knowledge and skills to:
 - a. Know and demonstrate industry acceptable job interviewing techniques.
 - b. Analyze and evaluate complex technical tasks using sophisticated processes.
 - c. Analyze workplace problems and cite technological solutions.
 - d. Identify sources of health, safety, and regulatory practices and their effects on the work environment.
 - e. Evaluate prepared career acquisition documents based upon industry acceptable practices.
 - f. Analyze performance-based assessments components.

- g. Analyze the need for manipulative/motor skills
3. Career Retention (Keeping a Job) – students should acquire the knowledge and skills to:
 - a. Analyze work habits needed to advance within a career.
 - b. Evaluate conflict resolution skills.
 - c. Evaluate team member roles to describe and illustrate active listening techniques.
 - d. Compare and contrast gross and net pay.
 - e. Evaluate strategies used to manage time and their application in different work situations.
 - f. Analyze the impact of change on the evolving world economy and the individual's work.
 - g. Analyze the availability and societal and economic factors of lifelong participation in career preparation and advancement opportunities.
4. Entrepreneurship– students should acquire the knowledge and skills to:
 - a. Analyze the relationship between competition and pricing strategies.
 - b. Apply business principles to the development of an entrepreneurial business plan.
 - c. Relate principles of entrepreneurship to career goals.
 - d. Analyze intervention plans and evaluate their effectiveness in specific situations.

The region's school districts are in various stages of beginning to comply with these standards that are due to be finalized early in 2004. Many are still in the planning stage however the Pittsburgh Public School District has already created a new Career Development Division. Its mission statement is:

- To introduce all students to the many careers available to them in the workplace.
- To implement an interdisciplinary career awareness model in grades K through 5th.
- To implement Career exploration through interdisciplinary projects and Bridges in grades 6, 7, and 8.
- To guide students in the selection of their career pathways during the high school years.
- To provide a high quality career and technical education to all students regardless of race, gender or natural origin.
- To assist and guide all students with special needs through the proper course selection and program needs.

As stated on their website, Pittsburgh Public Schools use a combination of materials from Bridges and Keys2Work:

- *Paws in Jobland* - to ignite career awareness with grade 3-5 students through an entertaining introduction to the world of work.
- *Choices* to open a world of opportunities for high school students helping them implement career plans with connections to schools, job banks, tools for writing resumes, practicing for interviews, and planning a career search.
- *CX Online* - A daily updated career exploration and planning resource that engages students and supports educators. It features an online library of easy-to-use career articles, self-assessment and career planning tools, lesson plans and many other online resources.
- *Keys2Work* - Provides a link between students in schools and the business community by creating a tangible relationship between academic skills and occupational skill requirements. All 10th graders take three WorkKeys® assessments--Reading for Information, Applied Mathematics, and Locating

Information. This program provides students with an accurate evaluation of their academic skills in each area and direct, tangible, and student-focused feedback on their performance on the assessments. Students have over half of their high school careers to focus on any skill improvements they feel need to be made to help them attain their occupation of choice.

The Pittsburgh Public School District is also instituting a career development planning program for 9th and 10th graders beginning in February 2004.

Chartiers Valley High School has one of the best examples of a comprehensive career development and exploration program of the schools we surveyed. Their FLEX program requires students to research and discuss possible careers in their freshman and sophomore years; in their junior year they participate in job shadowing, visit three post-secondary schools, and log on to Keys2Work and/or take the SAT or ACT. In their senior year, students must complete a graduation requirement that includes a career paper and presentation explaining their career research and conclusions regarding what career they plan to pursue after graduation. A number of other schools in the region also require a research paper related to career exploration as a graduation requirement.

The majority of the guidance counselors surveyed did not frame their district's career development activities in terms of a comprehensive program but rather as discreet events. Career Development activities that were mentioned in interviews with guidance counselors and teacher surveys included the following:

- ASVAB – Armed Services Vocational Aptitude Battery offered free to schools
- Keys2Work
- Bridges/Careerware
- DAT – Differential Aptitude Test
- COIN
- DISCOVER
- Internet research
- FLEX program
- Job shadowing
- Career Fairs
- Half-day work experience
- PLAN test (the pre-ACT test)
- Career night with parents
- Career academies (Laurel H.S. in Fayette County will be starting a travel and a finance academy in 2004)
- Career Clubs
- College trips for Juniors

See Appendix F for a list of career development activities that guidance counselors found to be the most successful with students.

Some of the counselors surveyed recommended incorporating ASCA's (American School Counselor's Association) National Standards for School Counseling Programs in the portal design. These standards help school systems identify what students will know and be able to do as a result of participating in a school counseling program; establish similar goals, expectations, support systems and experiences for all students; serve as an organizational tool to identify and prioritize the elements of an effective school counseling program; and provide an opportunity to discuss the role of counseling programs in school to enhance student learning. The National Standards for School

Counseling Programs facilitate student development in three broad areas: academic development, career development and personal/social development. Following are the three national standards related to career development:

- Standard A - Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.
- Standard B - Students will employ strategies to achieve future career success and satisfaction.
- Standard C - Students will understand the relationship between personal qualities, education and training and the world of work.

It was highly recommended by one counselor that the portal contain activities that support all three of these standards if widespread use by guidance counselors is a desired outcome of the portal project. See Appendix E for the ASCA's recommendations for the components of a comprehensive career planning process.

Interviews with two professional counselors who work with youth resulted in an additional recommendation that the career development process for teens focus on identifying at least two or three potential career paths so that students are not limiting themselves too early and stay open to allowing themselves to change their minds about careers in the future.

Community Based and Faith Based Organizations

Interviews with regional youth career development leaders revealed five major issues faced by CBOs and FBOs that the portal might address:

- Youth need exposure to many more career possibilities
- Youth need a reality check concerning employer expectations, skill requirements for particular jobs, salary levels, lifestyle maintenance costs, and the job market
- The most difficult to serve youth (out of school) are also the youth who need the most help
- Many at-risk youth do not have a significant adult with an employment history in their lives to help them with career decisions
- Many programs have waiting lists and many youth who need help are not being served

The following community organizations contributed recommendations for the regional career portal:

America's Promise

America's Promise of Allegheny County serves public and private school students in Allegheny County along with nonprofit organizations, corporations, government agencies, and some faith-based organizations. They work directly with Middle School, High School, and University students in a variety of ways. The CareerPrep Program is an initiative that engages youth in marketable skill development (e.g. job shadowing, resume writing, interviewing skills, a sales and marketing competition, work ethic, dressing for success, networking) in partnership with a regional corporate partner. They also have separate job shadowing and short-term summer and long-term internship / fellowship programs for high school and university students. They strive to increase efficiency and effectiveness in the delivery of Five Promises: caring adults, safe places, a healthy start, marketable skills, and service opportunities.

Recommendations for the portal:

- It should be fun and have games and activities.
- It should be interactive; there should be a way to email questions and get a response from someone who can help.
- It should have current information on salaries, the cost of colleges, and job market projections for when kids will be out of school and looking.
- It should reveal the truth and fiction of gender-based jobs – myths and reality
- It should explain how many people actually make it in certain fields vs. how many people want to enter that field (especially athletes and actors/actresses).

City of Pittsburgh and Allegheny County CareerLink Offices

The CareerLink offices for the City of Pittsburgh and Allegheny County fund programs for 14 to 21-year olds who are economically disadvantaged. They also serve youth who come directly to CareerLink sites. Programs funded by CareerLink must serve youth who fit the criteria of seven barriers to employment as defined by WIA plus one other barrier that the local WIB added – Living in a community development block (includes high crime areas with a high concentration of at-risk youth).

Recommendations for the portal:

- Interesting interactive capabilities
- Music/radio tuner
- Topical information for youth
- Assist the user in getting to where they want to go
- Some reward for returning to the site (perhaps have the user rewarded with a gift certificate they can print out after they complete the game!)
- Must have self-assessments
- Match interest to careers without boring youth – must not think they are doing academic research

Three Rivers Workforce Investment Board

The Three Rivers Workforce Investment Board (TRWIB) is an employer-driven, policy-making entity, charged with establishing and maintaining a coherent and accountable employment and training system for Pittsburgh and Allegheny County. Under the Workforce Investment Act (WIA) of 1998, WIBs are responsible for establishing local performance standards, chartering one stop service delivery centers and satellites (referred to as the "CareerLink Network" in Pennsylvania), selecting qualified service providers, and monitoring performance to ensure accountability. They are prohibited from delivering services.

Recommendations for the portal:

- Define benchmarks at each grade level as to what is appropriate at that level.
- The youth portal must include an adult piece for them to help youth navigate and enjoy it. The adult staff of a CBO should be able to go through it prior to the youth and then lead youth through it. It is important to give adults a roadmap to help youth navigate career exploration. Get something in place to help the helping adult. Every adult would steer their youth to this if you could guarantee that youth who go through it will be thinking and working toward a career goal.

- It must be racially sensitive with its examples and video clips.
- I should have some of the look of the Scholastic.com site. They show a 2-minute video clip and then provide a passage to read in context. The video gives the visitor a reason to move on, it's a motivator. Have clips about the jobs first.
- Show what manufacturing jobs look like now. If kids see they aren't dirty jobs they might then be willing to explore manufacturing.
- Tie the experiences back to a response to show that they learned something.
- Must have an end point, maybe different end points for each grade level plus an end point for out of school youth (but you don't have to answer all of this with the first cut)
- As a CBO, I want something out there that helps kids make informed decisions about careers and I want a curriculum available to my CBO staff that will help them do career development. I want something out there that doesn't need my staff to be highly trained.
- You need to have a live mentor available to every kid
- It should have virtual tours for kids to view.

Urban Youth Action

Urban Youth Action serves in-school youth, grades 9-12 with a target of 120 per year for the core program with 30 at each grade level. Intake is in 8th grade with a summer program prior to entering 9th grade. Students come from the city of Pittsburgh schools and some outlying districts such as Woodland Hills, Baldwin, Wilkinsburg, and Sto Rox.

They have a 4-part career development curriculum that consists of:

- The world of work
- Life skills (anger management, conflict resolution, etc.)
- Health and Hygiene (nutrition, STDs, etc.)
- Finances (check book, real estate, investments, etc.)

Recommendations for the portal:

- Be the CareerLink for young people
- Should have jobs and internships for in-school youth
- Entrepreneurial stuff – information on how to think about the skills you need to start your own business
- Information about neighborhoods
- Suggestions on ways that you can give back to your neighborhood once you've made it - get kids to reinvest in their communities
- Web site should be culturally relevant and socially practical
- Show a diverse group of people and careers
- Different careers are important in different cultures

Youth Places

Youth Places serves 12 to 18-year olds; 5000 total youth were served last year through 17 locations in City of Pittsburgh and Allegheny County - with 1200 in career development programs. YouthPlaces began in 1997 on the recommendation of the Youth Crime Prevention Council after interviews with kids revealed that they had nowhere to go except the streets. The Career Development component was added in

2001 and is now integrated into their programs through their mentors. Programs are aimed at kids, not at families.

Recommendations for the portal:

- Key Word Search – kids don't know the meaning of the terms that we use in career development
- Tests kids can take to help them decide, "what should I be when I grow up?"
- Options that are accessed through their passion, i.e., if a kid's passion is music the site should lead him from singer/rapper to song writer, music agent, music technician, etc. Encourage kids to follow their passion but to explore the widest range of possibilities related to that passion.
- The site should be easy to negotiate – user friendly.

YouthWorks

YouthWorks serves youth programs that serve youth ages 14-21. They funded 24 programs that serviced 300 youth last year. They also provide a private service for youth ages 16-21 who have completed programs in the community-based organizations that they fund, to help them find work. Their clients come largely from the at-risk population (economically, educationally, society-wise, disadvantaged through the legal system, foster care, pregnancy). Many have never been exposed to the concept of a 9-5 job, not through their parents, friends, relatives or anyone they know. They also have a career development program for adjudicated youth. We start with job exposure for kids in 7th and 8th grade or younger.

Recommendations for the portal:

- Provide jobs related to the age groups they work with
- Explain what educational credentials and academic skills are needed for a job
- Explain what general technical skills are needed for the workplace

Question 4: What content and design elements should be included in a youth career development portal to complement and support the youth career exploration and development activities of in-school and out-of-school programs?

Content elements suggested by career development professionals; guidance counselors and school staff; students; and career development literature suggest that the portal be designed around five common themes:

1. Self-Discovery (User profile – Who am I?)
2. Career Exploration (Labor market information – Where am I going?)
3. Job Search Planning (Job readiness - How do I get there?)
4. Career Maintenance (Life-work planning – What happens next?)
5. Entrepreneurship

Below are suggestions from these different constituencies concerning content and design elements for the portal.

Recommendations for the portal from career development professionals

1. Self-Discovery (User profile – Who am I?)
 - Must have self-assessments
 - Match interest to careers without boring youth – must not think they are doing academic research
 - Tests kids can take to help them decide, “what should I be when I grow up?”
 - Options that are accessed through their passion, i.e., if a kid’s passion is music the site should lead him from singer/rapper to song writer, music agent, music technician, etc. Encourage kids to follow their passion but to explore the widest range of possibilities related to that passion.
2. Career Exploration (Labor market information – Where am I going?)
 - Links and resources to both specific and nonspecific careers
 - Connect tasks to jobs
 - Stress the skills I should be working on now to go into a specific career later
 - Need a workplace guide to decipher/interpret what is available
 - It should have virtual tours for kids to view.
 - You need to have a live mentor available for every kid
 - It should have some of the look of the Scholastic.com site. They show a 2- minute video clip and then provide a passage to read in context. The video gives the visitor a reason to move on, it’s a motivator. Have clips about the jobs first; show what manufacturing jobs look like now. If kids see they aren’t dirty jobs they might then be willing to explore manufacturing.
 - A resource bank with current information on the job market
 - Starting salaries
 - It should have current information on salaries, the cost of colleges, and job market projections for when kids will be out of school and looking.
 - Projected jobs that will be available in the next 5-10 years
 - Speakers bureau
 - Should have jobs and internships for in-school youth
 - Entrepreneurial stuff – information on how to think about the skills you need to start your own business
 - Job search strategies
 - What employers are looking for today in 2003/04
3. Job Search Planning (Job search/readiness - How do I get there?)
 - Career ladder possibilities
4. Career Maintenance (Life-work planning – What happens next?)
 - It should reveal the truth and fiction of gender-based jobs – myths and reality
 - It should explain how many people actually make it in certain fields vs how many people want to enter that field (especially athletes and actors/actresses)
 - Information about neighborhoods and transportation

- Suggestions on ways that you can give back to your neighborhood once you've made it
- It should encourage kids to reinvest in their communities
- It should be culturally relevant and socially practical
- Show a diverse group of people and careers since different careers are important in different cultures

5. Portal Design Suggestions

- Include a Key Word Search
- The site should be easy to negotiate – user friendly.
- Define benchmarks at each grade level as to what is appropriate at that level.
- The adult staff should be able to go through it prior to the youth and then lead youth through it. It is important to give the adult a roadmap to then help youth navigate career exploration. The youth portal must include an adult piece for them to help youth navigate and enjoy it. Get something in place to help the helping adult. Every adult would steer their youth to this if you could guarantee that youth who go through it will be thinking and working toward a career goal.
- It must be racially sensitive with its examples and video clips.
- Tie the experiences back to a response to show that they learned something.
- Should have an end point, maybe different end points for each grade level plus an end point for out of school youth
- It should be fun and have games and activities.
- It should be interactive; there should be a way to email questions and get a response from someone who can help.
- A best practices model would include: creativity – interaction – process – research – metrics
- Interesting interactive capabilities
- Music/radio tuner that allows the user to tune in to their favorite music while exploring the site
- Topical information for youth
- Assist the visitor in getting to where they want to go
- Some reward for returning to the site (perhaps have the user rewarded with a gift certificate they can print out after they complete the game!)

Recommendations from high school guidance counselors, faculty and school staff

1. Self-Discovery (User profile – Who am I?)
 - A Holland code based game
 - Need to relate jobs to interests and skills and make a match
 - Use an interest inventory
 - Lifestyle considerations (cost of food, clothing, car, dating, and shelter vs. potential salary for careers being considered)
2. Career Exploration (Labor market information – Where am I going?)
 - Have a mentoring component online
 - Give them a connection between what they are taking in school and what is required in the world of work – i.e., “here’s why you need algebra” etc.
 - Salary information

- Information on all of the various and interesting jobs out there everyday
 - Realistic information about a broad range of careers, locally and nationally
 - Required education level for jobs
 - How many jobs there are in the area
 - Information to help them write their career paper for their graduation project
 - Include military options along with additional schooling and job options
 - Students need to be made more aware of careers that don't require four years of college. College is not for everyone.
3. Job Search Planning (Job readiness - How do I get there?)
 - Stress the importance of regular school attendance as a reflection of job expectations
 - Job search strategies
 - Stress "old fashioned" interview effort
 4. Career Maintenance (Life-work planning – What happens next?)
 - Give students the specifics of what a day in that job is like and where an entry-level job can lead
 5. Portal Design Suggestions
 - Make the web site fun and keep their interest
 - Have them keep a score and be able to sign their initials to their score and compete with their friends
 - Start with a cookie and list all of jobs connected to creating and delivering that cookie to your table to get students thinking about the realm of the world of work

Recommendations from students

1. Self-Discovery (User profile – Who am I?)
 - Too many questions in an inventory or assessment is a turn off to students, keep the number of questions to a minimum to get the results needed; somewhere between 15 and 50 questions maximum was acceptable to students in the focus group.
 - A journal or record of collected information from the site that can be saved and accessed during subsequent visits as well as printed out – however, this information should be password protected.
2. Career Exploration (Labor market information – Where am I going?)
 - Salary information
 - Education level required for jobs
 - Range of jobs in my field
 - Include internships
3. Job Search Planning (Job readiness - How do I get there?)
 - Online resume builder
 - Information on a wide variety of colleges and universities
 - Information on tests (SAT & ACT)
4. Career Maintenance (Life-work planning – What happens next?)

- Information on where an entry-level job might lead to in the future
5. Portal Design Suggestions
 - Functional and simple
 - Color and activity
 - User friendly and useful
 - Interactive

The student focus groups used in this study indicated that there is a conflict for them between wanting a professional look to a web site and wanting the site to be engaging and interesting. In particular, they indicated that graphic elements should not be a distraction from the serious purpose of the site. Their recommendations indicated that the design of the site should not be childish but that a certain amount of playfulness was desirable. For example: realistic graphic representations of the region and buildings, etc. were seen as preferable to photographic or exact replications of those elements but obvious deviations from scale or incorrect outline shapes were seen as misleading. The main point that was made regarding design was that these teens wanted a site that respected their intelligence and treated them as adults, but was interesting and engaging (they liked a game and/or interactive approach) while providing them with choices and options not only concerning careers but also concerning what to explore next on the site itself. They also indicated that they wanted a choice of tour guides for the site based on gender and race or else figures that were gender and race neutral.

Recommendations from community college counselors

1. Self-Discovery (User profile – Who am I?)
 - Use the Myers-Briggs type indicator
 - Give them a way to discover their skills
 - How to go about making career decisions by weighing personal factors and restrictions
2. Career Exploration (Labor market information – Where am I going?)
 - Companies in the region should sponsor it and be visible on the site
 - Focus on companies by county and identify them by county
 - Needs to describe entry-level careers with the top 25 employers in SWPA
 - Projections for employment
 - Growing industries
 - Local labor statistics
3. Job Search Planning (Job readiness - How do I get there?)
 - Include information about local SWPA hiring practices
 - People and organizations who can assist with mentoring and job shadowing
4. Career Maintenance (Life-work planning – What happens next?)
 - Site should describe careers of the future
5. Portal Design Suggestions
 - Site should be multi-cultural
 - Aim it at young people, start with them in mind
 - Include informational interviews online

- Include secondary links to local training sites for specific careers

Suggestions from the literature

1. Trait and Factor Theory theorist John Holland offers a simple formula for successful career planning:

Know self + World of work + Review of alternatives + Career Decision = Career planning

- **Know Self** = information about yourself such as performance abilities, interests and occupational choices
 - **World of Work** = information such as occupational profiles, job descriptions and traits that exists within occupational roles
 - **Review of Alternatives** = matching personal information with an occupation
 - **Career Decision** = making a decision, e.g. Do I like what I see?
 - **Career Planning** = pursue the occupational goal, e.g. Job search activities
2. Developmental Theory theorist Donald Super offers these thoughts on successful career planning:
 - People develop talents inside and outside of occupational roles.
 - These roles include activities not associated with the workplace.
 - People are generally satisfied when they find meaning in their work. This meaning is found when their values, beliefs and interests are fulfilled.
 - People will continue to add knowledge and skills as they experience activities inside and outside of work.
 - People should take into consideration geographic, social and economic conditions when undertaking career building activities.
 - The primary tasks for adolescents during the exploration stage (ages 11-20) are crystallizing ((evaluate skills and values and determine general area or field of choice), specifying (narrow choice down to a specific area), and implementing (implement the choice).
 3. Top three dimensions of portal design to focus on: recognition (customer awareness), navigation, and communication
 - a. Recognition – Awareness on the part of the job seeker that he or she is targeted.
 - Introduction to the site that indicates the specific audience
 - Choices to identify yourself by age, grade, or life stage on the home page prior to entering the site
 - b. Navigation – User can see where they want to go, how to get there and know where they are at all times.”
 - Navigation that indicates:
 - i. When someone should pursue another path because they are wasting their time on the current one.
 - ii. What the person might do to increase their ability to compete.

- iii. What to do next for those who don't meet all of the career requirements.
- c. Communication – Users should easily understand why others join and stay here and they should come away with the feeling that they have what they need to make a decision.
 - The portal needs a memorable tag line that communicates its essence
 - Context relevant content examples for individual users:
 - i. Honest answers about what it takes to succeed
 - ii. Portrayals of a day-in-the-life
 - iii. Excerpts from the diary of an intern
 - “Refer-a-friend” to the portal would be a good feature to include if it has the ability for a user to email a page or in some other way automatically forward the portal address – and a way for the person who refers us to automatically receive a thank you email.

Summary and Recommendations

This study was designed to answer four questions related to the development of a regional career portal:

1. What web sites are the most usable and useful for students when exploring careers and jobs and what elements of those web sites should be considered for inclusion in a regional career exploration and development portal?
2. Under what conditions might the typical user (in this case 10th to 12th grade students) be using the career portal?
3. What youth-centered career development activities are taking place in the region currently for in-school and out-of-school youth and how might the career portal support them?
4. What content and design elements should be included in a youth career development portal to complement and support the youth career exploration and development activities of in-school and out-of-school programs?

The responses to those questions indicate that there is a need for the creation of a regional career portal that meets the needs of students, counselors, school districts, and community-based career development programs that will provide a comprehensive approach to career exploration and development. Although there are over 200 web sites that students, counselors, and career development professionals use when they engage in Internet activities related to career exploration and career development in addition to individual company web sites, only a limited number of these sites are being used on a consistent basis by schools and even fewer are used by community organizations. The web sites reviewed and recommended by the National Career Development Association are both useful and usable but most of those sites are not in common use in schools and most students are unaware of them.

Keys2Work and Bridges are the most consistently used career-oriented web sites by schools in the region. Counselors and teachers focused on Keys2Work as a good reality check for students connecting skill development with career opportunities and salary information. Some of the school districts that have instituted career research papers in their graduation requirements recommend that students use Keys2Work as their major source for their research.

The most comprehensive career exploration and career development web sites include elements of four processes: self-discovery, career exploration (including entrepreneurship), job search planning, and career maintenance. The research from this study indicates that the regional career portal should address all of these since they coincide with the program needs of schools working to meet the state's Proposed Academic Standards for Career Education and Work, as well as the needs of career development organizations that service youth, the needs expressed by youth, and the recommendations of school guidance counselors and their professional associations.

Elements that the portal designers should consider that would make the portal appealing to youth while being used and endorsed and used by counselors and career development professionals are listed below. It may not be feasible to include all of these components in the first iteration of the portal but links to sites that provide the elements not included would allow for increased usefulness of the site until all components are incorporated into it.

Self-discovery

- Assessments and/or inventories for self-discovery:
 - Interest inventories
 - Skill assessments
 - Work preferences
 - Aptitude tests
 - Personal values
 - Personal definition of success
 - Life priorities
 - Life style and financial considerations
-
- Assessments and inventories should not be too long and should indicate on the first page how many questions are involved and how long the average person will take to complete the questions. (See Appendix A for a list of web sites with career self-assessments and inventories that are available at no charge.) At least one assessment should help to determine entrepreneurial attitudes and interest.
- Examine mistaken beliefs: faulty generalizations, self-comparisons with a single standard, exaggerated estimate of emotional impact of an outcome, false causal relationships, ignorance of relevant facts, and undue weight to low-probability events and test them with these questions: 1) How do you know this is true? 2) What steps could you take to find out if it is true? 3) What evidence would convince you that the opposite is true?
-
-
- Include a calculator tool to determine life style considerations including the average costs for food, clothing, shelter, and entertainment and how those translate into salary requirements.
- Fear factors and recommendations as to how to deal with fears about the future including links to sites of intermediaries who can help.

Career Exploration

- Exposure to a wide variety of careers and their requirements with a way to guide students to jobs that match their interests, skills, and vision of themselves. Entrepreneurship should be one of the options explored.
- Regional salary information.
- Regional and national projections concerning job openings by occupation.
- An introduction to the career clusters most important to the growth of the region.
- A focus on occupations prevalent in regional companies, by county, in the nine-county region.
- Online interviews with employers about their expectations of entry-level employees and the reasons why they hire or don't hire particular candidates.
- Videos that show someone on the job talking about what they do.

Career Decision Making

- Match personal information with an occupation and make a decision.
- Ask the question: Do I like what I see?
- Provide alternatives if I don't like what I see – this could be a list of related occupations within the cluster, occupations from other clusters that require similar skills and abilities, or suggestions to go back and retake some of the assessments and inventories and to participate in additional self-discovery activities.
- A record of the youth's decisions as he or she makes choices and eliminates choices should be recorded and saved so that they can be referred to again if new choices need to be made and/or if a rationale for the career choices need to be made public for a required school paper or presentation.
- Interactivity – this might include a method for others (peers, parents, counselors, teachers, mentors, etc.) to comment on a youth's vision of themselves and their career aspirations, feedback from an online mentor or counselor, or provide challenges from a "Dream Blocker" that would make the youth take a different direction or explore secondary careers related to their primary career interest.

Job Search Planning

- Job search strategies overview
- Links to post-secondary web sites that include information on the application process, financial aid, college majors (and their link to specific careers), and general information on admissions requirements.
- A resume builder preceded by an explanation of types of resumes; including samples of functional and chronological resumes; and a sample employment letter for those without formal work experience. The resume builder should help youth mine their volunteer work, part-time jobs, and extracurricular activities for relevant skill, ability, and attitude demonstrations that relate to workplace requirements.
- Information on internships and part-time jobs available for teens.
- Cover letters and follow up letters – their purpose and examples.
- Interviewing techniques with examples of how to and how not to and a list of "interview stoppers."
- Networking – who, why and how.
- Information related to starting your own business.
- Links to regional transportation information for each county.

- Truth and fiction about gender-bias in jobs.
- Information on the benefits of seeking non-traditional jobs

Career Maintenance

- Provide information about career ladders.
- Describe careers of the future
- Provide information on negotiation skills including negotiating promotions and raises – this could include interviews with people who have done this or recommendations from experts.
- Help youth to develop short and long term goals.
- How to stay up-to-date regarding computer technology and trends in their field; how to work toward an additional certification or advanced degree while working, with links to training and continuing education providers.
- Provide information on exploring professional organizations and determine which they should join – include links to professional organization web sites.
- Provide information on how to cope with stress on the job and ways
 - Company culture and fit
 - Getting along with co-workers
 - Employer expectations
 - Work habits and attitudes
 - Work environment (sexual harassment, discrimination, legal issues)

Design Elements

- Interesting graphics – colorful but not too childish.
- A tour guide that is either gender and race neutral or an opportunity to select from among multiple tour guides based on race and gender.
- Background music capability – a radio dial that allows them to choose their own style of music, or none at all.
- Online mentoring capability for students who want a mentor to answer questions via email.
- A tutorial for adults who might guide youth through the site and/or respond to questions about the site.
- A registration process that follows a preview of the value of the site to be accessed as a result of registering – this process should require no more than three or four pieces of information.
- Users should be able to access any area of the site from any page (or at least not be more than one page away from that capability) and the site's tree structures should be as intuitive to follow as possible.
- The ability to print content information from a site or the results from assessments, inventories, journals, and other activities.
- The use of color, sound, video, and animation features, as well as font size, spacing, and amount of text per page need to take into account the target audience, high school teenagers.

The creation of a marketing plan for the career portal will be needed in order to ensure its widespread use. The formation of an advisory board is already under consideration. The advisory board should focus on issues concerned with marketing the site and potential business and institutional alliances as well as design and content issues. Advisory board representation should include a student, a school guidance counselor, a community-based organization staff member, a faith-based organization staff member, a

workforce development professional, and a professional career counselor. The inclusion of stakeholder representatives on the advisory board as well as the periodic use of focus group sessions to gather input and feedback from those stakeholder groups can have the affect of creating anticipation concerning the launching of the portal and thus begin the marketing effort prior to the official launch.

As mentioned already, the penchant for youth to multi-task while doing research on the computer at home presents an opportunity for the portal design team to incorporate aspects of peer interaction that could include such activities as: peers commenting on each other's career choices; completing Holland code exercises for each other; competing for points gained for the number of careers explored or career activities completed; commenting on each other's career story; and helping to edit each others' resumes and cover letters. The incorporation of peer-to-peer interactivity has the potential to not only increase the amount of time that users will spend on the site but also increase the amount of learning that takes place.

The need for at-risk youth to have a significant adult in their lives with an employment history combined with the need for community groups to reach more youth presents an opportunity for the regional portal to expand the scope and range of CBOs and FBOs through ementoring while creating an additional marketing venue for the portal. By partnering with the Southwestern Pennsylvania Mentoring Partnership, the portal could provide mentors for users who want them while also extending the reach of organizations who wish to provide online mentors.

References

Bolles, Richard Nelson, What Color is Your Parachute, 2003 Edition, Ten Speed Press, Canada, 2003.

Bronson, Po, What Should I Do With My Life?, Random House, NY, NY., 2002

Crispin, Gerry and Mark Mehler, “The Job Seekers Experience: Who Really Cares,” a white paper for CareerXroads, 2003.

Csikszentmihalyi, Mihaly and Barbara Schneider; Becoming Adult: How Teenagers Prepare for the World of Work, Basic Books, NY, NY., 2000

Grubb, W. Norton, “Who Am I: The Inadequacy of Career Information in the Information Age,” August 2002. Paper prepared for an OECD review of policies for information, guidance and counseling services, commissioned by the European Commission and the OECD.

Maxwell, John C., Your Road Map For Success, Thomas Nelson, Nashville, TN, 1997

Super, Donald, The Psychology of Careers, Harper & Row: New York, 1957

Zemsky, Robert, Daniel Shapiro, Maria Iannozzi, Peter Cappelli, and Thomas Bailey, “The Transition From Initial Education To Working Life in the United States of America,” October 1998, Report commissioned of the National Center for Postsecondary Improvement by the Office of Educational Research and Improvement, for the U.S. Department of Education.

APPENDICES

APPENDIX A Self-Assessment Tools Online

(From www.ncda.org the web site of the National Career Development Association)

Many well-known and validated inventories are provided for a fee by their publishers on the Internet. These instruments are not covered here; they are covered in NCDAs publication *A Counselor's Guide to Career Assessments*. Assessment instruments described in this section are provided free of charge. Counselors are reminded of the need to find out about their psychometric properties before using them with clients.

[The Career Key](http://www.careerkey.org/english) (<http://www.careerkey.org/english>)

The Career Key, developed by Lawrence K. Jones, Ph.D., is based on Holland's work. Users sign in and are asked to take a few quick surveys of jobs that might interest them, what they like to do, their abilities, how they see themselves, and what they value. A RIASEC score is generated based on the answers, and users are encouraged to explore the areas with the highest scores and the occupations related to them. The inventory can be completed in less than ten minutes, and users are encouraged to bookmark the results page so that they can return and explore more options. The occupations that users identify as promising careers are linked to the Occupational Outlook Handbook so that they can learn detailed, accurate information about each. The website includes self-help modules on topics like choosing a college major, making high-quality decisions, and learning more about the world of work. The professional manual is provided online.

[CareerStorm](http://www.careerstorm.com) (<http://www.careerstorm.com>)

CareerStorm in Finland designs interactive career development tools for professionals, and some are offered free through its website. Storm Navigator is designed to assist users with career decisions and planning, whereas Storm Dream helps educated adults create a vision of their ideal career and map the actions necessary to make that dream a reality. Each tool starts with an overview of the process, time needed for each exercise, and whether you will need to print out or save any information to a diskette. Use of some of the tools requires the user to create a login and password; this same function has the advantage of allowing users to stop in the middle of an activity and continue at a later time. Storm Navigator is available in several languages through a partnership with Monster.com. Note: the free assessment option for this web site has been discontinued.

[Introducing the E-R-A Model](http://www1.umn.edu/ohr/ecep/ERAmode1.htm) (<http://www1.umn.edu/ohr/ecep/ERAmode1.htm>)

The E-R-A Model was developed by the Employee Career Enrichment Program at the University of Minnesota to help employees solve their personal career/life puzzles. E-R-A stands for Explore-Reflect-Act, and it doesn't matter where users start in the model so long as they take the time to fully explore, reflect, and act. While much of the content relates to courses or programs at the university, many suggestions will benefit any reader. The site provides a simple process to encourage self-examination and activities to enrich a person's career and life.

[IQ & Personality Tests](http://www.davideck.com/cgi-bin/tests/tests.cgi?action=career) (<http://www.davideck.com/cgi-bin/tests/tests.cgi?action=career>)

This is an eclectic collection of personality, IQ, career, and other online tests found on the Internet. Some of these are more for fun than information and could possibly be used to prepare clients for more involved inventories or assessments - -or just make them laugh. Many of these tests and assessments have no authoritative background; so

counselors should review any they may want to use before recommending them to clients.

[MAPP - Motivational Assessment of Personal Potential \(http://www.assessment.com\)](http://www.assessment.com)

MAPP is an interest survey designed by the International Assessment Network in Minneapolis, MN. A free sample MAPP Career Analysis is provided to help individuals identify their preferences for working with people or things and other job characteristics; it also suggests some occupations that match these preferences. The assessment is offered in English, French, Polish, Portuguese, Spanish, and Swedish; it can be completed in about 25 minutes. It is possible to stop the test and resume at a later time. The resulting report is sent to the user via e-mail, outlining his or her "natural motivations and talent for work" and matching these to five occupational descriptions from O*Net.

[Personality, IQ, and Entrepreneur Tests Online \(http://www.2h.com\)](http://www.2h.com)

This is another eclectic collection of online tests allowing users to try a variety of assessments with varying objectives. As many of these tests have no authoritative basis, counselors are urged to look at this collection carefully before directing clients to this resource.

[Queendom.com \(http://www.queendom.com\)](http://www.queendom.com)

Queendom offers a variety of personality, intelligence, and health tests and quizzes. Its motto is "serious entertainment," a reflection of dedication to providing users with "an avenue for self-exploration with a healthy dose of fun." The people behind this site include psychologists, and statistics and background information on most of the tests are available online. Users can register free, but paying subscribers gain access to additional resources and services.

[Self Assessment from the Career Development Manual, University of Waterloo Career Services \(http://www.cdm.uwaterloo.ca/step1.asp\)](http://www.cdm.uwaterloo.ca/step1.asp)

The first section of the award-winning Career Development Manual is a collection of six assessment tools that can be printed out and completed. These assessments cover personality and attitude, skills and achievements, knowledge and learning style, values, interests (based on Holland's theory), and entrepreneurship.

[University of Missouri Career Center Interests Game \(http://career.missouri.edu/article.php?sid=146\)](http://career.missouri.edu/article.php?sid=146)

This game, based on Holland's work, is designed to match interests and skills with occupations. The Career Center at the University of Missouri (Columbia, MO) developed a separate web page for each of the six Holland groups (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional), each of which gives full information about this group and includes a list of possible occupations to pursue. Each page links to matching programs of study at the university along with occupational descriptions from the Occupational Outlook Handbook (OOH). This is a simple way to start discussions and thought processes.

APPENDIX B
Career Development Web Sites Reviewed by
the National Career Development Association (NCDA)

Career Development Process

[Minnesota Careers](http://www.mncareers.org/) (<http://www.mncareers.org/>)

This simple guide from the Minnesota Department of Employment Security helps younger persons answer the questions "What do I want to do?" and "How do I get there?" while also planning a career path. The site includes a short interest inventory based on Holland's RIASEC model and offers facilitator and parental resource guides.

[nextSteps.org](http://www.nextsteps.org/) (<http://www.nextsteps.org/>)

This is a guide to career planning, exploration, and decision making for young persons aged 15 to 24 with interactive tools that can be used as they work through the steps and exercises. The career planning process is divided into three steps: Discover Yourself, Discover Your Options, and Make a Decision; and each step also links to additional resources. Users must have javascript and cookies enabled in order to complete the many online assessments and inventories. Teachers' guides are available for download, and there is a place for persons to submit questions via e-mail. NextSteps.org is a service of the Calgary Youth Employment Center in Canada.

[University of Waterloo Career Services - Career Development Manual](http://www.cdm.uwaterloo.ca/index.asp)

(<http://www.cdm.uwaterloo.ca/index.asp>)

The University of Waterloo's Career Services Center developed the Career Development Manual, a six-step process to aid users in career and life planning. Starting with Self-Assessment and working through Occupational Research, Decision Making, Employment Contacts, Work, and Career/Life Planning, users review articles under each area and work through various exercises designed to help them not only find a job but also develop and maintain a satisfying career.

Occupational Information

[America's Career InfoNet](http://www.acinet.org/acinet/default.asp) (<http://www.acinet.org/acinet/default.asp>)

This service, part of America's Career Kit sponsored by the U.S. Department of Labor, provides information on hundreds of occupations and requirements for entry. The Career Information section shows wage and trend reports, occupational requirements, and much more. The Career Tools section help users check employability, explore occupations, look for employers, and review occupational licensing information for various states. There is also a financial aid advisor designed to suggest ways to pay for the training or education necessary or desired in order to move to the next step in a career path.

[Career Exploration Links](#)

(<http://www.uhs.berkeley.edu/Students/CareerLibrary/Links/occup.cfm>)

Career Exploration Links is a collection of over 800 links to career information resources found on the Internet. Users can browse the information by category or search for a specific subject by keyword. The Counseling and Psychological Services Department of the University Health Services at the University of California - Berkeley provides this resource.

[Career Guide to Industries](#) (<http://www.bls.gov/oco/cg/>)

The Career Guide to Industries provides information on available careers by industry, including the nature of the industry, working conditions, employment, occupations in the industry, training and advancement, earnings and benefits, employment outlook, and lists of organizations that can provide additional information. It is a way to find out who is needed by various industries and assess a lateral move from one industry to another. Like the OOH and the OOQ, this guide comes from the U.S. Bureau of Labor Statistics.

[Guide to Career Prospects in Virginia](#) (http://www.ccps.virginia.edu/career_prospects)

This Guide is a database of information about occupations important to Virginia (and almost every other state). To access the information, users can search for occupations by name, school subjects or interests, career families, or alphabet. There is a written analysis for each occupation that includes required educational level, skills, earnings, and employment outlook, along with a set of statistical tables covering wages and outlook at the state, regional, and national level. While most of the salary data is specific to Virginia, descriptions of each occupation are general enough to be relevant to all.

[Career Guides from JobStar](#) (<http://www.jobstar.org/tools/career/index.cfm>)

This site is one of the most comprehensive collections of career information, including career assessment, where to look to find trends, career guides in libraries, and links to descriptive information for hundreds of occupational fields. Other sections of this website cover job information and salaries.

[O*NET Online](#) (<http://online.onetcenter.org/>)

O*NET OnLine was created to provide broad access to the O*NET database of occupational information, which includes information on skills, abilities, work activities, and interests associated with occupations. O*NET includes information for over 950 occupations, and the occupational titles and codes are based on the 1999 Standard Occupational Classification (SOC) system. Users can search for occupations by title or keyword in the description or browse by job family. The Skill Search allows the user to find occupations that match a list of current or soon-to-be-acquired skills. Users can also compare up to ten related occupations to one selected from the list. This is a powerful tool, and it is recommended that counselors become familiar with it before recommending it to clients. Low-vision and plain text versions of O*NET are available from this site.

[The Occupational Outlook Handbook](#) (www.occupationaloutlook-handbook.net)

This is the current edition of the printed guide produced by the U.S. Bureau of Labor Statistics. Users can search the handbook using keywords to find where their interests fit

in the top 250 occupations in the United States. Users can also browse occupational families, look for options, plan career paths, or see all occupations in alphabetical order by using the letters at the top of the front page. The OOH also includes well-written articles on how to find a job, evaluate a job offer, and locate career information. It includes predictions about tomorrow's jobs and links to related information from the Bureau of Labor Statistics.

[Occupational Outlook Quarterly \(OOQ\)](#)

Published quarterly by the Bureau of Labor Statistics, this magazine features articles with practical information on jobs and careers. It covers a wide variety of career and work-related topics such as new and emerging occupations, training opportunities, salary trends, and results of new studies from the Bureau of Labor Statistics. Articles are usually presented in HTML and PDF format, the latter requiring the free Adobe Acrobat Reader to view and/or print them. Past articles are also accessible by selecting either the topic-oriented Index or the individual issue Archive from the left menu.

[True Pursuit \(http://www.truepursuit.com\)](http://www.truepursuit.com)

An alternative career directory and exploration portal for unconventional, creative, and humanitarian paths.

Employment Trends

[Labor Market Information State by State \(http://www.rileyguide.com/trends.html#gov\)](http://www.rileyguide.com/trends.html#gov)

Labor market information includes statistics on employment, wages, industries, and other factors affecting the world of work. The links from The Riley Guide take users to labor market information for the individual states so that data can be compared across states.

[State Occupational Projections 1998-2008](http://almis.dws.state.ut.us/occ/projections.asp)

(<http://almis.dws.state.ut.us/occ/projections.asp>)

This site contains projections of occupational employment growth developed for all states and the nation as a whole. One of the most important uses of these is to help individuals make informed career decisions. Users can review information on projected employment growth for an occupation in several states or select several occupations and compare their growth projection in one state only. The projections found here are usually updated on a two-year cycle.

Salary Information

[CareerJournal from the Wall Street Journal](http://www.careerjournal.com) (<http://www.careerjournal.com>)

This site's information on salary and hiring includes articles and salary charts for several job functions, occupational areas, and industries. Varying levels of experience within a job area from entry-level to senior management are covered. There are also articles and information on negotiations, regional pay, employment trends, and much more.

[JobStar Salary Surveys](http://www.jobstar.org/tools/salary/index.cfm) (<http://www.jobstar.org/tools/salary/index.cfm>)

JobStar has put together what many consider to be the finest collection of salary surveys online. Combined with lists of books to request from local libraries and articles from experts such as Jack Chapman, this site guides users for salary research.

[Salary.com](http://www.salary.com/salary/layoutscripts/sall_display.asp) (http://www.salary.com/salary/layoutscripts/sall_display.asp)

This site offers users free access to more than just salary data. Salary.com gives users information on total compensation -- not only what is in the paycheck but also the benefits and perquisites received on the job. The Salary Wizard allows users to search for base, median, and top-level earnings in hundreds of jobs in many occupational areas; many of these projections are local as well as national. Salary.com uses a team of compensation specialists to add value to salary surveys done by others, such as the Bureau of Labor Statistics. Users will find helpful articles and exercises on figuring things like benefits, stock options, bonuses (and how to get them), and salary negotiations. Users can also buy a Personal Salary Report, a very detailed examination of their earning power based on their personal work history and geographic location.

[SalaryExpert.com](http://www.salaryexpert.com) (<http://www.salaryexpert.com>)

A free service of Baker Thomsen Associates, SalaryExpert.com offers two free salary tools with salary levels, benefits, and cost-of-living figures for job fields in specific regional areas. The first tool covers the United States and Canada whereas the second covers other international areas.

Trade and Professional Associations

The following sites can be used to find associations and organizations that represent particular fields or industries.

[American Society of Association Executives](#)

The American Society of Association Executives (ASAE) is a resource for locating a professional association in any field of interest. Click on the link for Find associations, people, businesses and pull down the extensive menu of searchable directories. Start with the gateway to associations before trying other sources, searching by keyword, alphabet, or by city and state.

[Labor Unions, from Yahoo!](#)

This is Yahoo's list of labor unions covering many occupations and industries.

[Organizations, from Yahoo!](#)

This is Yahoo's entry to its list of organizations, including professional and trade associations.

[The Scholarly Societies Project](#)

Users can search or browse this list of scholarly, professional, and labor organizations, maintained by the University of Waterloo Library. Listings are limited to societies with scholarly, academic, or research goals with preference given to membership-based societies with a national or international scope.

[Union Resource Network](#)

Organized under the Communications Workers of America, the Union Resource Network (URN) is an index of union websites. Users can search for union websites by union name or by the state of its location. There is also a list of new union websites on the front page along with a link to international (non-US) unions.

Military Information

[DefenseLink](#)

DefenseLink, the official website of the U.S. Department of Defense, was developed to serve as the starting point for finding U.S. military information online. Under Defense Sites are links to the listings of civilian job opportunities as well as the recruiting sites for all branches of the military. To learn more about the Department of Defense, its organization, and the three military departments within it, review the Defense Almanac, found under the Publications link (www.defenselink.mil/pubs/almanac/).

[Military Career Guide Online, The Defense Manpower Data Center](#)

The Military Career Guide describes itself as the leading career information resource for the military world of work. It gives details on 152 enlisted and officer occupations. Because most military occupations are comparable to one or more civilian occupations, the title of the civilian counterpart is provided for every applicable military occupation. In addition, this site describes training, advancement, and educational opportunities within each of the major services - - Army, Navy, Air Force, Marine Corps, and Coast Guard.

U.S. Air Force

www.airforce.com

U.S. Army

www.goarmy.com

www.army.mil

U.S. Coast Guard

www.uscg.mil

U.S. Marines

www.marines.com

www.usmc.mil

U.S. Navy
www.navyjobs.com
www.navy.mil

Educational Information

[Chronicle of Higher Education in the US](#)

Features links and resources for students interested in attending college in the United States. Includes a listing by state of both undergraduate and graduate programs.

[CollegeNET](#)

CollegeNET allows users to browse information on colleges by various criteria, including geography, tuition, and enrollment. 500+ college applications are available to be completed and submitted online. Site includes financial aid and scholarship information.

[COOL: College Opportunities On-Line](#)

College Opportunities On-Line (COOL) is a research tool that allows access to information about more than 9,000 vocational-technical schools, colleges, and universities in the United States. Users may search COOL by geographic region, state, city, type of institution, or instructional program, either alone or in combination. COOL is a product of the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).

[GoCollege](#)

GoCollege is a searchable guide to colleges, but it also helps users prepare for the SAT and ACT exams, allowing free access to practice tests, though registration is required. Check the site's front page regularly for the dates. Users are told, "Our practice tests are written by testing experts. Your tests are saved under your user ID for future reference."

[Peterson's \(www.petersons.com\)](#)

Peterson's, the well-known publisher of guides to colleges, provides this resource for information on undergraduate and graduate programs, summer work, and professional training and distance education programs. Some areas and resources are free to all users, whereas others can be accessed only through a paid subscription.

[RWM Vocational School Database](#)

This is a database of private postsecondary vocational-technical schools in all 50 states, organized by state and training programs offered. All the schools listed are state licensed or accredited, but the information is limited to the institution's name, address, and phone number. At the top of each state is a link to resources for that state from the U.S. Department of Education. Visually impaired users should be aware that there is a Text Only alternative to the graphic map of the United States at the top of that page.

[Training & Education Center from CareerOneStop](#)

(<http://www.careeronestop.org/TRAINING/TrainingEduHome.asp>)

In this resource, users can find information on degree programs, specialty training opportunities, financial aid, certification and accreditation, and licensing for the various states. You can also learn how career information can help with education and training plans. There are links to additional training and education information and articles on

how to ensure the quality of the training before signing up for a program. CareerOneStop is the new gateway site for employment and career information from the US Department of Labor and the state employment services.

[USNews.com: Education](#)

The publisher of U.S. News and World Report has produced one of the most outstanding guides to educational information on the Web. Dedicated sections of this site focus on college, community college, graduate school, e-learning, and financial aid; and each is filled with quality news, information, and resources. USNews.com also lists the annual rankings of colleges and graduate schools.

Seminars, Short Courses, and Certification Opportunities

These are courses and workshops that may lead to certification, be used for continuing education units, or for credit towards recertification. Most are relatively short, covering a few hours to a few days. Some of the courses and seminars are offered by accredited colleges and universities.

[SIS: Seminar Information Service](#)

SIS lists over 360,000 live, in-person seminars, classes, workshops, corporate training events, and conferences offered annually. Users can use the Quick Search to find upcoming programs by title or topic, browse the category lists to see what is offered in any given area, or target upcoming programs by location. Users can enroll online.

[Smart Planet](#)

Smart Planet offers over 600 online courses in information technology. Some of the courses are self-study; others are instructor-led. Smart Planet offers a money-back guarantee for customers who are not satisfied.

Financial Aid Information

Many of the education and training guides listed above include information on financial aid. The following sites focus on this type of information.

[College Is Possible](#)

This is a resource guide for parents, students, and education professionals made possible by the Coalition of America's Colleges and Universities. This site walks a user through preparing for college, choosing a college, and paying for college with simple information as well as links to other resources. Some material is in Spanish, much of the cited resource material can be downloaded online at no cost, and the advice and information given is sound. There is also a section dedicated to adults who have decided to return to college or are now deciding to attend for the first time.

[FinAid, The Financial Aid Information Page](#)

Established in 1994, FinAid is possibly the finest single source for information and

resources for all types of educational financial aid. It also offers a plan for figuring out debt loads and payback, facts on scams, and alerts.

[Plan for College from SallieMae](#)

Sallie Mae has helped thousands achieve their dream of higher education by providing funds for educational loans, primarily federally guaranteed student loans originated under the Federal Family Education Loan Program (FFELP). This free site allows students and parents to learn about many ways to pay for college. The section called Wirescholar helps students and families prepare for entrance exams, evaluate and select the best college, and apply for and finance the cost of college. Financial Aid 101 introduces users to key terms and concepts for reviewing various funding options. It also offers a free scholarship database and free Paying for College seminars around the United States.

[The Student Guide to Financial Aid](#)

The Student Guide is the most comprehensive resource on student financial aid from the U.S. Department of Education. Grants, loans, and work-study are the three major forms of student financial aid available through the federal student financial assistance programs. Updated each award year, The Student Guide provides information about the programs and how to apply for them and includes the online Free Application for Federal Student Aid (FAFSA). The guide is available in English and Spanish.

Apprenticeships and Other Alternative Training Opportunities

[Apprenticeship Information from the U.S. Department of Labor](#)

Apprenticeship is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. This page from the Department of Labor website gives users information about how to find and apply for apprenticeship programs in the United States.

[The Corporation for National and Community Service](#)

Established in 1993, this organization oversees programs engaging more than a million Americans each year in service to their communities. The Corporation's three major service initiatives are AmeriCorps, Learn and Serve America, and the Senior Corps. It will also be participating in the new USA Freedom Corps announced by President Bush in January, 2002.

[The Job Corps](#)

Job Corps is the nation's largest residential education and training program for disadvantaged youth between the ages of 16 and 24. The Job Corps operates more than 100 centers around the country and in Puerto Rico, with a focus on training the whole person. Information on the centers, how to apply for the program, and other benefits can be found here.

[Peace Corps](#)

This site contains background information on the organization, recruiting, diversity, and reach of this volunteer service program. It is developed for audiences of various ages.

[Career Volunteering](#)

Smash Your Job Market Competition - Career Volunteering strategies for landing a

dream job and eye-opening insights for creating a successful future.
(*This link was applied for by Career Volunteering).

Job Search Instruction and Advice

[Career Resource Library from the New York State Department of Labor](#)

The New York Department of Labor has several publications on this site designed to assist in career planning and the job search.

[CareerJournal from The Wall Street Journal](#)

This site contains hundreds of articles and information covering all aspects of the job search and career management. It is a site to be visited often as it is updated daily.

[JobHuntersBible.com from Richard Bolles](#)

This guide from the author of *What Color Is Your Parachute?* incorporates his Net Guide (mega-list of job resources online) with many of the self-assessment exercises and job searching hints from the book.

[JobWeb from the National Association of Colleges and Employers](#)

JobWeb refers to itself as a complete guide to the job search. It features information and articles to help with all aspects of the job search. Most of the articles and resources are targeted to the new college graduate, but many apply to users at other experience levels.

[Quintessential Careers](#)

Quintessential Careers is one of the oldest and most comprehensive career development sites on the Web, now with more than 1,600 pages of career and job-search content. Start your job-search here! We have all the tools to help you succeed, including expert advice, career articles, and the best job sites on the Web.

(*This link was applied for by Quintessential Careers.)

Job Banks

[America's Job Bank \(AJB\) \(http://www.ajb.org\)](http://www.ajb.org)

This site is a joint effort of the 2,000 offices of the state employment service and the U.S. Department of Labor. Users can search the database by selecting a job category and entering a zip code to find all openings within a specific area. The Keyword Search allows a user to target jobs requiring specific degrees or licensing/certification or specific job titles. Transitioning military personnel can use the military specialty code to match skills to jobs in the public sector. America's Job Bank (AJB) is one of the largest job sources online and is not limited to the continental United States. Users can also connect to and search the databases of individual state, district, and territorial employment services. It is suggested that users search both the local state job bank and the main AJB site to review all available jobs in any given area.

[CareerBuilder \(http://www.careerbuilder.com\)](http://www.careerbuilder.com)

CareerBuilder has evolved into one of the larger and more dynamic sites for job and

career information. Registration is free of charge and allows a job seeker to store a resume online without posting it in the database. Registered users can create up to five personal search profiles to track new jobs added to the database, and an e-mail message can be generated to a user when a match is discovered.

[College Grad Job Hunter](#)

This website, based on the book of the same title, is a cornucopia of resources and information to guide college students and others through a complete job search. It has job databases for those seeking internships, entry-level job seekers, and experienced job seekers as well as a searchable database of more than 8,000 employers. It also offers advice on careers, the job search, resume preparation, and more.

[FlipDog](#)

FlipDog uses "crawler" technology to visit employer websites and copy those listings to its site. Employers can also list themselves voluntarily and have the option of paying to have their job postings featured in a more prominent position.

[IMDiversity](#)

IMDiversity is a one-stop career and self-development site devoted to serving the cultural and career-related needs of all minorities. Sponsored by The Black Collegian, this is an excellent resource for all minority and diversity candidates. The many "villages" include resources and information specific for each group, and those without a separate village can find information in the global village.

[Monster.com](#)

Monster.com is probably the most recognized name in the online job search industry. It offers an impressive variety of job and career resources for everyone from college students to contractors to chief executives; most are served with their own communities that include job listings and career advice. It also offers several industry/job field communities, including healthcare, human resources, and finance.

[MonsterTRAK](#)

Formerly known as JobTrak, this site has joined the Monster.com community. As in the past, users must be affiliated with a member college or university in order to access the job postings on this site. Students and alumni should call the career center for access information. This site has been cited as an excellent resource for executive as well as entry-level opportunities

[NationJob Network](#)

This site features an impressive collection of job openings, company information, and a variety of ways to search the database. It divides into many sources of occupation- and/or industry-related resources, creating an excellent source of information for all.

[Recruiter's Online Network](#) (<http://www.recruitersonline.com>)

This network is "an association of executive recruiters, search firms, and employment professionals around the world who have created a virtual organization on the Internet." Job seekers can search the database of openings posted by the participating recruiters, post their resumes for consideration by all members, and search for recruiters working with a particular industry or occupational field for direct contact. This site also includes tips on job hunting and articles on using recruiters in the job search.

[Top Echelon](#) (<http://www.topechelon.com>)

Top Echelon is a cooperative network of over 2,500 recruiters. It has some good listings

ranging from entry level to the six-figure range. Users can also search the recruiter listings and contact some of the recruiters directly.

[Deepsweep](http://www.deepsweep.com) (<http://www.deepsweep.com>)

Deepsweep is a free non-profit job board which includes job postings from all walks of the non-profit sector. Positions advertised include entry-level vacancies and career opportunities for seasoned, non-profit staff as well as senior-level executives.

Industry and Occupation Specific Information

Following is a list of good sites dedicated to providing information about a specific industry or occupational field. The sites are listed alphabetically by occupation or industry. Since this list is too long to provide descriptions of each site, the following short codes are provided as a quick way to describe the content of each.

Jobs - job listings

Resume - resume database

Career - career and/or occupational information

Education - education, training, certification, and/or professional development information

Salary - salary information

Job Hunting -- information on searching for opportunities, interviewing, or other job search techniques

Employer -- information on potential employers

(M) - added after one of the above notations, this symbol indicates that the resource or service it follows is available only to members

Advertising / Visual Communications

Commarts.com (Communication Arts) Network

www.commarts.com

Jobs, Resume, Career, Employer

Agriculture

Farms.com AgCareers

www.farms.com/careers/

Jobs, Resume, Job Hunting

Anthropology

American Anthropological Association

www.aaanet.org

Jobs, Resume, Career, Education

Architecture

E-Architect, the American Institute of Architects

www.e-architect.com

Jobs, Resume, Career, Education, Salary

Architecture.com, the Royal Institute of British Architects www.architecture.com Jobs, Resume, Career, education, Salary, Employer

Astronomy

American Astronomical Society (AAS) Career Services

www.aas.org

Jobs, Resume, Career, Education, Job Hunting, Employer

Automotive Engineering

The Society of Automotive Engineers

www.sae.org

Jobs, Resume, Education, Employer (M)

Broadcasting & Journalism

Television and Radio News Research

www.missouri.edu/~jourvs/

Career, Education, Salary

Editor & Publisher Online

www.editorandpublisher.com

Jobs, Career, Employer

Business, Accounting, & Finance

Careers in Business

www.careers-in-business.com

Jobs, Resume, Career, Salary, Employer

AICPA Online, American Institute for Certified Public Accountants www.aicpa.org

Jobs, Resume (M), Career, Education, Salary, Job Hunting

Association for Finance Professionals

www.afponline.org

Jobs, Resume, Career, Education, Salary, Job Hunting

Cartooning

National Cartoonists Society

www.reuben.org

Career, Job Hunting

Chemistry

Cen-chemjobs.org, from the American Chemical Society

<http://cen-chemjobs.org/>

Jobs, Resume, Career, Education, Salary, Job Hunting, Employer

Chimney Sweep

National Chimney Sweep Guild

www.ncsq.org

Education

Civil Engineering

American Society of Civil Engineers

www.asce.org

Jobs, Career, Education, Salary

Computing & Technology

Association for Computing Machinery (ACM), www.acm.org
Jobs (M), Resume (M), Career, Education, Salary, Job Hunting

ComputerWorld

www.computerworld.com

Jobs, Salary, Career, Education, Employer, Job Hunting

Convention & Meeting Management

Professional Convention Management Association

www.pcma.org

Jobs, Resume, Career, Education

Culinary

American Culinary Federation

www.acfchefs.org

Jobs (M), Resume (M), Career, Education

Dance

Voice of Dance

www.voiceofdance.com

Jobs, Career, Employer

Dentistry

American Dental Association

www.ada.org

Jobs, Career, Education

Development / Fund Raising

Chronicle of Philanthropy

www.philanthropy.com

Jobs, Career, Education

Economics

JOE--Job Opportunities for Economists

www.eco.utexas.edu/joe

Jobs

Education

Chronicle of Higher Education

www.chronicle.com

Jobs, Resume, Career, Salary, Employer, Job Hunting

Troops to Teachers

www.dantes.doded.mil/dantes_web/troopstoteachers/index.htm

Jobs, Education, Salary, Employer, Job Hunting

Engineering

National Society of Professional Engineers

www.nspe.org

Jobs, Resume, Career, Education, Salary (M), Employer

Entomology

Entomological Society of America

www.entsoc.org

Jobs, Career, Education

Facility Engineering / Plant Maintenance

FacilitiesNet

www.facilitiesnet.com

Jobs, Resume, Salary, Education

Fire Prevention and Protection

National Fire Protection Association

www.nfpa.org

Jobs, Salary, Education, Employer, Job Hunting

Forensics

American Academy of Forensic Sciences

www.aafs.org

Jobs, Career, Education

Funeral Directors

National Funeral Directors Association

www.nfda.org

Jobs, Career, Education

Government

USAJobs, U.S. Office of Personnel Management www.usajobs.opm.gov

Jobs, Resume, Salary, Job Hunting

Human Resources / Training & Development

American Society for Training and Development

www.astd.org

Jobs, Resume, Career, Education, Salary, Job Hunting, Employer

Society for Human Resource Management

www.shrm.org

Jobs, Resume, Career, Education

Industrial Design

Core77 Design Magazine and Resource

www.core77.com

Jobs, Resume, Career, Salary, Education, Employer, Job Hunting

Languages

Jobs in Linguistics

www.linguistlist.org

Jobs, Education

Law Enforcement / Emergency Services

911hotjobs.com

www.911hotjobs.com

Jobs, Resume, Education, Employer

Legal / Paralegal

FindLaw Career Center

www.careers.findlaw.com

Jobs, Career, Salary, Employer, Job Hunting

Hieros Gamos, the Comprehensive Law and Government Portal

www.hg.org

Jobs, Resume, Career, Education, Employer, Job Hunting

The National Federation of Paralegal Associations

www.paralegals.org

Jobs, Resume, Career, Education, Salary, Employer, Job Hunting

Library & Information Science

Lisjobs.com

www.lisjobs.com

Audience: anyone working in libraries, information professionals

Jobs, Resume, Career, Education, Salary

Mariners / Seafarers

The Seafarers International Union

www.seafarers.org

Jobs, Resume, Career, Education

Massage Therapy

American Massage Therapy Association

www.amtamassage.org

Jobs (M), Career, Education

Mathematics

American Mathematical Society

www.ams.org

Jobs, Resume, Career, Education, Job Hunting

Mechanical Engineering

ASME, the American Society of Mechanical Engineers

www.asme.org

Jobs, Resume, Career, Education, Salary, Job Hunting

Meteorology

American Meteorological Society

www.ametsoc.org/AMS/

Jobs, Career, Education

Mining

InfoMine

www.infomine.com

Jobs, Resume, Education, Employer

Museum and Art Exhibit Management

The Art Newspaper

www.theartnewspaper.com

Jobs, Education

Musical Instrument Repair

National Association of Professional Band Instrument Repair Technicians

www.napbirt.org

Career, Education, Employer

Nonprofit

Opportunity NOCs.org

www.opportunitynocs.org

Jobs

Nurse-Midwife

MidwifeJobs.com from the American College of Nurse-Midwives www.midwifejobs.com

Jobs, Resume, Career

Occupational / Environmental Health & Safety

American Industrial Hygiene Association

www.aiha.org

Jobs, Resume (M), Education

Outdoor Activities

The Outdoor Network

www.outdoornetwork.com

Jobs, Resume, Education

Pharmaceutical

International Pharmacy jobs

www.pharmajobs.com

Jobs, Employer

Photography

National Press Photographers Association

www.nppa.org

Jobs (M), Career, Education

Physics

PhysLink

www.physlink.com

Jobs, Education, Salary, Employer

Psychology

The Society for Industrial and Organizational Psychology

www.siop.org

Jobs, Resume, Career, Education

Public Health

Career Espresso from the Career Action Center, Rollins School of Public Health, Emory University www.sph.emory.edu/studentsservice/Career.html

Jobs, Education, Job Hunting

Public Relations

Public Relations Society of America

www.prsa.org

Jobs, Resume, Career, Salary (M), Education

Publishing

Bookbuilders of Boston

www.bbboston.org

Jobs, Education, Employer

Purchasing & Supply Management

Institute for Supply Management

www.ism.ws

Jobs, Resume (M), Career, Education, Job Hunting

Science

Science Careers

<http://recruit.sciencemag.org>

Jobs, Resume, Career, Salary, Job Hunting, Employer

Social Work / Social Services

NASW, the National Association of Social Workers

www.naswdc.org

Jobs, Resume, Career, Education

Social Work and Social Services Jobs Online

www.qwbweb.wustl.edu/jobs/

Jobs, Career

Theater

BackStage.com

www.backstage.com

Jobs, Resume, Career, Education, Job Hunting

Urban Planning

American Planning Association

www.planning.org

Jobs, Career, Education, Salary

Verbatim (Court Reporters), Broadcast Captioning

National Court Reporters Association (NCRA) Online

www.ncraonline.com/

Jobs, Career, Education, Salary

Veterinary Medicine

Association of American Veterinary Medical Colleges www.aavmc.org

Jobs, Career, Education

Zoos and Aquariums

American Zoo and Aquarium Association

www.aza.org

Jobs, Career, Education, Employer

Researching Employers

[Company Research Guide, Rutgers University Libraries](#)

The Rutgers librarians have created this resource to guide researchers through the process of learning about a company. Listings for the top business research sources (both print and online) are provided, and the site is organized by the logical steps of the research process.

[Hoover's Online](#)

Hoover's is a well-known and respected publisher of business almanacs. Users can access a tremendous amount of free information from the website, but paid subscribers will have access to even more detailed profiles. Hoover's OnLine covers U.S. and non-U.S. companies as well as Initial Public Offerings (IPOs).

[Researching Companies Online](#)

This step-by-step, interactive tutorial provides instructions for using the site's many resources to research potential employers. This tutorial was designed by a professional trainer and is an excellent guide to this research process.

[Vault.com](#)

Online services offer "insider guides to employers." These consist of interviews with employees of the organization or the employers themselves. They are good insights into the company's culture, interview process, and career development possibilities. In addition, both Vault.com and Wetfeet.com offer job and resume boards along with career and job search advice.

[Wetfeet.com](#)

Online services offer "insider guides to employers." These consist of interviews with employees of the organization or the employers themselves. They are good insights into the company's culture, interview process, and career development possibilities. In addition, both Vault.com and Wetfeet.com offer job and resume boards along with career and job search advice.

Directory of Online Employment Information

[Job-Hunt.org](#)

One of the earliest guides to the Internet job search, Job-Hunt.org offers numerous well-selected links to job search resources for the world. Users can search for job sites by location, profession, industry or job type, and site owner. Susan Joyce has included several other useful articles and information resources, including articles on protecting privacy online and choosing a job site.

[JobHuntersBible.com](#)

This online guide to the job search is developed and maintained by Richard Bolles. The Job Hunter's Bible is a supplement to Bolles' bestseller, *What Color Is Your Parachute?* and is spiced with his comments and observations on the job search and the decision-making process. Included on this site is his Net Guide to the best job search and career information sites online.

[JobStar](#)

JobStar began as a California job search guide, but it has always been a highly useful resource for everyone. Now it is purposely expanding to new regions in the U.S. JobStar is one of the best places to learn how and where to look for employment both online and offline. Included in the wealth of information are articles on the hidden job market, salary negotiation, and numerous other topics.

[The Riley Guide: Employment Opportunities and Job Resources on the Internet](#)

Having the distinction of being the first guide to the Internet as a tool for finding new employment, Margaret Riley Dikel started this site in January, 1994, and continues to maintain it as a free resource. The Riley Guide links to hundreds of sources of information for job leads, career exploration, and potential employers. It has information to help users explore new careers, places to live, and education and training options.

[Yahoo! Employment and Work](#)

Yahoo links to more than 1,500 sites for job leads and other sources of employment information. Users should not limit themselves to this list, since almost every category in Yahoo has sub-categories.

Online Counseling

[Ready Minds \(http://www.readyminds.com/\)](http://www.readyminds.com/)

Specializing in career counseling, Ready Minds offers one-on-one counseling through online and telecommunications. The service begins with online assessments covering the individual's education and career history, personal interests/skills/values, and the Self-Directed Search(tm). This information is analyzed, and the individual is matched with a counselor. Services are available for career changers, job seekers, and students. All counselors working with Ready Minds must have or be willing and able to apply for national certification from the National Board for Certified Counselors (NBCC).

APPENDIX C

Job Search Websites Categorized

General Job Sites

1. www.4work.com
2. www.ajb.org (or)
3. www.ajb.dni.us (America's Job Bank)
4. www.alljobsearch.com (meta search)
5. www.bestjobsusa.com
6. www.careerbuilder.com (formerly CareerPath.com)
7. www.careerfair.com
8. www.careermart.com
9. www.careeronestop.org (or)
10. www.careerplanit.com
11. www.careersite.com
12. www.careers.wsj.com
13. www.careerzone.com
14. www.cweb.com (Career Web)
15. www.employmentoffice.net
16. www.flipdog.com (free job search and job posting with resume)
17. www.hotjobs.com
18. www.jobbankusa.com (job meta search)
19. www.jobcircle.com
20. www.jobguru.com (160,000 jobs posted in 100 days)
21. www.jobhunt.org (2700 job sites and career resources)
22. www.joboptions.com
23. www.jobsearchengine.com (job meta search)
24. www.jobsearchtech.about.com (job search resources)
25. www.jobhuntingusa.com (secrets from exrecruiter)
26. www.jobsite.com
27. www.jobsnake.com
28. www.jobsmart.org (public library sponsored guide to job search)
29. www2.jobtrak.com (how to conduct a job search)
30. http://JobVillage.com
31. www.jobweb.com
32. www.nationjob.com
33. www.NicheBoards.com (separated by job families)
34. www.monster.com (or www2.monstertrak.com)
35. www.quintcareers.com (Quintessential Careers)
36. www.therecruitenetwork.com (matches your resume with recruiter's needs)
37. www.recruiting-links.com
38. www.rileyguide.com (Internet career guide to other sites)
39. www.mnwfc.org (creative job search guide)
40. www.nationjob.com (automatically emails new jobs listed)
41. www.wetfeet.com
42. www.theworkcircuit.com
43. www.vaultreports.com
44. http://www.princetonreview.com/cte/articleIndex.asp

Diversity Groups

45. www.blackworld.com/careers.htm
46. www.christianjobs.com
47. www.diversityemployment.com
48. www.diversitylink.com/index.htm
49. www.eop.com
50. www.hirediversity.com
51. www.minorities-jb.com
52. www.black-collegian.com

Job Information for Persons with Disabilities

53. www.ilr.cornell.edu/library/reference/GUIDES/DW_primer/default.html
54. www.jobaccess.org
55. www.business-disability.com
56. www.newmobility.com
57. www.dol.gov/dol/odep

Salary and Cost of Living Information

58. www.careerjournal.com/salaries/index.html
59. www.datamasters.com
60. <http://jobsmart.org/tools/salary/index.htm>
61. <http://stats.bis.gov/ocohome.htm>
62. www.salary.com

Cover Letter and Resume Writing Guidelines

63. www.careerpower.com
64. www.jobweb.com/resources/library
65. www.quintcareers.com/resres.html

Career and Self - Assessment Tools

66. <http://career.Missouri.edu/Holland> (the Career Interests Game)
67. www.ncsu.edu/careerkey (the Career Key)
68. www.keirsey.com (Keirsey Temperment Sorter)
69. <http://www.iccweb.com/careerfocus/UserInput.asp?Page=1> (Interest inventory)
70. <http://library.thinkquest.org/11720/TOWN/career.htm> (Career quiz)
71. <http://library.thinkquest.org/11720/TOWN/skills.htm> (Skill identification)

Career Planning Tips

72. www.experience.com
73. www.jobhuntersbible.com/sitemap.shtml (Job Hunters Bible)
74. <http://stats.bls.gov/ocohome.htm> (Occupational Outlook Handbook)
75. www.dbm.com/jobguide/ (the Riley Guide)

Government Jobs

76. www.fedworld.gov/jobs
77. www.hrsjobs.com (federal job search)
78. www.usajobs.opm.gov
79. www.dod.jobsearch.org (Dept. of Defense)

80. www.federaljobsearch.com

Industry Specific Sites

81. www.careers-in-business.com
82. www.dice.com/jobsearch (for technology professionals)
83. www.brassring.com (IT careers)
84. www.cyber-sierra.com (environmental occupations)
85. www.aviationjobsearch.com
86. www.interec.net (engineers)
87. www.techcareers.informatonweek.com
88. www.lisjobs.com (librarians)
89. www.nursingspectrum.com (nursing)
90. www.prgjobs.com (programmers)

Overseas Jobs

91. www.overseasjobs.com
92. www.jobnet.com (IT and Tech job board in Australia)
93. www.jobs1.co.uk (UK jobs)
94. www.asiajobsearch.org
95. www.asia-net.com
96. www.cacee.com/index.html (Canadian Assoc. of Career Educators and Employers)
97. www.ciee.org (Council on International Exchange – CIEE)
98. www.escapeartist.com/jobs/overseas1.htm
99. www.eurograduate.com
100. www.eurojobs.com
101. www.internationaljobs.org
102. <http://jobasia.com/home.shtm>
103. www.mexonline.com (Mexico Online)
104. [Http://international.monster.com](http://international.monster.com)
105. www.peacecorps.gov
106. www.latpro.com (recruitment of Hispanic executives to the U.S., and U.S. Executives into the Hispanic/Latin world)
107. <http://www.careersonline.com.au/show/menu.html> (Australia)

Temporary and Contract Work

108. www.net-temps.com (temporary and contract workers)

College Students and Grads Only

109. www.campuscareercenter.com
110. www.jobweb.com (online complement to NACE's job choices)
111. www.collegegrad.com
112. www.nature.com/naturejobs (fellowships, PHD and postdocs)
113. www.careermag.com (jobs and internships for college students and grads)
114. www.collegerecruiter.com

115. www.collegecentral.com

College Major Linked to Career Exploration

116. <http://www.uncwil.edu/stuaff/career/Majors/>
117. <http://www.utexas.edu/student/careercenter/>
118. <http://careerweb.westga.edu/JobNet.htm>
119. <http://www.udel.edu/CSC/mrk.html>
120. <http://www.umanitoba.ca/counselling/careers.html>
121. <http://www.cdm.uwaterloo.ca/index.asp>
122. <http://www.collegeboard.com/apps/careers/index>

For Executives

123. www.careerjournal.com (Wall Street Journal for Execs., Mgrs., and professionals)
124. www.executiveregistry.com (prescreened headhunters)

Nonprofit job openings

125. www.execglobalnet.com
126. www.nonprofitoyster.com
127. <http://opportunitynocs.org>
128. <http://developro.com>
129. www.cof.org
130. <http://ephilanthropyfoundation.org>
131. <http://idealist.org>
132. <http://charitychannel.com/careersearch>
133. <http://philanthropy.com/jobs>
134. <http://fdncenter.org/newsletters>
135. <http://afpnet.org>

Starting your own business

http://www.governmentguide.com/small_business.adp?id=16102151

Pittsburgh and PA Career and Job Web Sites

1. <http://classified.post-gazette.com/employment/>
2. www.jobs-live.com/
3. www.city.pittsburgh.pa.us/personnel/employment_info.html
4. www.pittsburgh-jobs.com/
5. www.pittsburgh-employment.com/
6. www.pgh-job-index.com/
7. <http://pittsburgh.preferredjobs.com/>
8. www.pittsjcc.com/
9. www.pittsburghjobs.com/

10. www.digitalcity.com/pittsburgh/employment/
11. www.careershop.com/pittsburgh/index.asp
12. www.411jobsnet/pittsburgh (411 Jobs: The Career Directory)
13. www.county.allegheny.pa.us/index.asp (Allegheny County Web Site)
14. www.clpgh.org/clp (Carnegie Library of Pittsburgh)
15. www.clpgh.org/hr/ (Carnegie Museums of Pittsburgh – HR)
16. www.city.pittsburgh.pa.us (City of Pittsburgh)
17. www.cyburgh.com/jobs/Welcome.html (CyBurgh’s Career Center)
18. www.digitalcity.com/pittsburgh/employment
19. www.clpgh.org/ein (Electronic Information Network)
20. www.kdka.com (KDKA)
21. www.spsc.state.pa.us (PA State Civil Service Commission)
22. www.nauticom.net/www/papen (PA Professional Employment Network)
23. www.pacareerlink.state.pa.us (PA CareerLink)
24. www.state.pa.us/jobpost.html (PA employment opportunities)
25. www.pennsylvaniajobs.com (PA jobs)
26. www.pittsburgh.co/shared/jobs (Pittsburgh jobs)
27. www.pittsburghairportchamber.com/relocation/employment.htm (Airport Area Chamber of Commerce)
28. www.hirepittsburgh.com/ (Pittsburgh Business Times)
29. <http://trfn.clpgh.org/government/pghgov.html> (Pittsburgh City Government)
30. www.pghcitypaper.com/employ.html (Pittsburgh City Paper)
31. <http://pittsburgh.computerwork.com> (Pittsburgh computer work)
32. www.pghexpomart.com (Pittsburgh Expo Mart)
33. www.pittsburghhra.com (Pittsburgh Human Resources Association)
34. www.ezdozen.com/careers/pittsburgh_jobs.htm (Pittsburgh jobs)
35. www.accessamer.com/pittsburgh/jobs_employment.html
36. www.pittsburghjobsonline.com
37. www.pittsburgh.net/
38. <http://pittsburgh.preferredjobs.com>
39. www.pittsburgh-region.org (PROWL)
40. www.tc-p.com or www.techcenter-pgh.com (Pittsburgh Technology Council)
41. www.pittsburghlive.com (Pittsburgh Tribune Review)
42. www.summerjobs.com/do/where/jobtree/US/PA/Pittsburgh (SummerJobs.com)
43. <http://regional.searchbeat.com/pittsburghjobs.htm> (The Job Beat)
44. <http://trfn.clpgh.org/Employment/postings.html> (Three Rivers Free-Net)
45. www.tigerjobs.com/acceptit/PA/pittsburgh.htm (Tiger Jobs of Pittsburgh)
46. <http://USInterns.com> (USInterns)
47. www.wpxi.com (WPXI TV)
48. www.wtaetv.com (WTAE TV)

APPENDIX D

Distribution of Guidance Counselor and School Personnel Interviews by County

County	School
Allegheny (H.S. –14; CC - 2)	1. Career Connections Charter School 2. Community School West 3. Chartiers Valley H.S. (2) 4. Cornell H.S. 5. Deer Lakes H.S. 6. Forbes Road CTC 7. North Hills H.S. 8. Oliver H.S. 9. PA Learners Online 10. Peabody H.S. 11. Shaler H.S. 12. Sto-Rox H.S. 13. Thomas Jefferson H.S. 14. West Allegheny H.S. 15. CCAC North and South Campuses
Armstrong (H.S. - 3)	16. Kittanning H.S. 17. Leechburg H.S. 18. West Shamokin H.S.
Beaver (H.S. – 6; CC - 1)	19. Ambridge Area H.S. 20. Beaver Area H.S. 21. Central Area H.S. 22. New Brighton H.S. 23. Rochester H.S. 24. South Side H.S. 25. Beaver County Community College
Butler (H.S. - 1)	26. Mars Area H.S.
Fayette (H.S. - 5)	27. Albert Gallatin H.S. 28. Connellsville Area H.S. 29. Fayette County AVTS 30. Laurel H.S. 31. Uniontown H.S.
Greene (H.S - 3)	32. Mapletown Jr. Sr. H.S. 33. Waynesburg Central H.S. 34. West Greene H.S.
Indiana (H.S. - 2)	35. Indiana Area H.S. 36. Marion Center H.S.
Washington (H.S. - 8)	37. Bentworth H.S. 38. Burgettstown H.S. 39. Canon-MacMillan H.S. 40. Chartiers-Houston H.S. 41. Ringgold H.S. 42. South Hills Christian School 43. Washington H.S. 44. Western Area CTS
Westmoreland (H.S. – 5; CC - 1)	45. Hempfield Area H.S. 46. Laurel Valley Middle H.S. Ligonier 47. Norwin H.S. 48. Valley H.S. 49. Yough H.S. 50. Westmoreland County Community College
Intermediate Units	
IU #1 (Fayette, Washington, Greene) IU#3 (Allegheny)	51. Colonial 52. Sto-Rox, SCOPE, PA Learners Online

APPENDIX E

Career Planning Process Proposed by the American School Counselor's Association

Planning For Life

What Is Planning For Life?

Preparing students to select a career pathway and guiding them to enroll in appropriate coursework is critical to meeting the challenges of the 21st century. Comprehensive school counseling and career guidance programs provide students with attitudes, knowledge and skills that support school success and establish a strong foundation for promising futures. A critical component is effective career planning, initiatives that address student needs by providing career awareness, helping students connect educational goals to career goals, and offer opportunities for career exploration through mentoring and shadowing.

Recognizing the importance of America's need for effective career planning, the U.S. Army, in coordination with the Council of Economic Development, conducted a National Policy Forum in 1994, bringing together leaders from many sectors of society to focus on this issue. As a result of this forum, USAREC created a program, called Planning for Life, to recognize the most outstanding career planning programs at the state and national level annually. The program, which ran for nine years, was the U.S. Army's way of thanking counselors and career specialists for providing students in grades 6-14 with experience, maturity, discipline and motivation to succeed in the career path they choose.

The U.S. Army and ASCA are proud to share some of the information offered by this program below.

Why Career Planning?

Getting involved in career planning is an exciting and challenging opportunity, not only for students but also for adults, who can join together to make a lasting impact on the lives of individuals and communities. In 1994, the School-to-Work Opportunities Act recognized that students should begin the career planning process as early as in elementary school. Students should identify their academic and career goals prior to entering high school and begin to design an actual career plan. This plan could also include a career pathway based on an assessment of the student's aptitudes, skills, interests and personal preferences. The career plan establishes a focus for achievement and helps students identify the strategies and tasks that are necessary to accomplish their goal. It serves to guide students to make decisions about academic preparation, work experience and the education and training necessary after high school to make successful transitions to the career path of their choice. The career plan should include the results of the assessments of the skills, attitudes and interests achieved by students by the time they are entering 8th or 9th grade. Students should be exposed to career awareness in grades K-6 and have participated in career investigations in grades 7-8 and participate in experiences that are in support of each student's educational plan in grades 9-12.

The career plan also helps school and career counselors monitor students' achievement of the goals of the National Standards for School Counseling Programs and the National Career Development Guidelines. Students and counselors should review this plan

annually and make adjustments to it as knowledge and skills are attained and/or interests change.

How To Implement a Career Planning Program

What does it take to deliver a successful career planning program in your school? First, it takes the commitment of the entire school community to value the important role career planning plays in academic and affective development. Following are the key components to design, deliver and evaluate a comprehensive career planning program. Use them to help you design or monitor career planning initiatives:

Vision: What students will accomplish as a result of an effective career planning program and how it contributes to the school's mission.

Commitment: Ongoing investment of resources and support in the career planning program by school/district, family, and community.

Comprehensiveness: The degree to which all students participate in the career planning process as part of a comprehensive guidance and counseling program.

Collaboration: Shared ownership by stakeholders in the career planning process.

Program Management: A management system for career planning that ensures effective use of resources in the coordination, articulation and transition of the program from one grade level to the next.

Program Evaluation: The degree to which the program provides evidence of success.

Career Planning

Following are key criteria for a successful career planning program:

Vision: What students will accomplish as a result of an effective career planning program and how it contributes to the school's mission.

Criteria

- There is a written vision statement addressing career planning.
- The career planning vision is connected to the school/district mission/vision.
- The vision statement clearly communicates the purpose of the program.
- The process for creating the vision is stated.
- Stakeholders were represented in the creation of the vision.
- Efforts are made to communicate the vision to all stakeholders.
- A process exists to link the vision to the design of the program.

Sample Documentation

- A written vision statement addressing career planning.
- The school/district mission/vision statement.
- Minutes or summary of meetings in which the vision was created.
- List of stakeholders who created vision, with descriptive titles, is included.
- Notices, statements, news articles, etc. indicating how the vision is communicated to stakeholders.
- Evidence of the process that links the vision statement to the design of the program.

Commitment: Ongoing investment of resources and support in the career planning program by school/district, family and community.

Criteria

- There is evidence of commitment from the administration and the school board through official board policy or administrative directive.
- There is evidence that communicates endorsement and/or support for career planning.
- There is evidence of a commitment by the school guidance and counseling personnel based on activities that they list as a part of their role and responsibility.
- The entire school faculty should show support for the career planning process through their schedule for the year.
- There is support from the business community evident through partnerships, advisory boards and career fairs.
- There is support from parents/caregivers and numerous opportunities for their involvement to be documented.
- There is evidence of commitment from the students as they take ownership of their own career plan.

Sample Documentation

- Copies of policies and/or school board minutes indicating support.
- Copy of career planning goals and objectives in guidance and counseling program.
- Agendas, minutes, notices of professional development activity related to career planning.
- Evidence of teacher support for career planning (schedules, department meeting minutes, etc.).
- School board minutes indicating business/community and parental support for career planning.
- Evidence of business support of career planning in hiring practices and work-based experiences.
- Evidence of parental involvement in the development and review of their child's career plan.
- Copy of a completed career plan.

Comprehensiveness: The degree to which all students are involved in a career planning process as part of a comprehensive guidance and counseling program.

Criteria

- All students participate in a structured career planning process based on a comprehensive set of outcomes or competencies.
- Career planning activities are conducted at all grade levels.
- Education and training are explored without limitations imposed because of gender, race or physical condition.
- A variety of formal and informal individual assessments is used as needed.
- Individual abilities, aptitudes, achievements and interests form the basis for goal setting in career planning.

- Extracurricular activities support the career planning process.
- Career planning is ongoing and students are encouraged to review and revise their plans frequently and systematically.
- Each student has a written career plan.

Sample Documentation

- Copy of a comprehensive guidance and counseling program including career planning activities.
- Schedule of career planning activities by level.
- Evidence that all students, without limitation, are included in career planning.
- A listing of formal and informal assessment tools utilized.
- Evidence of goal-setting activities.
- Listing of extracurricular activities offered to support career interests of students.
- Schedule of student review of career plan with counselors and/or other professionals.
- Copy of the career plan.

Collaboration: Shared ownership by stakeholders in the career planning process.

Criteria

- Existence of an advisory committee including stakeholders to review and revise the career planning program.
- Administrative/school board support of career planning program.
- Infusion of career planning elements into curricula and other activities.
- Partnerships with business and community agencies to enhance career exploration.
- Structured career planning activities in guidance and counseling program that includes stakeholders.
- Opportunities for parents/caregivers to review and discuss child's career plan.
- Opportunities for parents/caregivers and community members to participate in the career planning program.
- Opportunities for students to give feedback to the career planning program.

Sample Documentation

- Minutes of advisory committee meetings.
- List of stakeholders on advisory committees.
- Schedule of career planning activities that include stakeholders.
- Administrative/school board directives, memoranda, and articulation agreements.
- Teacher schedule indicating career planning activities.
- Partnership agreements.
- Evidence of job shadows, internships, career mentoring, and business and/or community support.
- Evidence of parental involvement as volunteers, career days, etc.
- Schedule of parent conferences using career plans as basis.
- Fliers, articles, etc. announcing career fairs or other career activities.
- Agenda of professional development activities that include stakeholders.

Program Management: A management system for career planning that ensures effective use of resources in the coordination, articulation and transition of the program from one grade level to the next.

Criteria

- There is a clear line of responsibility in the implementation and coordination of the program.
- Efforts are made to ensure a smooth transition at all levels.
- Qualified professionals ensure that the program is developmental and sequential.
- The program is a collaborative effort involving stakeholders.
- A steering committee exists to monitor the ongoing program.
- Revisions are made in the program based on needs assessments and feedback.
- Stakeholders are regularly informed of status of the program through various forms of communication.
- A structure is in place to ensure coordination among the school, community and businesses involved in the career planning program.

Sample Documentation

- Evidence of responsibility for implementation included in a written career planning program.
- An organizational chart indicating the line of responsibility in the implementation and monitoring of the program.
- List of steering committee members and minutes of meetings.
- Reports of the process used to receive feedback in the career planning program.
- Qualifications of personnel involved in implementation of the program.
- Copies of public relations initiatives to inform stakeholders and the community of the program.
- Evidence of coordination of program among school, community and businesses.

Program Evaluation: The degree to which the program provides evidence of success.

Criteria

- There is ongoing evaluation of specific competencies based on feedback.
- Student competencies were developed using the National Standards for School Counseling Programs and/or the National Career Development Guidelines.
- Needs assessments are periodically conducted with stakeholders.
- There is a process for summative evaluation.
- There is a process to revise the program based on evaluation results.

Sample Documentation

- Methods of evaluation of student competencies.
- Documentation of student feedback.
- Copies of needs assessments.
- Surveys of business, community agencies, parents, students, teachers and other staff.
- Follow-up student surveys.
- Report of summative evaluation.

APPENDIX F
Career Development Activities Most Successful with Students According to
Guidance Counselors Surveyed

1. Interacting with professionals who are already in the job either through job shadowing or a field trip to the work site.
2. The Choices program (2)
3. The Keys2Work interest inventory and the Keys2Work program. (11)
4. Interest inventories (2)
5. As a graduation project students had to do a survey of last year's graduating class to see where they are now
6. The DAT (Differential Aptitude Test) gives them a good indication of their aptitudes.
7. The ASVAB - Armed Services Vocational Aptitude Battery. (2)
8. Career Day. (4)
9. Career Week.
10. Job Shadowing Day. (7)
11. Career fairs with representatives from colleges, employers, and community agencies available to talk with students as well as parents talking about their jobs in the professions as well as the trades. (4)
12. Going on the Internet using classroom lesson plans about career guidance and where to look. (3)
13. Hands on experience with different local employers who accept student workers like the local car dealership.
14. JAG (Jobs for America's Graduates) was a wonderful program that lost state funding.
15. Individual classroom presentations by professionals.
16. Classroom assignments to interview people and report back.
17. Tours of the Vo-tech school.
18. Safe Job-a-thon; when the community comes into the school to share job experiences.
19. The graduation project of creating a portfolio including career research, goals, resume to prepare for real interviews after they graduate. (2)
20. 10th grade career research paper in English class.
21. Making contacts with employers for students.
22. Helping them get an understanding of their strengths and weaknesses and to know themselves.
23. Exposing them to the "real world" of work.
24. Matching careers to the schools that cover them.
25. Any fun activity that engages them and teaches them about careers.
26. Internships
27. An open forum with speakers in front of small groups of kids so they can ask any career questions that they might have.
28. PHEAA mentor.
29. PLAN (pre-ACT test program)
30. Start with an assessment, research career clusters and what jobs are out there and then focus their interests.