PATHWAYS TO SUCCESS

EXPLORING CAREER OPTIONS

A Resource Guide

Berks Business Education Coalition

http://www.berkscareerpathways.com
ACKNOWLEDGEMENTS

Why this guide? The Career Pathways Strategic Team believes it is important for every counselor and career teacher to have access to as much information as possible in preparing students for success. The Team has developed a Resource Guide, in print, and on the Berks Career Pathways website that will be a handy guide to the world of careers.

Career Pathways provides flexibility for students to (1) engage in career searches; (2) pursue internships in local businesses; and (3) understand the importance of good course selection while in middle and high school.

The Career Pathways Strategic Team thanks Mr. Robert Allison, Brandywine Heights Career Counselor, for preparing the information contained herein. He was assisted by Dr. Sandra Becker, Governor Mifflin, Director of Educational Technology and Mrs. Connie Skipper, BCIU, in suggestions and outline for the Guide.

Our thanks to Dr. Robert Runkle, Berks Career & Technology Administrative Director, Mrs. Michele Rusk, BCTC Administrative Assistant, for their assistance in the assembling and publishing of this Guide.

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PURPOSE

Incorporated as a non-profit organization in 1992, Berks Business Education Coalition has as its mission:

To coordinate the resources of the business community in partnership with the education community, toward selective initiatives which will improve student competency.

Career Pathways is one of the continuing initiatives the BBEC has worked to develop and promote through the Berks County's Career Pathways model. This Career Pathways Resource Manual is an effort to provide Berks County educators with information on resources to strengthen and improve their Career Pathways and career education programs.

Why is this booklet important?

“…we need a vision that says that for all students to be full participants in the economy of tomorrow they need to understand themselves, their options, and then have the resources to make a plan they can follow.”

Source: Mr. Lance Hummer, Workforce Development Coordinator of the Northwest Industrial Resource Center and Dr. Jeanette Fraser of the Governor's Institute for Career Education and Work

“Career maturity” is defined as a student’s ability to do four things:

1. Comprehend the importance of narrowing career interests as a prerequisite for post-secondary planning.

2. Identify one or more career interests, by 10th grade, after evaluating their individual interests, aptitudes and labor market projections.

3. Engage in activities, by the end of the senior year, to verify their choices.

4. Use these choices to make post-secondary decisions.

Source: Dr. Kenneth Gray, “Getting Real: Helping ‘Teens Find The Future”
2006 Projected Education Requirements for Jobs

Bachelor's Degree and Higher
23%

Short-Term On-the-Job
39%

Two-Year College
38%

Source: U.S. Department of Labor

FIGURE 2
COLLEGE-BOUND PUBLIC, PRIVATE AND NONPUBLIC HIGH SCHOOL GRADUATES BY SELECTED YEARS

In 2003-04, 74.2% of the 141,063 graduates were college-bound, compared to 68.3% of the 120,965 graduates in 1994-95. Of the 123,473 public high school graduates in 2003-04, 72.1% were college-bound, compared to 66.8% of the 104,146 public graduates in 1994-95. Within the private and nonpublic sector in 2003-04, 89.1% of the 17,580 graduates were college-bound, compared to 84.4% of the 16,819 graduates in 1994-95.

A comparison of the post-high school activities of 1994-95 and 2003-04 high school graduates showed the college-bound private and nonpublic graduates increased from 84.4% to 89.1%. For the private and nonpublic graduates who were not college-bound, the percentages decreased for all categories except "military."

The college-bound public graduates increased from 66.8% to 72.1%. The public graduates who were not college-bound showed percentage decreases in all categories except "unknown."
CAREER PATHWAYS PROGRAM

Career Pathways school districts believe that ongoing, effective career planning is a prerequisite to the future success of all students. With new technologies, emerging markets, and constant changes in the workplace, today’s students must not only be prepared to enter a career field, they must also be prepared for a lifetime of learning and re-education.

Career Pathways is a K-12 program of career exploration and instruction. By helping students to explore career choices and learn skills important to their chosen fields, the program gives them a head start on the road to career success.

Career Pathways is a career guidance process comprised of awareness in the elementary school, exploration in middle school, and job preparedness in high school. Upon graduation from high school, each student will be focused on a career and ready for either further instruction at a college, university, or trade school, or to begin a chosen career.

The Career Pathways program is designed around four broad career clusters, which are meant to bring focus and direction to a student’s learning experience. Most Berks County Career Pathways school districts offer the following four career clusters for students to choose from:

- **Arts and Humanities**
- **Business Technology**
- **Engineering / Industrial**
- **Health / Science & Human Services**

Based upon their career goals and discussions with parents and counselors, high school students are asked to select the career cluster they would like to follow, as well as either a traditional academic or technical pathway.

The traditional academic pathway is designed for students interested in obtaining a four-year degree at a college or other four-year post-secondary school.

The technical academic pathway is designed for students interested in obtaining a two-year degree from a community college or technical school, or in seeking employment after high school.
Career Pathways planning is flexible. Although students are encouraged to take suggested career electives from their chosen pathway, they are not limited to those electives. Students have the option of taking courses not specified as part of their pathway or can change clusters as their career interests change.

Pathways Objectives

- To raise the level of learning for all students.
- To prepare students for post-secondary success.
- To have students choose one of four career areas to follow, thus providing a more focused high school education.
- To provide for flexibility within and among the career areas.
- To provide for a system of counseling and management to help the students make appropriate academic and career decisions.

What follows is a detailed description of the four Career Pathways including:

- Careers related to the Pathway
- Characteristics of students who may be interested in the Pathway
- Examples of the educational and training programs related to the Pathway
- Examples of careers that are part of the Pathway

You will then find a section called KINDERGARTEN TO CAREER. This covers the various career development stages from when a student enters school until before entering a career. Included are the developmental traits of students at that phase as well as their career needs. Suggestions for how parents can help their child’s career development are also given.
Arts and Humanities Pathway

Careers related to:
- Performing arts
- Communications
- Visual, literary and media arts

Recommended for students who:
- Enjoy helping others
- Entertain others through singing, dancing, or playing an instrument
- Seek opportunities for self-expression
- Demonstrate good writing skills
- Like working with people
- Are creative
- Appreciate visual expression

Sample training programs:

<table>
<thead>
<tr>
<th>Traditional Academic</th>
<th>Technical Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>Applied Arts</td>
</tr>
<tr>
<td>Journalism</td>
<td>Crafts</td>
</tr>
<tr>
<td>Advertising</td>
<td>Graphics</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Video/Media</td>
</tr>
<tr>
<td>Graphics</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Media Design</td>
<td>Communications</td>
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<td>Education</td>
<td>Photography</td>
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<tr>
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<td>Visual Imaging and Design Technology</td>
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<td>Public Service</td>
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<tr>
<td>Mental Health</td>
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</tr>
<tr>
<td>Education</td>
<td></td>
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</tbody>
</table>
# Arts & Humanities Pathway
## Sample Careers

### Traditional Academic
- Actor/Entertainer
- Anthropologist
- Artist
- Broadcast Analyst/Newscaster
- Clergyperson
- Coach/Sports Instructor
- College/University Faculty Member
- Composer
- Curator
- Dancer/Choreographer
- Economic Development
- Director
- Film and Video Producer/Designer
- Graphic Designer
- Guidance Counselor
- Hearings Officer
- Illustrator
- Interior Designer
- Journalist
- Judge/Magistrate
- Lawyer
- Librarian
- Musician
- Personnel Specialist
- Photographer
- Political Scientist
- Psychiatric Social Worker
- Public Administrator
- Public Relations Specialist
- Recreation Therapist
- Regional Security Representative
- School Administrator
- Teacher
  - Art
  - Music
  - Instrumental/Band
  - Chorus
- Translator
- Urban/Regional Planner
- Writer

### Technical Academic
- Advertising Artist
- Advertising Illustrator/Designer
- Artist
- Bakers/Pastry Chefs
- Billing Operator
- Broadcast Technician
- Computer-Aided Designer
- Computer-Aided Drafter
- Correction Officer
- Dancer/Choreographer
- Designer
- Detective/Investigator
- Directory Assistance/Operator
- Film and Video Designer
- Food Preparation Workers
- Gardener/Groundskeeper
- Graphic Designer
- Information Specialists
- Library Assistant
- Media Designer
- Musician
- Painter/Paperhanger
- Paralegal
-Photographer
- Postal Worker
- Radio/Television Announcer
- Recording Engineer
- Recreation Worker
- Screen Printer
- Security Guard
- Sign Painter
- Singer
- Teacher Aide
- Transportation Specialist Driver
- Web Page Designer
- Welfare Eligibility Worker
Business Technology Pathway

Careers related to:

- Marketing
  - Information Science
- Business Management
- Small Business Ownership
- Accounting
- Finance
- Internet Commerce

Recommended for students who:

- Enjoy leading others
- Find computer work easy
- Demonstrate math ability
- Pay attention to detail
- Like organizing or planning activities

Sample training programs:

**Traditional Academic**

- Accounting
- Finance
- Marketing
- Human Resources
- Real Estate
- Information Science
- Economics
- Business Administration
- Public Relations
- Education

**Technical Academic**

- Business Technology
- Office Technology
- Computer Technology
- Information Technology/Applications
- Information Technology/Programming
- Marketing
- Commerce
- Recreation/Travel
- Real Estate
## Business Technology Pathway
### Sample Careers

**Traditional Academic**
- Accountant
- Actuary
- Administrative Assistant
- Administrative Service Manager
- Agricultural Production Inspector
- Auditor
- Budget Analyst
- Business Service Sales Agent
- Claims Officer
- Compliance Officer
- Computer Network Engineer
- Computer Programmer
- Computer Software Engineer
- Computer Systems Analyst
- Cost Estimator
- Customer Service Representative
- E-Commerce Analyst
- Economist/Market Research Analyst
- Employment Interviewer
- Financial Analyst
- Financial Service Sales Manager
- Food Service/Lodging Manager
- General Manager
- Insurance Adjuster
- Insurance Agent Broker
- Management Analyst
- Marketing/Advertising Manager
- Operations Research Analyst
- Personnel Manager
- Professional Purchaser
- Programmer/Application Developer
- Public Relations Specialist
- Real Estate Salesperson
- Securities/Financial Services Salesperson
- Statistician
- Systems Administrator
- Teacher
  - Business
  - Computer Technology and Information
- Training Supervisor
- Underwriter

**Technical Academic**
- Administrative Secretary
- Administrative Service Manager
- Advertising Sales Agent
- Auto Damage Insurance Appraiser
- Bill/Account Collector
- Bookkeeping Clerk
- Brokerage Clerk
- Cashier
- Claims Examiner
- Collections Assistant
- Composing Data Keyer
- Computer Programmer Assistant
- Computer Operator
- Computer Trainer
- Cost Estimator
- Counter/Rental Clerk
- Credit Authorizer/Checker
- Database Technician
- Data Entry Operator
- Data Processing
- Equipment Repairer
- Employer Interviewer
- File Clerk
- Foreman
- Material Handler
- Network Administrator
- Office Automation Technician
- Paralegal
- Payroll Clerk
- Printer/Press Operator
- Receptionist
- Retail Salesperson
- Secretary: Executive, Legal, Medical
- Stenographer
- Stock Clerk
- Telecommunicator
- Teller
- Web Designer
- Web Programmer
- Word Processor
Engineering/Industrial Pathway

Careers related to:

- Electronics
- Engineering
- Construction
- Computer Science
- Mechanics
- Manufacturing
- Transportation
- Aviation

Recommended for students who:

- Enjoy using tools and machinery
- Easily use mechanical equipment with little help from others
- Seek opportunities for self-expression
- Like to solve problems
- Demonstrate math ability

Sample training programs:

<table>
<thead>
<tr>
<th>Traditional Academic</th>
<th>Technical Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Automotive Collision Repair</td>
</tr>
<tr>
<td>Aviation</td>
<td>Automotive Technology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Heavy Equipment Technology</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Electrical Occupations</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>Machinist/Toolmaker</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>Robotics and Automation Technology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Plumbing and Heating</td>
</tr>
<tr>
<td>Education</td>
<td>Carpentry/Cabinetmaking</td>
</tr>
<tr>
<td></td>
<td>Building Construction</td>
</tr>
<tr>
<td></td>
<td>Engineering and Mechanical Technology</td>
</tr>
<tr>
<td></td>
<td>Computer Technology</td>
</tr>
<tr>
<td></td>
<td>Information Technology/Networking</td>
</tr>
<tr>
<td></td>
<td>Masonry</td>
</tr>
<tr>
<td></td>
<td>Metalwork</td>
</tr>
</tbody>
</table>
Engineering/Industrial
Sample Careers

Traditional Academic

• Aerospace Engineer
• Air Traffic Controller
• Architect
• Astronomer
• Chemical Engineer
• Chemist
• Civil Engineer
• Compliance Officer
• Computer Engineer
• Computer Systems Analyst
• Construction Manager
• Construction and Building Inspectors
• Construction Superintendent
• Database Administrators
• Database Design Analysts
• Electrical/Electronic Engineer
• Geologist
• General Managers and Top Executives
• Industrial Engineer
• Industrial Production Manager
• Landscape Architect
• Materials Engineer
• Mathematical Scientists
• Mechanical Engineer
• Metal, Ceramic, Material Engineer
• Mining Engineer
• Nuclear Engineer
• Physicist
• Pilot/Flight Engineer
• Purchasing Agents
• Safety Engineers
• Sales/Marketing Supervisor
• Ship Captain
• Surveying/Mapping Scientist
• Systems Analyst
• Teacher
• Technology
• Computer Science
• Mathematics
• Technical Writer

Technical Academic

• Air Traffic Dispatcher
• Aircraft Engine Specialist
• Automotive Body Repairer
• Automotive Technician
• Biomedical Equipment Repairer
• Boiler Maker
• Bookbinder
• Brick/Block Mason
• Building Maintenance Supervisor
• Butcher/Meat Cutter
• Cabinetmaker
• Carpenter
• Cashier
• Computer Repair
• Computer Technician
• Concrete Finisher
• Cost Estimator
• Diesel Technician
• Electrical Test Technician
• Electro-Mechanical Technician
• Electronic Equipment Servicing Technician
• Electronics Inspector
• Heating/AC Technician
• Heavy Equipment Technician
• Jeweler/Silversmith
• Landscape Contractor
• Lineman
• Locksmith/Safe Repairer
• Machinist
• Master Truck Technician
• Mechanic
• Network Maintenance Technician
• Painter/Paperhanger
• Plumber/Pipe Fitter
• Small Engine Specialist
• Technical Salesperson
• Technician – Engineering
• Textile Machine Setter
• Upholsterer
• Welder
Health/Science and Human Services Pathway

Careers related to:

- Social services
- Education
- Child and family services
- Law enforcement and legal services
- Religion and related careers
- Dentistry
- Medicine
- Nursing
- Therapy or rehabilitation
- Diet and nutrition
- Physical fitness

Recommended for students who:

- Enjoy helping others
- Prefer working with people
- Like to help people learn new skills
- Are interested in health issues
- Care about the well being of humans and animals

Sample training programs:

**Traditional Academic**

- Agriculture
- Medicine/Pre-Med
- Dentistry
- Natural Resources
- Education
- Environmental Careers
- Health Sciences
- Hospitality
- Recreation
- Personal Services
- Marine Sciences
- Criminal Justice
- Veterinary Science
- Biological Sciences
- Physical Sciences
- Pharmacology

**Technical Academic**

- Agribusiness
- Dental Occupations
- Horticulture/Landscaping
- Environmental Careers
- Health Occupations
- Medical and Lab Technology
- Hotel/Motel Management
- Recreation
- Personal Services
- Protective Services
- Marine Sciences
- Child Care
Health/Science and Human Services Cluster
Sample Careers

Traditional Academic
- Agricultural Scientist
- Atmospheric Scientist
- Biological Scientist
- Chiropractor
- Conservation Scientist
- Corrective Therapist
- Dentist
- Dietician
- Forester
- School Counselor
- Healthcare Administrator
- Medical/Dental Lab Technologist
- Meteorologist
- Nuclear Medicine Technologist
- Nutritionist
- Occupational Therapist
- Optometrist
- Pharmacist
- Physical Therapist
- Physician
- Physician’s Assistant
- Podiatrist
- Police Detective
- Psychiatrist
- Psychologist
- Radiologist
- Recreational Therapist
- Registered Nurse (BSN)
- Residential Counselor
- Respiratory Therapist
- School Administrator
- Social Worker
- Speech Pathologist/Audiologist
- Surgeon
- Teacher
  - Health
  - Science
  - Physical Education
  - Elementary/Early Childhood/Special Education
- Veterinary

Technical Academic
- Animal Caretaker
- Biological Technician
- Bread/Pastry Chef
- Child Care Worker
- Correction Officer
- Cosmetician
- Cosmetologist
- Custodian
- Custom Tailor/Seamstress
- Dental Assistant/Hygienist
- Emergency Medical Technician
- Executive Chef
- Farmer
- Fish/Game Warden
- Firefighter
- Flight Attendant
- Floral designer
- Forest/Conservation Worker
- Greenhouse Manager
- Health Unit Coordinator
- Home Healthcare Aide
- Hotel/Motel Desk Clerk
- Landscape Gardener
- Licensed Practical Nurse
- Manicurist
- Medical Assistant
- Medical and Laboratory Technician
- Nursing Aide
- Occupational Therapy Assistant
- Police Officer
- Professional Nanny
- Psychiatric Aide
- Radiologic (X-Ray) Technician
- Registered Nurse (Associate)
- Security Personnel
- Soil, Turf, and Range Manager
- Surgical Technician
- Teacher’s Aide
- Travel Agent
KINDERGARTEN TO CAREER

Students learn best when the information revolves around a theme and when the content is of interest to the student. Career Pathways expands student opportunities for learning and career preparation. The program can be divided into phases, which change with the grade and age level of the students.

AWARENESS PHASE

In elementary school, students develop an awareness of careers.

Pre-Kindergarten-3rd Grade:

Developmental Traits:

• Needs and seeks attention
• Has boundless energy
• Considers fantasy as reality
• Needs confidence building
• Shows a variety of tension-releasing behaviors

Career Needs:

• Distinguishes between work and play
• Identifies different types of work
• Experiences different types of work activities
• Demonstrates a positive attitude
• Identifies personal feelings

Parent Involvement:

• Listen and encourage
• Encourage involvement in a variety of sports/hobbies
• Positively reinforce child for completing chores
• Praise efforts toward work as well as accomplishments
• Show an interest and stress the importance of school
• Give toys that promote role playing
4th Grade - 6th Grade:

Developmental Traits:

- Is more independent
- Feels that belonging to a group of friends is important
- Can assume more responsibility
- Has a surprising scope of interests
- Can think on own, but is influenced by others

Career Needs:

- Identifies personal interests, abilities, strengths, and weaknesses
- Describes how work at home and /or school relates to jobs in the community
- Describes how work is important and attainable for all people
- Describes how personal beliefs and values affect decision-making

Parent Involvement:

- Encourage good work habits at home. Gradually add responsibilities.
  Effort/experience are more important than quality
- Avoid assigning jobs at home by sex to avoid stereotyping
- Identify various workers in your community
- Participate in the school's career education program
- Listen as your child makes decisions. Keep in mind peer pressure

EXPLORATION PHASE

In middle school, Career Pathways is an exploration of various careers, career areas, and expands on the child's personal interests and strengths.

7th Grade - 8th Grade:

Developmental Traits:

- Is undergoing dramatic physical change
- Is sensitive and has a need for approval
- Tries to build a personal identity
- Wants more independence
- Is curious
- Expresses feelings more openly

Career Needs:

- Demonstrates effective skills in working with others
- Shows an appreciation for the similarities and differences among people
- Identifies strategies for managing personal finances
- Describes skills needed in a variety of occupations
- Demonstrates skills and aptitudes needed to obtain and keep a job
Parent Involvement:

- Discuss your child's skills, interests, abilities, and goals to help plan for the future
- Encourage participation in service-oriented activities in the community
- Help child meet a variety of workers by arranging job observations, field trips, or personal interviews
- Use guided money management and allow your child to make economic choices
- Allow child to work part-time outside the home

FOCUS PHASE

In high school, students begin to focus on areas where they have an interest, an aptitude or a strength.

Developmental Traits:

- Develops a sense of self-identity
- Begins a more prominent and realistic work/career search
- Develops a concern about social issues
- Matures sexually with physical and emotional changes
- Increases independence

Career Needs:

- Understands how individual personality, abilities, and interests relate to career goals
- Understands how education relates to college majors, further training and/or entry into the job market
- Demonstrates transferable skills that can apply to a variety of occupations and changing work requirements
- Be able to use a wide variety of career resources
- Show responsible decision-making

Parent Involvement:

- Help your child make independent decisions
- Encourage exploration of all kinds of opportunities beyond high school
- Involve yourself in your child's future planning
- Give certain economic responsibilities. Encourage job awareness
- Be flexible as the decision making process evolves. It takes patience and numerous modifications
AFTER HIGH SCHOOL

After graduating from high school, young adults choose a job, technical training, a four-year college, a community college, junior college, business school, apprenticeship, the armed forces, and many other options. Career Pathways encourages lifelong learning regardless of the person's choice.

Young Adult Developmental Traits:

- Clarifies and solidifies self-identity and self-worth
- Redefines values as family and material needs change
- Increases independence and responsibility for self and for others
- Learns to balance personal needs and responsibilities

Career Needs:

- Experiences how personal strengths enhance career productivity
- Obtains specific skills and experiences as demanded by the work settings
- Continues making responsible career decisions based on values, knowledge and needs
- Demonstrates positive work habits and social skills
CAREER EXPLORATION ON THE WEB

A great deal of career information can be found on Internet websites. Some sites contain information on multiple careers and other sites are either career specific or are related to a career field. Both the U.S. Department of Labor and the Pennsylvania Department of Labor’s Center for Workforce Information and Analysis provide a great deal of information on both careers and the labor force.

We have highlighted four of the U.S. Department of Labor’s websites. They are O*Net (Occupational Information Network), the Occupational Outlook Handbook, the Career Guide to Industries and America’s Career InfoNet. In addition, information on the Pennsylvania Occupational Outlook Handbook and an introduction to the Pennsylvania Department of Labor’s Center for Workforce Information and Analysis website is provided. We have also included information on the Pennsylvania CareerLink website, which is the Pennsylvania Department of Labor’s website for individuals seeking employment and prospective employers. You will then see information on the America’s Career Resource Network website which is an organization of federal and state agencies involved in career education. After that you will find an overview of the National Career Development Association’s Internet Sites for Career Planning resource. Finally, you will find an introduction to the Berks Career & Technology Center website.

You will then find a listing of career websites, which are arranged as follows:

1. General – Multiple Career Websites
2. Career – Career Field Specific Websites (Arranged by Career Pathway)
   a. Arts & Humanities
   b. Business & Accounting
   c. Engineering & Industrial
   d. Health Science & Human Services
3. Military Career – Military Branch Websites
4. Other Websites of Interest
O*NET
The Occupational Information Network
http://www.onetcenter.org/

O*NET, the Occupational Information Network, is a comprehensive database of worker attributes and job characteristics. As the replacement for the Dictionary of Occupational Titles (DOT), O*NET will be the nation's primary source of occupational information.

The database contains information about knowledge, skills, abilities (KSAs), interests, general work activities (GWAs), and work context. O*NET data and structure will also link related occupational, educational, and labor market information databases to the system.

The O*Net Resource Center provides links to all of the resources available from the O*Net Consortium. Some of the products available include O*NET OnLine, Occupational Listings, Career Exploration Tools, Testing & Assessment Guides and the O*NET Questionnaires.

O*NET OnLine
http://online.onetcenter.org/

O*NET OnLine is a Web-based application that provides user-friendly access to occupational information contained in the O*NET database. O*NET OnLine offers users the opportunity to:

- find occupations to explore;
- search for occupations that use their skills;
- look at related occupations;
- view occupational summaries or 'snapshots', including the most important characteristics of the worker and requirements of the work;
- view details of occupations, such as skills, knowledge, interests, and activities;
- use crosswalks from other classification systems to find corresponding O*NET occupations; and connect to other on-line career information resources.
Individuals can search for career in O*Net Online in three ways:

1. Find Occupations - Find occupations using keywords or O*NET-SOC codes, browsing by Job Families, or browsing by O*NET Descriptor.
2. Skills Search - Use a list of your skills to find matching O*NET-SOC occupations.
3. Crosswalk Search - Enter a code or title from the DOT, MOC, RAIS, or SOC to find matching O*NET-SOC occupations.

The following categories are examples of some of the options O*NET Online allows you to explore:

- **Skills (46 skills)**
  - Basic Skills (Mathematics, Writing, Reading, etc.)
  - Cross-Functional Skills (Problem Identification, Resource Management, etc.)

- **Generalized Work Activities** — 42 general types of job behaviors (Organizing, Planning and Prioritizing Work, Interacting with Computers, etc.) occurring on multiple jobs.

- **Interests** — Six occupational types that can be connected with a worker's personal interests to indicate which occupations would be most fulfilling. (Holland Codes)

- **Work Styles** — 17 work style characteristics that can connect what is important to a worker with occupations that reflect or develop those values, such as Initiative, Achievement, Recognition, etc.

- **Work Context** — 46 physical and social factors that influence the nature of work, such as physical and structural work characteristics.

- **Experience and Training** — Five "Job Zones" that distinguish the levels of education and training connected to occupations.

Finally, information on state wages and employment can be accessed through a link with America’s Career InfoNet.

**O*NET® Occupational Listings**
http://www.onetcenter.org/occupations.html

Each occupational listing provides a complete list of O*NET-SOC occupations with their codes and titles. Two listings also include the definition for each occupation. The Introduction report provides an overview of the O*NET-SOC classification system and describes the four occupational listings.
O*NET® Career Exploration Tools
http://www.onetcenter.org/tools.html

This is a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. They also are designed for use by students who are exploring the school-to-work transition. The assessment instruments, which are based on a "whole-person" concept, include:

- O*NET Ability Profiler
- O*NET Interest Profiler
- O*NET Computerized Interest Profiler
- O*NET Work Importance Locator
- O*NET Work Importance Profiler

They can help individuals identify their work-related interests, what they consider important on the job, and their abilities in order to explore those occupations that relate most closely to those attributes. Users of the tools may link to the more than 900 occupations described by the O*NET database, as well as to occupational information in CareerOneStop. This allows individuals to make a seamless transition from assessing their interests, work values, and abilities to matching their job skills with the requirements of occupations in their local labor market.

Printed versions of the Ability Profiler, Interest Profiler, and Work-Importance-Locator tools and their supporting documents (e.g., score reports, master lists of occupations, combined lists, and user's guides) are available for purchase from the U.S. Government Printing Office. Electronic components of the Ability Profiler, Interest Profiler, Computerized Interest Profiler, Work-Importance-Locator, and the Work-Importance-Profiler tools (e.g., instruments, software, score reports, master lists of occupations, and user's guides, along with documentation and supplementary reports) are available from the website.

O*NET® Questionnaires
http://www.onetcenter.org/questionnaires.html

The O*NET Questionnaires are the generic forms of the questionnaires used in the O*NET Data Collection Program. These questionnaires have been prepared and made available for public use. The O*NET Questionnaires may be used as a starting point to collect occupational data in support of a wide range of economic and workforce development activities and human resource management functions. The questionnaires may be completed by job incumbents, job analysts, or other subject matter experts.

The developers indicate you may find it useful to modify the O*NET Questionnaires to meet your particular needs by adding questions and scales to the instruments or other types of survey instruments. It is recommended, however, that you carefully consider the deletion of questions from the questionnaire because each questionnaire has been developed to represent particular domains of information (e.g., skills, knowledge, abilities). Deleting questions may affect the validity of the O*NET questionnaires.
O*NET ACADEMY

Assistance in learning how to utilize O*Net can be obtained from the O*Net Academy. The Academy can be accessed in two ways. First, you can click on the O*Net Academy link under the Training section of the O*Net Resource Center home page. The Academy’s home page can also be accessed directly at http://www.onetacademy.com/onet_acad_homepage.cfm. There you will find access to Online Courses, “How Do I …” Tutorials and Webinars (live training session web conferences).
The Occupational Outlook Handbook is a publication of the U.S. Department of Labor’s Bureau of Labor Statistics. The Bureau collects a vast amount of information regarding employment, unemployment, consumer prices, population demographics, etc. The online version of the Handbook can be accessed at the listed web address and print versions can be obtained from various publishers.

There are three ways to find career information by occupation on the site:

- To find out about a specific occupation, click on the "OOH Search/A-Z Index" link located in the upper right corner of the page and then enter the occupation's name in the "Search OOH" box.

- To find out about multiple occupations, browse through listings using the occupational cluster links in the right-hand column of the web page. The categories include Management, Professional and Related Service, Sales, Administrative Support, Farming and Related, Construction, Installation and Related Production, Transportation and Job Opportunities in the Armed Forces.

- For a listing of all occupations in alphabetical order, click on the "OOH Search/A-Z Index" link and select a letter.

The Occupational Outlook Handbook is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the Handbook describes what workers do on the job, working conditions; the training and education needed, earnings, and expected job prospects in a wide range of occupations.

A companion to the Occupational Outlook Handbook, the Career Guide to Industries provides information on available careers by industry rather than by occupation. Information provided includes 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. The Career Guide discusses over 42 industries, accounting for over 7 out of every 10 wage and salary jobs.
America's Career InfoNet
http://www.acinet.org/acinet/

America's Career InfoNet comes from the United States Department of Labor's Employment & Training Administration. You will find both career and labor market information on the website.

The Career Information section includes:

- **Occupation Information** – Here you can build a career profile with employment, wages, skills, etc. You can also find high-growth and high-wage occupations on a state or national level, or by level of education.

- **Industry Information** – In this section you can create an industry profile with information about future employment growth and industry resources. In addition you will find information on industries with the largest employment, industries projected as the fastest growing, and industries projected to decline.

- **State Information** – Here you will find state labor market information and resources, including links to education, cultural, and recreation resources.

In the **Career Tools** section you can use the interactive tools to make career, education and business decisions. Links include Employability Checkup, Licensed Occupations, Certification Finder, Employer Locator, Job Description Writer, Skills Profiler, Financial Aid Advisor, Scholarship Search, Career Resource Library, Career Exploration, Reading Room and Resume Tutorial.

Finally in the **Career Videos** section you will find videos about careers, industries, industry groups, abilities, etc.
The Pennsylvania Workforce System website is part of the Pennsylvania workforce development system’s partner agencies efforts to enable businesses and workers to compete in the worldwide, knowledge-based economy. The workforce system partner agencies include the following state departments and agencies:

- Adult Basic and Literacy Education
- Center for Workforce Information and Analysis
- Department of Aging
- Department of Community & Economic Development
- Department of Education
- Department of Labor & Industry
- Department of Public Welfare
- Office of Vocational Rehabilitation
- Pennsylvania Higher Education Assistance Agency
- Pennsylvania State Civil Service Commission
- Pennsylvania's Workforce Investment Board

The website has links to home pages for job seekers, businesses & employers, youth, training providers & counselors, workplace professionals and the media.

**Youth Homepage**

http://www.paworkforce.state.pa.us/youth/site/default.asp

Counselors and careers class instructors should consider directing their students to the Youth Homepage. There students you can access information and online resources that will assist in career exploration, career preparation and employment.

Included are links to the Pennsylvania Career Guide and Pennsylvania Occupational Outlook Handbook, which are describe in detail later in this publication.

Students can also access occupational data including the Fastest Growing Occupations, Careers In Demand / High Priority Occupations and Occupational Wages. In addition there are related links to Pennsylvania’s Competitive Industries and Workplace Statistics from the Center for Workforce Information and Analysis.

Students seeking information on educational and training options available can utilize the Education & Training link.

Individuals interested in entering the workforce upon graduation should use the CareerLink link for Pennsylvania's one-stop resource for job seekers and employers. (Also described in detail in this publication)

The Publications Library link accesses a complete collection of all publications that are a part of this website.

Finally, the A to Z Link List link leads to an alphabetical list of all links on this website, for easy navigation.
Training Providers & Counselors Homepage
http://www.paworkforce.state.pa.us/providers/site/default.asp

This homepage contains many of the same links you will find on the Youth Homepage. In addition, you will find these links:

- **Key Programs Link** - For Educators & Counselors this page provides links to resources for:
  
  (a) Labor Market Information  
  (b) Training Information  
  (c) Employment Information  
  (d) Grants & Financial Aid  
  (e) Additional Resources

- Search Engine for Statewide Training Programs and Providers
- Workforce 2010 Publication Link (Overview of Pennsylvania’s workforce)
- Helpful Resources Link
Pennsylvania Occupational Outlook Handbook

Introduction

The Pennsylvania Occupational Outlook Handbook is produced by the Pennsylvania Department of Labor and Industry - Center for Workforce Information and Analysis, to assist youth and adults in making career decisions. It contains detailed occupational information for over 230 occupations, covering the majority of jobs in Pennsylvania.

The Pennsylvania Handbook is divided into six volumes based on Occupational Clusters. They are:

- Volume 1: Health and Human Services
- Volume 2: Construction - Transportation & Distribution
- Volume 3: Agriculture and Natural Resources - Manufacturing - Technical and Repair Services
- Volume 4: Arts/Architecture/Recreation/Communications - Hospitality/Tourism/Sales
- Volume 5: Education and Training - Science/Research/Engineering/IT
- Volume 6: Business/Legal/Government - Public Safety

The following are descriptions of the subheadings that appear under each of the occupations included in this handbook:

Significant Points

This section highlights key occupational characteristics.

Nature of the Work

This section describes what types of activities are involved in a particular occupation. Individual job duties may vary by industry or employer. For instance, workers in larger firms tend to be more specialized, whereas those in smaller firms often have a wider variety of duties. Most occupations have several levels of skills and responsibilities through which workers may progress. Beginners may start as trainees performing routine tasks under close supervision. Experienced workers usually undertake more difficult tasks and are expected to perform with less supervision.

Working Conditions

It is important to research the working conditions of an occupation. This section identifies the typical hours worked, the workplace environment, physical activities and susceptibility to injury, special equipment, and the extent of travel required. In many occupations, people work regular business hours - 40 hours a week, Monday through Friday - but in many others, they do not. For example, waiters and waitresses often work evenings and weekends.
Employment

This section reports the number of jobs the occupation provided in 1998 (nationwide and Pennsylvania) and the key industries where these jobs are found. When significant, the geographic distribution of jobs and the proportion of part-time (less than 35 hours a week) and self-employed workers in the occupation are mentioned. Self-employed workers accounted for nearly eight percent of the U.S. workforce in 2000; however, they were concentrated in a small number of occupations, such as farmers and ranchers, childcare workers, lawyers, health practitioners, and the construction trades.

Job Outlook

The long-term job outlook is a factor to consider when deciding on an occupation. This section shows anticipated growth or decline for an occupation in Pennsylvania by comparing actual 1998 employment figures with projected employment for 2008. The tables in this section contain projections for the state as a whole and, if available, for each of Pennsylvania’s 22 Workforce Investment Areas. (Berks County is Workforce Investment Area #1). When viewing these tables, please note that data have not been published where projected employment in an occupation is less than 20.

In addition, this section describes the factors that will result in growth or decline in the number of jobs. In some cases, the Handbook mentions that an occupation is likely to provide numerous job openings or relatively few openings. Occupations that are large and have high turnover, such as cashiers and retail sales positions, generally provide the most job openings. Susceptibility to layoffs due to imports, slowdowns in economic activity, technological advancements, or budget cuts are also addressed in this section. For example, employment of construction craft workers is sensitive to slowdowns in construction activity, while employment of government workers is sensitive to budget cuts.

Earnings

This section discusses typical earnings and how workers are compensated—annual salaries, hourly wages, commissions, piece rates, tips, or bonuses. Within every occupation, earnings vary by experience, responsibility, performance, tenure, and geographic area. Earnings data are from the Occupational Employment Statistics annual survey of Pennsylvania employers. Average hourly earnings for entry-level and experienced-level workers are now available as well.

Benefits account for a significant portion of total compensation costs to employers. Benefits such as paid vacation, health insurance, and sick leave may not be mentioned because they are so widespread. Though not as common as traditional benefits, employers may offer flexible hours and profit sharing plans to attract and retain highly qualified workers. Less common benefits also include childcare, tuition for dependents, housing assistance, summers off, and free or discounted merchandise or services.

Training, Other Qualifications, and Advancement

Knowing what kinds of training or education are required for a job is an important part of career planning. This section describes the most significant sources of training, including the training preferred by employers, the typical length of training, and advancement possibilities. Job skills are sometimes acquired through high school, informal on-the-job training, formal training (including apprenticeships), the Armed Forces, home study, hobbies, or previous work experience. For example, sales experience is particularly important for many sales jobs, which may not require any education beyond high school.
Many professional and technical jobs, on the other hand, require formal post-secondary education—vocational or technical training, or college, postgraduate, or professional education.

Also discussed here are the qualifications usually expected of job applicants, as well as opportunities for advancement or promotion. Some occupations require certification or licensing to enter the field, to advance, or to practice independently. Certification or licensing generally involves completing courses and passing examinations. Increasingly, many occupations have continuing education or skill improvement requirements to keep up with the changing economy or to improve advancement opportunities.

**Related Training Institutions in Pennsylvania**

This section lists some of the Pennsylvania schools, technical institutes, colleges and universities that provide training or education related to a particular occupation. Information here is from the Pennsylvania Department of Education.

**Related Occupations**

Occupations involving similar duties, skills, interests, education, and training are listed.

**Sources of Additional Information**

No single publication can completely describe all aspects of an occupation. Thus, the *Handbook* lists mailing addresses for associations, government agencies, unions, and other organizations that can provide occupational information. In some cases, toll free phone numbers and Internet addresses also are listed. Links to non-Bureau of Labor Statistics Internet sites are provided for your convenience but do not constitute an endorsement of the site.

**To Use The POOH**

You will first need to access the website at [http://www.dli.state.pa.us/landi/cwp/view.asp?a=140&q=190907](http://www.dli.state.pa.us/landi/cwp/view.asp?a=140&q=190907).

Then you can access career information about occupations that may interest you in one of three ways:

- To download an entire volume in PDF format, select the appropriate volume number from the table.
- To read an overview of an occupation cluster and find out about a specific occupation in that cluster, select the Occupational Cluster title from the table.
- For a listing of all occupations in alphabetical order, click on one of the letters at the top of the table.
Pennsylvania Department of Labor and Industry
Center for Workforce Information and Analysis

The Center for Workforce Information and Analysis is Pennsylvania's designated provider of employment statistics. Its goal is to provide interested individuals with the most current data available Pennsylvania’s workforce including future employment trends. The Center is an excellent source of Pennsylvania career and occupational information for educators and students. You can access their web page at:

http://www.paworkstats.state.pa.us.

Educators and students will be interested in the Services for Individuals links:

- Find a Job at PA CareerLink
- Education and Training
- Labor Market Information
- Career

Other links on the website that are of interest are:

- Career Guide
- County Profiles
- PA Occupational Outlook Handbook (POOH)
- Pennsylvania Labor Force
- Industry Clusters
- Pennsylvania Workforce 2010
- Top 50 Employers
Pennsylvania CareerLink

www.pacareerlink.state.pa.us

Pennsylvania CareerLink is the state system of employment and training services in Pennsylvania. It offers services both through local offices and the Internet.

The CareerLink Operating System is an Internet-based system of services for use by customers and potential customers of the PA CareerLink. The System provides on-line access to job openings; information about employers; services and training opportunities for job seekers; and labor market information. All of this is available by enrolling on-line with CareerLink.

For job seekers, the system is a gateway available 24 hours a day to seek employment opportunities and social services. For employers, it is a means of searching for qualified workers and accessing many services targeted to employers. In addition to direct access to information, the Operating System provides hotlinks with the website of many other agencies and service and information providers, such as the Pennsylvania Labor Market Information Delivery System (PALMIDS).

Information on the local CareerLink office is:
Pennsylvania CareerLink ~ Berks County
501 Crescent Avenue
Reading, PA 19605

Hours: Monday, Tuesday 8:30 a.m. - 4:30 p.m.
Wednesday 10:30 a.m. - 4:30 p.m.
Thursday, Friday 8:30 a.m. - 4:30 p.m.

Telephone: Job Seeker Services: 610.988.1300
Business Services: 610.988.1313
Administrative Office: 610.988.1310
Administrative Fax: 610.988.1301
E-Mail: info@bccl.org
Website: http://www.bccl.org/CareerLink/site/default.asp

The Berks County CareerLink office offers a number of workshops/seminars for job seekers. Educators may wish to review the offerings on the website and contact the CareerLink office about presentations for student groups. Examples of the workshops offered are:

CAREER DECISION MAKING
GOAL SETTING/TIME MANAGEMENT/JOB RETENTION
COVER LETTERS
BUDGETING
COMPUTER BASICS

HIDDEN JOB MARKET
RESUME WRITING
INTERVIEWING SKILLS
HEALTH CARE CAREERS
America's Career Resource Network (ACRN) consists of state and federal organizations that provide information, resources and training on career and education exploration. The network is funded by a grant from the U.S. Department of Education, and operates in every state and territory.

ACRN is focused on helping students and adults make the best possible decisions about education, training and career development. ACRN helps learners identify their skills and interests, and plan an education and training pathway that makes the most of their natural abilities and leads directly to fulfilling work.

For teachers and counselors, ACRN provides guides and curricula that help them incorporate career development into a high-quality academic program. For students, ACRN emphasizes the connection between academic work and future career options, helping learners of all ages to focus on achievement.

About The Website

This website serves as an online hub for parents, students, teachers, counselors, administrators and others who want information on how career development encourages and enhances solid academic achievement.

Information can be obtained by following the links for a specific audience, or exploring the general information links, Resource Library, and NCDG and ICDM pages. A complete picture of how information on the website is structured is available at the site map (http://www.acrnetwork.org/sitemap.htm)

ACRN Legislative Authority

ACRN activities are authorized under Section 118 of the Carl D. Perkins Vocational and Technical Education Act Amendments of 1998.

Section 118 reflects Congressional interest in providing information on career guidance to students, parents, teachers, counselors, and administrators. In Section 118, the Congress makes the Department of Education responsible for promoting career education and training that results in better career decision-making. It further authorizes the Department to designate a national entity to carry out those activities. In keeping with that responsibility, the Department created America's Career Resource Network (ARCN).

ACRN Partners

ACRN works through a network of national and state partners, including: U.S. Department of Education (DoEd).

The Department of Education funds, oversees and evaluates ACRN activities in the states and territories. The Department houses ACRN management in the Division of High School, Postsecondary and Career Education within the Office of Vocational and Adult Education.
NTSC was created by the Department of Education to support ACRN activities nationwide. NTSC operates from its Washington, DC office. The office, managed by DTI, Inc., is responsible for overall management, planning and coordinating training, disseminating ACRN materials, and providing support to the state partners.

NTSC Contacts:

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ACRN Products and Training

NTSC has products to help teachers, counselors and other professionals who are running career and education exploration programs. Please see [http://www.acrnetwork.org/about.htm#6](http://www.acrnetwork.org/about.htm#6) for more information.

ACRN News Flash!

Each month, NTSC publishes a news flash with the latest ACRN happenings. It can be accessed at [http://www.acrnetwork.org/news.htm](http://www.acrnetwork.org/news.htm) .
INTERNET SITES FOR CAREER PLANNING

The National Career Development Association (NCDA) is a division of the American Counseling Association (ACA). Its mission is to promote the career development of all people over the life span. As part of its website it has a section on INTERNET SITES FOR CAREER PLANNING. The section can be accessed directly at http://209.235.208.145/cgi-bin/WebSuite/tesAssnWebSuite.pl?Action=DisplayLinks&Sections=FGHIJKLMNOPQRSTUVWXYZ&AssnID=NCDA&DBCode=130285#LinksZ or by clicking on the Internet Resources link on the NCDA home page. The links are based on the book, THE INTERNET: A TOOL FOR CAREER PLANNING (SECOND EDITION, 2002) by Joann Harries-Bowlsbey, Margaret Riley Kikes and James P. Sampson, Jr. The links are divided into the following sections:

1. Self-Assessment - Assessment instruments described in this section are provided free of charge by their publishers.
2. Career Development Process - Resources related to career development, career planning and decision-making.
3. Occupational Information - Links to general occupational information resources providing information on multiple careers.
4. Employment Trends - Links to occupational projections and employment trends
5. Salary Information – Access links to information on salaries.
6. Trade and Professional Associations – Links to sites that can be used to find associations and organizations that represent particular fields or industries.
7. Military Information – Access sites which provide information on military occupations and the armed services websites.
8. Educational Information – Contains links to general education websites and sites for college search and college planning.
9. Distance Education - Links to information on distance education.
10. **Seminars, Short Courses, and Certification Opportunities** – Links to a resource for courses and workshops that may lead to certification, be used for continuing education units, or for credit towards recertification.

11. **Financial Aid Information** – Links to education and training guides providing information on financial aid.

12. **Apprenticeships and Other Alternative Training Opportunities** - Websites providing information on Apprenticeships and Other Alternative Training Opportunities.

13. **Job Search Instruction and Advice** – Access to websites providing help and advice on searching for employment.

14. **Job Banks** - Links to a variety of job banks.

15. **Industry and Occupation Specific Information** - A list of websites dedicated to providing information about a specific industry or occupational field is provided. The sites are listed alphabetically by occupation or industry.

16. **Researching Employers** – This is a list of websites which help individuals research companies and businesses.

17. **Directory of Online Employment Information** - Links to online employment information

18. **Online Counseling** - Links to websites that provide online career counseling.
This is the official website of the Berks Career and Technology Center and it provides information on both its secondary and adult education programs. Links on the home page are:

- **High School Students** – All of the pages relevant to high school students either applying to or enrolled at BCTC can be from this link.
- **Parents** – Information of interest to parents is provided.
- **Adult Students** – Provides information on BCTC’s adult and continuing education programs.
- **Employers** – Includes information on how employers can help the BCTC and how the Career Center BCTC can help them.
- **Alumni** – Information for BCTC Alumni.
- **Fast Facts** – Some overview statistics on the BCTC.
- **Programs** – A description of the 34 BCTC programs is arranged by cluster. Educators should note that at the bottom of each course description is a link entitled “The Nitty Gritty.” By clicking on this link you will be given the complete task list of the skills taught in that program. This may be of help in working with students who have academic, physical or other challenges that may make it difficult for them to succeed in certain programs.
- **News & Events** - Information on BCTC events.
- **Jobs & Careers** – Contains career decision-making, employment and other information.
- **Admissions** – Information on applying for BCTC programs is given.
- **Maps & Directions**
- **Contact Us** – Provides BCTC contact information.
General Websites – Information on Multiple Careers

The websites in this section provide information on a range of careers:

1. [http://www.explore.cornell.edu/newcareerzone](http://www.explore.cornell.edu/newcareerzone) – Various careers can be researched by clicking on one of the six career cluster/pathway areas, such as Engineering and Technology. Careers are listed alphabetically under each field.

2. [http://www.bls.gov/k12](http://www.bls.gov/k12) - The Education Home Page of the Bureau of Labor Statistics website allows you to research careers by school subjects including math, science, music/arts, PE/outdoors, social studies and reading. The lists are not all-inclusive, but will hopefully stimulate one's thinking. You can also access an A to Z list of careers at the bottom of the home page.

3. [http://www.educationplanner.com/education_planner/default.asp?sponsor=2859](http://www.educationplanner.com/education_planner/default.asp?sponsor=2859) - As described on the website, Education Planner from AES/PHEAA is a one-stop career and college planning site. We have the information you need to research careers, choose a postsecondary school, apply online, and find ways to finance your education. Click on the “Preparing” link to get to know yourself and your strengths and weaknesses. The section will also allow you to find a career that interests you and develop a plan of action for your educational future.

4. [http://www.ncda.org](http://www.ncda.org) – This is the website of the National Career Development Association. It contains various career planning resources. Individuals should click on “Internet Resources” and then “Internet Sites for Career Planning.” A variety of resource links are available. For information of specific careers, click on Industry and Occupation Specific Information.

5. [http://career.missouri.edu/modules.php?name=News&file=article&sid=146](http://career.missouri.edu/modules.php?name=News&file=article&sid=146) – You will find the Career Interest Game here, which allows you to search careers by the Holland Code areas. The website was developed by the Missouri University Career Center.

6. [http://jobstar.org/tools/career/spec-car.cfm](http://jobstar.org/tools/career/spec-car.cfm) - Job Star Central’s Guides for Specific Careers include career planning information links which help answer such questions as: “What kind of training or education is required? What can you earn? What kind of environment will you work in? What's hot? What's not? Some sites include personal stories from folks working in the field: how did they move (or stumble) into their current work situation?; What advice would they give newcomers?

7. [http://www.ksu.edu/acic/career/options.html](http://www.ksu.edu/acic/career/options.html) - Do you have a passion for a subject area but aren't sure how to translate a degree in the area into a career? This Kansas State University site posts career-related Websites for practically every post-secondary field of study.

8. [https://www.cco.purdue.edu/student/Major/Welcome.shtml](https://www.cco.purdue.edu/student/Major/Welcome.shtml) - The “What Can I Do with a Major In” website helps students connect college majors with careers. For each major that interests you, choose "Information" to find an outline of common career areas, typical employers, and strategies designed to maximize career opportunities. Choose "Links" to find a list of websites that provide information about listed majors and related careers.
9.  http://www.exploringcareers.org - This site from Cornell University offers a variety of options for exploring careers by interests, aptitudes, skills and education and other career resources. Be sure to click on the links at the top of the site listed as Skills, Industries, Internet Sites and Career Videos.

10.  http://www.pennsylvaniamentor.org/Career/CareerCenter/default.asp? – The career center portion of the website includes a number of choices. Student Career Assessment Match matches students to careers based on various assessment choices. The List of Careers organizes careers by occupational cluster and the links to career resources has links to different career resources. There is also a Career Self- Assessment, Career Keyword Search, and list of Career Links.

11.  www.collegeboard.com – The College Board’s website has a great variety of information, which can be helpful in career and college planning. In terms of career planning, you should click on the box labeled “Planning For College.” There are two areas related to career planning. They are “How To Get The Most From High School,” which includes references to relevant high school courses and the “Looking Forward To Careers” area, especially the Career Browser.

12.  http://utopia.cord.org/workplacelibrary/indices/jobs.html - The Library of the Workplace website offers information about the working world, especially about how work relates to a variety of academic studies. In the Academic Concepts section there is information on the basic concepts learned in school and how they are used at work. The Jobs and Careers section tells about the jobs people have and how they got there. Finally, the Student Activities section contains applied academic problems in a work context.

13.  http://www.achievement.org/autodoc/pagegen/galleryachieve.html – This part of the Academy of Achievement website features the Gallery of Achievers and Steps to Success. The Gallery of Achievers has interviews of outstanding achievers in a variety of fields and the Steps to Success provide suggestions from these achievers on steps for achieving success.

14.  http://www.careercc.com – At the Career Consulting Corner website you will find links to various resources. The areas related to careers are: 1. Career Exploration Links; Links by broad career fields; and 2. Career Assessments. There is also a resource link for Cover Letter & Resume Preparation.

15.  http://www.careerexplorer.net/careers.asp - Brief descriptions of the various positions within broad career fields are given.


17.  http://www.wetfeet.com/research/careers.asp - An overview of various careers and industries are provided at this website. Be sure to check out the Career Profile, Industry Profile and Real Profile links under the Career Research Section. In addition, links to companies and resources associated with those industries are also provided.
18. **http://www.nextsteps.org** - NextSteps.org is a Canadian website which has information that is useful to individuals involved in career planning and also to job seekers. The Tools menu contains several useful links. The Career Planning link is a three-step career preparation process filled with activities, checklists and evaluations. In both the Cover Letters and Resume section, as well as the Job Search and Interview section, job seekers will find information of interest. Finally, there is a link for a career magazine, Future Directions, which is filled with a variety of articles on career-related issues.

19. **http://www.careermag.com/** - Although this website is geared towards people seeking employment, you may find some helpful links under the career resources section. They are Free Industry Magazines, Career Videos, Career Assessment and Search-Career-Related Articles.

20. **http://www.quintcareers.com** - The Quintessential Careers website has a variety of resources for high school and college students and also job seekers. The site includes sections such as Job Search 101 (The 10 Things You Need to Know and Do to Land Your First Job), Career Articles, Career Tutorials, College Planning and Career Partner sites (Links providing help with both careers and college).


22. **http://www.mapping-your-future.org/features/careership/** - CAREERSHIP is an on-line career exploration adventure geared towards middle school students. The site is divided into six broad career areas. They are Fine Arts/Communications, Medical/Professional Services, Computer Technology/Business, Mathematics/Sciences, Vocational Services and Social Studies/Education.

23. **http://www.dreamit-doit.com/Campaign/aboutus.aspx** – The Dream It. Do It. website was developed by the National Association of Manufacturers and The Manufacturing Institute, its research and education affiliate. The goal of the site is to help young adults find careers that they can be passionate about in one of manufacturing's many exciting sectors. Under the Dream It section students can complete career assessments and search career and video profiles (Business, Creative, Hands-On, Scientific & Social fields).

### Career Specific Websites – Information on a Career Area or a Specific Career

The websites in the next four sections provide information of careers in the four Career Pathways in the Berks County Career Pathways Model.

### Arts & Humanities

1. **http://www.journalismjobs.com** – Although this website has job listings for the journalism field, it also has career-oriented resources. These include interviews with professionals in the journalism and broadcasting fields, training program information and links to related resources.
2. **http://www.highschooljournalism.org/** - **High School Journalism** was created by the American Society of Newspaper Editors as a resource network for teen journalists and their teachers to discover more about what writing for a living is all about.

3. **http://www.asne.org/index.cfm?id=2** - This is the website of the American Society of Newspaper Editors. It has a link to help you determine if a **newspaper career** is right for you and information on preparing for a journalism career.

4. **http://www.akropolis.net/~zeus/archcareers** - This website contains a great deal of information on careers in all the fields of **architecture**.

5. **http://www.artistresource.org/** - Here is a great site for those who make a living from the **arts**, or those with artistic aspirations. Artist Resource provides a supportive online community for artists. The site posts calendars of shows, events and classes, readings, interactive forums, competitions, jobs, galleries, portfolios, hundreds of art links, art supplies, advice and techniques and artists' stories.

6. **http://www.artadvice.com/advice/index.php** - Contemporary Artist Services provides this “**Advice on Art**” section on their website. The purpose of his series of articles is to teach artists the skills they need to manage their own careers.

7. **http://careers.awn.com/** - If you want to make **cartoons** your career, you'll want to check out this site. The Animation World Network is an online resource designed to keep students and professional artists informed about the latest trends in the **animation industry**. The site features the latest industry news, product reviews, drawing tutorials, school databases, job boards and much more.

8. **http://www.igda.org/** - Students interested in a career as a **video game designer** will want to check out the International Game Developers Association website. This site has a wealth of information about new trends and developments in the evolving world of high tech games.

9. **http://www.radioconnection.com** - This is a career-oriented site for individuals interested in a **radio broadcasting** career. Links include Success Stories, What the Press Writes, What People are Saying, How It Works and Resources.

10. **http://www.film-connection.com/** - This is a career-oriented site for individuals interested in a career in the **film industry**. Links include Success Stories, What the Press Writes, What People are Saying, How It Works and Resources.

11. **http://www.afi.edu/students/intro.aspx** - Future filmmakers can explore the **world of media and filmmaking** at the American Film Institute's **Screen Education Center**. At the Center you can find student films and storyboards, seminars with filmmakers, factoids, opinion polls and news stories about the activities of the center.

12. **http://library.thinkquest.org/10015/** - **The Motion-Picture Industry: Behind the Scenes website offers a comprehensive guide** to careers in the motion picture industry.

13. **http://www.tvconnection.com/** - This is a career-oriented site for individuals interested in a **career in television**. Links include Success Stories, What the Press Writes, What People are Saying, How It Works and Resources.

14. **http://www.recordingconnection.com/** - This is a career-oriented site for individuals interested in a career in the **music recording industry**. Links include Success Stories, What the Press Writes, What People are Saying, How It Works and Resources.
15. http://www.acfchefs.org/ - Interested in cooking for more than just family and friends? Then be sure to visit the American Culinary Association's Website. It's jam-packed with excellent tidbits of information on education, jobs, food trends and events such as culinary competitions.

16. http://www.fcclainc.org/ - This is the website of Family, Career and Community Leaders of America. FCCLA is a national vocational student organization for young men and women in family and consumer sciences education.

17. http://www.gettech.org/ - The purpose of this site is to expand students’ awareness of technology. The GetTech Careers Section has information on technology-oriented careers in manufacturing, biotechnology & chemistry, information technology, health & medicine, engineering & industrial technology and arts & design.

18. http://www.stylecareer.com/ - StyleCareer.com describes itself as the only place on the web where you can learn everything you need to know to break into and succeed in fashion and image careers. It provides information on career in accessory design, fashion, cosmetology, spas, boutiques, etc.


20. http://careersininteriordesign.com/ - The Careers in Interior Design website is designed to help you determine whether the career is right for you.

**Business Technology**

1. http://www.careers-in-business.com - Career areas to explore include Finance (Commercial Banking, Corporate Finance, Financial Planning, Insurance, Investment Banking, Money Management, Private Equity, Real Estate), Accounting (Public and Managerial Accounting, Accounting Workshop) and Marketing (Advertising and Public Relations, Market Research, Non-Profit, Product Management, Retailing). The information in each area includes a career overview, skills & talents needed, job options, salaries, links & resources, facts & trends, firms, firm listings and job listings.

2. www.cpazone.org – The website of the PA Institute of Certified Public Accountants includes information on certified public accounting as a career.

3. http://www.aicpa.org/nolimits/index.htm - This is the student section of the American Institute of Certified Public Accountants website. It has information on accounting careers, education, scholarships and internships.

4. http://www.themint.org – This site comes the National Council on Economic Education. It has a section about “Starting Your Own Business”

5. http://www.bestfuture.com – This is the career information website of the National Court Reporters Association. The companion website for the NCRA is http://www.ncraonline.org/index.html.

6. http://www.entreworld.org - As an online resource for small business owners, the EntreWorld search engine delivers the best and most useful information, guidance and contacts for the entrepreneur. With more than 1,000 articles, audio clips, tools, databases and even town-to-town small business event listings, it puts the most essential entrepreneurial resources immediately at your fingertips.
7. [http://www.fbla-pbl.org/](http://www.fbla-pbl.org/) - This is the website of Future Business Leaders of America and Phi Beta Lambda. They are the high school and college student associations for students interested in the business field.

8. [http://www.ja.org/studentcenter/default.asp](http://www.ja.org/studentcenter/default.asp) - This is the Student Center of the Junior Achievement website. JA is a national program, which helps students learn how businesses operate. The Student Center is made up of the Education Center, Entrepreneur Center, Financial Aid Center, Personal Finance Center, and the Research Center. The companion site for Berks County is [www.jaberks.org](http://www.jaberks.org).

9. [http://www.deca.org/index.html](http://www.deca.org/index.html) - This is the website of DECA and Delta Epsilon Chi. They are the high school and college student associations for students interested in the marketing field.

10. [http://www.electrifyingcareers.com](http://www.electrifyingcareers.com) - This website contains information on 59 careers in the electrical industry including both business and technical careers.


### Engineering & Industrial Technology

1. [http://bat.doleta.gov](http://bat.doleta.gov) – This is the website of the Apprenticeship Training, Employer and Labor Services section of the U. S. Department of Labor. By clicking on “Search Sponsors Database” you can locate approved employer sponsors for various apprenticeship training programs on a county level across the country.

2. [http://www.apprenticesearch.com/fpTrades/trades.asp](http://www.apprenticesearch.com/fpTrades/trades.asp) - This Ontario-based website for employers and apprentices includes a list of many trades that have apprenticeships. In addition to info on wages, prospects and working conditions, each trade includes a small self-assessment to determine if the trade would be a good fit. It's a great way for job seekers to begin researching skilled trades.

3. [http://abc.org/wmspage.cfm?parm1=2455](http://abc.org/wmspage.cfm?parm1=2455) – This site comes from the Associated Builders and Contractors. It has a wealth of information on the construction industry, especially information on training programs (apprenticeship to college). Section links are Opportunities in Construction: Earning Power: Is Construction for Me?: Virtual Job Site Tour: Where Do I Go from Here?: and Related Links.

4. [www.njatc.org](http://www.njatc.org) – This is the website of the National Joint Apprenticeship & Training Committee for the electrical industry and contains information regarding training for electrical careers.

5. [http://www.coolcareers.org/jobs/index.shtml](http://www.coolcareers.org/jobs/index.shtml) – The Air Conditioning & Refrigeration Institute and other organizations in the heating and cooling field support the Cool Careers website. Individuals can find information related to careers in heating, ventilation, cooling, air conditioning, refrigeration and plumbing.

6. [http://careers.nccer.org/](http://careers.nccer.org/) - The Careers section of the National Center for Construction Education and Research provides descriptions of different construction careers, profiles of individuals in the field, profiles of construction projects, etc.

7. [https://www.phccweb.org/foundation/career.cfm](https://www.phccweb.org/foundation/career.cfm) - The Plumbing-Heating-Cooling Contractors Association offers a number of career education resources at this website.
8. http://www.manufacturingiscool.com – This is the website of the Society of Manufacturing Engineers. Several areas are of interest to students. The “Career Information and Opportunities” section has information on manufacturing engineering and also links to other types of engineering and related careers. The “Tour Where Manufacturing Happens” link allows you to see how various items are manufactured and the “Cool Colleges” link allows you to search for colleges offering programs in the field. Finally, the “Scholarships” section has information on SME and other scholarship programs.


10. http://www.gettech.org/txt/category2_txt.asp?cat=5 – The purpose of this site is to expand students’ awareness of technology. The GetTech Careers Section has information on technology-oriented careers in manufacturing, biotechnology & chemistry, information technology, health & medicine, engineering & industrial technology and arts & design.

11. http://www.engineeringsights.org/ - This website from the National Association of Professional Engineers has information on the various engineering specialties and the settings in which they work.


13. http://www.asae.org/membership/career.html - This is the website of the American Society of Agricultural Engineers. The Career Resources section allows you to explore career and educational information on engineering careers in agricultural, food and biological systems.

14. http://www.asce.org/kids/resources.cfm#programs – This is the career resource portion of the American Society of Civil Engineers website. It contains career information including links to many related websites.

15. http://edspace.nasa.gov/index.html – A variety of resources including career information is available at the EdSpace website of the National Aeronautics and Space Administration (NASA).


17. http://www.akropolis.net/~zeus/archcareers - This website contains a great deal of information on careers in all the fields of architecture.

18. http://www.igda.org/ - Students interested in a career as a video game designer will want to check out the International Game Developers Association website. This site has a wealth of information about new trends and developments in the evolving world of high tech games.

19. http://www.energyprofessions.org - Students interested in careers in the energy field and explore the possibilities by visiting the website from the American Petroleum Institute.

20. http://www.ayes.org/docs/about/index.html - This is the website of the Automotive Youth Education System, which is a partnership among participating automotive manufacturers, participating local dealers, and selected local high schools/tech prep schools. The program's goal is to encourage bright students with a good mechanical aptitude to pursue careers in the ever-changing fields of automotive service technology or collision repair/refinish, and to prepare them for entry-level positions or challenging academic options.
21. [http://www.discoverit.org/members/html/home.html](http://www.discoverit.org/members/html/home.html) - This Canadian website is designed to make students, educators and parents aware of the vast possibilities of **Information Technology careers**. The site includes career descriptions, a career planning guide, and industry profiles, all focusing on the software and information technology sectors.

22. [http://www.mentornet.net/](http://www.mentornet.net/) - MentorNet is a nonprofit e-mentoring network that addresses the retention and success of those in **engineering, science and mathematics**, particularly but not exclusively women and other underrepresented groups. MentorNet provides highly motivated protégés from many of the world's top colleges and universities with positive, one-on-one, email-based mentoring relationships with mentors from industry and academia. In addition, the MentorNet Community provides opportunities to connect with others from around the world who are interested in diversifying engineering and science.

23. [http://www.girlsgotech.org/careers.html](http://www.girlsgotech.org/careers.html) - The **Girls Go Tech** website was created to encourage girls to consider **technology and science careers**, but there's something here for everyone. It's designed to show young people that science and math are all around them and can lead to fascinating careers.

24. [http://www.nap.edu/readingroom/books/careers/contents.html](http://www.nap.edu/readingroom/books/careers/contents.html) - The **Careers in Science and Engineering** website provides a detailed guide to planning your education and career in these fields. Of particular interest is the career profiles section, which highlights individual’s actual career paths.

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**Health, Science & Human Services**

1. [http://www.pahealthcareers.org/home.htm](http://www.pahealthcareers.org/home.htm) – The Hospital & Health System Association of PA provides career information on nursing, pharmacy, therapy and technician careers. Besides information on these health careers, scholarship and financial aid information is included.

2. [http://www.discovernursing.com](http://www.discovernursing.com) - This website covers the who, what, why and how of the **nursing profession**.

3. [http://www.futuresinnursing.org](http://www.futuresinnursing.org) - This website was developed by AES/PHEAA with input from the Hospital & Health System Association of PA. Sections include Nursing Basics, Career Planning, Higher Education, Student Aid and Other Resources.

4. [http://www.chc.hewp.org/carexp.htm](http://www.chc.hewp.org/carexp.htm) - This is the career exploration section of the Center for Health Careers website. It contains information on a **variety of health careers**.

5. [http://www.hosa.org/](http://www.hosa.org/) - This is the website of Health Occupations Students of America. HOSA is a student organization whose mission is to promote **career opportunities in health care** and to enhance the delivery of quality health care to all people.

6. [http://www.ada.org/public/education/careers/index.asp](http://www.ada.org/public/education/careers/index.asp) - The American Dental Association's **career resource page** offers students and job seekers to explore the different and rewarding career options available in the dental field. Besides dentistry, dental hygienist, dental assistant and dental technician are included.

7. [http://www.ascp.org/](http://www.ascp.org/) - This is the website of the American Society of **Clinical Pathology**. Under the Careers section you will find information both on careers in pathology and also medical laboratory technology. The laboratory technology careers include Medical Technologist, Medical Laboratory Technician, Histotechnician, Cytotechnologist, and Phlebotomy Technician.


10. http://www.workingin-nanotechnology.com/ - Students with an interest in the sciences could find their future career path in the field of nanotechnology. Working in Nanotechnology is a great online resource that provides the latest news about education and working trends in this growing field.

11. http://www.eco.org - At the Environmental Careers Organization's Career Center, you'll find career tips, answers to your questions, and links to other sites, brief information about environmental fields and a calendar of ECO events. The site also has a link for a featured career area.

12. http://www.esa.org/education/career_funding/careers_highschool.php - This is the careers in ecology section of The Ecological Society of America website.


14. http://www.energyprofessions.org - Students interested in careers in the energy field and explore the possibilities by visiting the website from the American Petroleum Institute.

15. http://www.aapg.org/careers/index.cfm - This web address will lead you to the careers section of the American Association of Petroleum Geologists website.


17. http://library.thinkquest.org/11465/main.html - The Discover Science Careers website provides resources and links to look at the different areas of the sciences as a future career.

18. http://nextwave.sciencemag.org – Science Next Wave, subtitled Career Resources for Scientists, is an online magazine with customized national versions for the U.S., Canada, the UK and Germany, plus a "global" edition.

19. http://scilib.ucsd.edu/sio/guide/career.html – This website has a long list of links to other websites in the areas of oceanography, marine science and marine biology.

20. http://www.oceanlink.island.net/career/career2.html – This website contains information to marine science careers including links to other resources.

21. http://edspace.nasa.gov/index.html – A variety of resources including career information is available at the EdSpace website of the National Aeronautics and Space Administration (NASA).

22. http://www.mentornet.net/ - MentorNet is a nonprofit e-mentoring network that addresses the retention and success of those in engineering, science and mathematics, particularly but not exclusively women and other underrepresented groups. MentorNet provides highly motivated protégés from many of the world's top colleges and universities with positive, one-on-one, email-based mentoring relationships with mentors from industry and academia. In addition, the MentorNet Community provides opportunities to connect with others from around the world who are interested in diversifying engineering and science.
23. **http://www.gorp.com/gorp/eclectic/jobs.htm** - If you are a person who wants a little _adventure_ while earning a paycheck, then look at the GorpJobs website. The site profiles jobs for the adrenalin-addicted. You'll also find general career advice and discussion forums.

24. **http://www.acacamps.org/** - Do you love the _outdoors_? The **American Camping Association** is a community of camp professionals who have joined together to share knowledge and experience to ensure the quality of camp programs across America.

25. **http://www.nonprofitcareer.com/** - Want to work in _nonprofit organization_? This site is dedicated to linking interested employees and volunteers with the right nonprofit agency. Services include a resume bank and a listing of nonprofit organizations.

26. **http://www.naswdc.org/profession/overview.asp** - This website from the **National Association of Social Workers** provides an overview of the _social work profession_.

27. **http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=133** - This is the Careers & Roles section of the **American School Counselors Association** website.

28. **http://www.apa.org/students/student1.html** - The American Psychological Association presents this webpage for students considering _careers in psychology_.

29. **http://www.cec.sped.org/index.html** - This is the website of The Council for Exceptional Children (CEC). It is the largest international professional organization dedicated to _improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted_.

30. **http://www.special-ed-careers.org/** - The National Clearinghouse for Professions in **Special Education** is an organization formed to help train, recruit and retain special education teachers. The website contains information on becoming a special education teacher, financial aid, and resources for educators, etc.

31. **http://www.nanny.org/nannies.htm** - If you have ever thought about _career in child care_, they perhaps you might consider _being a nanny_. You can find out more about the field here at the nannies section of the International Nannies Association.

**Military Websites – Information on the Armed Forces**

These websites are related to careers in the military. The first websites listed cover careers in all the branches of the armed services. You will then find the websites for the various armed services.

1. **http://www.militarycareers.com** - The **Military Career Guide Online** is a compendium of military, occupational, training, and career information and is designed for use by students desiring to explore the military world of work.

2. **http://www.myfuture.com/** - Is for individuals interested in the military and provides information on a wide array of opportunities in the armed forces. It also has other career information, which anyone would find interesting.

3. 
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. This page 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 departments within it, review the Defense Almanac, found under the Websites link.

4. [http://www.goarmy.com](http://www.goarmy.com) - Information on the Army can be found at this website.

5. [http://www.1800goguard.com/home.html](http://www.1800goguard.com/home.html) - Information on the Army National Guard can be found at this website.

6. [http://www.goarmy.com/reserve/nps/index.jsp](http://www.goarmy.com/reserve/nps/index.jsp) - Information on the Army Reserve can be found at this website.

7. [http://www.navyjobs.com](http://www.navyjobs.com) - Information on the Navy can be found at this website.


9. [http://www.airforce.com](http://www.airforce.com) - Information on the Air Force can be found at this website.


11. [http://www.goang.com/flashhome.aspx](http://www.goang.com/flashhome.aspx) - Information on the Air National Guard can be found at this website.

12. [http://www.marines.com](http://www.marines.com) – Information on the Marine Corps can be found at this website.


14. [http://www.uscg.mil/jobs](http://www.uscg.mil/jobs) – Information on Coast Guard careers can be found at this website.

15. [http://www.uscg.mil/reserve/](http://www.uscg.mil/reserve/) - Information on Coast Guard Reserve careers can be found at this website.

**Other Websites of Interest**

1. [http://www.salary.com](http://www.salary.com) - Salary.com is the leading online compensation information resource. Salary wizard lets you research salary levels by job area and geographical location.

2. [http://www.abbott-langer.com/](http://www.abbott-langer.com/) - This website contains salary and benefit survey reports from Abbott, Langer & Associates Inc. It allows you to compare the current salary survey statistics available here for over 450 benchmark jobs in Information Technology, Marketing/Sales, Accounting, Engineering, Human Resources, Consulting, Manufacturing, Nonprofit, Legal, and other fields from well over 8,000 participating organizations.
This is a website of the school districts who participate in the Berks County Career Pathways consortium in conjunction with the Berks Business Education Coalition. The website features both public and private sides. The public side of the website is accessed by clicking on “Information for Students & Parents.” The links included are:

- **What is the BBEC?** – Information on the Berks Business Education Coalition
- **What is Career Pathways?** – A description of the Career Pathways program is given
- **Career Day Schedule** – A schedule of career days in local schools
- **Testimonials** – Testimonials of individuals’ Career Pathways experiences
- **FAQ** – Frequently Asked Questions
- **Career Outlook** – Includes information of various careers
- **Mutual Links** – Provides links to a variety of resources including Career Resources, Classroom Resources, Education Partners, Business Partners, Industry & Trade Associations and Supporting Businesses.
- **Site Map**
- **E-mail** – Allows individuals to contact the BBEC with questions, comments, etc. regarding Career Pathways

Clicking on **“Tools for Schools”** takes you to the School District portion of the site. This side is only available to districts in the Career Pathways consortium. You will need to enter a username and password for access. (Check with your district’s Career Pathways Coordinator for this information.) Links provided here are:

- **Bulletin Board** – Allows educators to post announcements and to begin discussions with other Berks County educators
- **Communications & Strategies** – Reviews the Steps for Building a Communications Strategic Plan
- **Communication Tools** – Announcements, Brochures, Power Point Presentations, etc., for communicating information of Career Pathways to various audiences are provided
- **Calendar of Events** – This is a Calendar of Berks County Career Pathways events
- **E-Mail** - Allows educators to contact the BBEC with questions, comments, etc. regarding Career Pathways
The Career Guide is published annually through the efforts of the PA Department of Labor and Industry in conjunction with the Bureau of Career and Technical Education of the PA Department of Education. Copies of the Career Guide are sent to the Superintendent’s office of all Pennsylvania public school districts. Copies may also be obtained through the PA CareerLink offices and other state agencies. Finally, you can download the various sections of the Guide from the internet at http://www.paworkstats.state.pa.us/gsipub/index.asp?docid=329.

The Career Guide is a valuable tool as you make those all-important career decisions. It contains wage and job outlook information for over 180 occupations, interest assessments, tips on how to market yourself, sources for financial aid, and contact information for Pennsylvania's public schools.

Educators who are conducting career development classes should consult the Resource Guide for activities to use in conjunction with the guide. The web address for the Resource Guide is http://www.paworkstats.state.pa.us/gsipub/index.asp?docid=330.

Features of the 2004-05 Guide include:

**Spotlight On**
- Career-Focused Education
- Career Profile
- Spotlight on…Health Techs

**Reality Check**
- You and High School
- A Timeline for High Schoolers
- Why Do I Need to Take English
- So You Want To Be a Star?
- Be a Lifelong Learner
- Assess Your Interests

**Occupational Data Bank**
- Using the Occupational Data Bank
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communication
- Business, Legal, Finance, Insurance and Public Safety
- Education And Training
- Health And Human Services
Hospitality, Tourism And Sales and Repair
Manufacturing
Science, Engineering, and Information Technology
Transportation, Distribution and Logistics
Alphabetical Index For The ODB

Decisions, Decisions, Decisions

- The Journey Begins in High School
- Where Will I Get the Money?
- Grant and Loan Programs
- FASFA & Loan Repayment
- Quick Tips for Financial Aid
- Online Financial Resources
- Pennsylvania’s Student Cost
- Try It Out!
- Community Service…Work Experience…And Grants for Education
- New Choices/New Options
- Apprenticeships
- Do You Have Special Needs?
- Military Careers

Window Shopping

- Looking For Work - The Way It Really Is
- Looking For a Job? Look No Further Than Your PA CareerLink
- Career OneStop
- Positions In Pennsylvania Government
- Be Your Own Boss

Marketing Yourself

- Your Resume Is You
- Create a Good Image (Job Application)
- Preparing For The Interview
- And Now, The Decision
- Once You've Accepted
- Note to Parents
- Looking for More

Other publications of interest including educator resources can be accessed at http://www.dli.state.pa.us/landi/cwp/view.asp?a=140&Q=58425&landiPNavCtr=#2363.
As they state on their K-12 Counselors web page, “preparing today’s youth for successful careers tomorrow is an extremely rewarding endeavor, and we are pleased to be of assistance to you in these efforts.” PHEAA is more than just a place for students and parents to get financial aid. We take our responsibility to be true partners in the educational community very seriously. To build on our commitment to our colleagues in the Pennsylvania School Counselors Association (PSCA), we offer the following tables to outline the materials we provide to let counselors help elementary, middle school, and high school students meet academic standards and career standards.”

Some of the materials that can be ordered free from the website and their descriptions are:

**Career Clusters Wheel**
The Career Clusters Wheel, based on the U.S. Department of Education’s 16 career clusters, is an interactive tool designed to build middle school students’ awareness about the many careers available to them after high school and to encourage them to begin early to think about how higher education figures into their career plans. In the 2003-04 edition of the Going Places User’s Guide, there are lesson plans and activities for use in the classroom that complement the career wheel.

**Mentor Portfolio Planner**
The Mentor Portfolio Planner is a record of student achievements and aspirations from grades 6 – 12. This is the perfect place to record students’ middle and high school experience—from grades to goals, from classes to clubs, from special honors to sports. The Mentor Portfolio Planner will help students keep track of their academic experiences throughout middle school and high school in order to help them make a smooth transition into higher education.

**Challenge for Your Future Middle School CD-ROM**
Challenge for Your Future CD-ROM offers middle school students an innovative opportunity to explore real-life careers. Students meet town neighbors working in various careers and interview them about everything from education and training requirements to most and least desirable aspects of the job. Students investigate average salary, what a typical workday is like, and much more about each of the 48 careers highlighted in this game.

**2003-2004 Going Places Activity Brochure**
The Going Places Activity Brochure is a foldout brochure containing a word puzzle, which prompts further discussion of the value of career planning and an appreciation of how the student’s choices today fit into that plan. An excellent choice for promoting group discussions or for one-on-ones between parents and their middle-school children.

This game, a self-paced, interactive, learning tool for students in grades 6-8, teaches students the basics about finances and helps them learn how to make educated financial decisions as they prepare to enter high school. To capture and retain the attention of students and to make learning fun, the content is presented in a game show format, hosted by the animated character, Dinero Dog.
Choices for Life After High School: A Money Matters Game User’s Guide and CD-ROM
This game, a self-paced, interactive learning tool for students in grades 9 -12, teaches students the basics about finances and helps them, learn how to make educated financial decisions. This game is designed around four situations students may encounter during and after high school: Handling Cash, Living Arrangements, Higher Education, and Buying a Car.

Going Places Elementary Activity Book - Look into Your Future
This book contains loads of games and activities to ignite interest in the key subjects that prepare students for a bright academic future. It introduces a colorful cartoon setting and characters that preview each subject and possible related careers.

In addition, there are other publications for students and parents related to college choice and financial aid. PHEAA also has a variety of posters which can be ordered for classroom display. Finally, there is information regarding workshops and links to other resources at the website.
CAREER ACQUISITION & RETENTION

Job Search Preparation, Resumes, Applications & Interviews

1. [http://www.rileyguide.com/](http://www.rileyguide.com/) - This is the Riley Guide to Employment Opportunities and Job Resources on the Internet. The Guide provides links to a wealth of resources and is divided into the sections of Prepare to Search; Execute a Campaign; Target & Research; Job Listings; Resumes & Cover Letters; Network, Interview & Negotiate; Salary Guides & Guidance and A-Z Index.

2. [http://quintcareers.com/jobhunt.html](http://quintcareers.com/jobhunt.html) - This web page from Quintessential Careers provides links to two job-search tutorials. They are *A Student's Guide to Job-Hunting on the Internet* and *A Jobseeker's Guide to Job-Hunting on the Internet*.

3. [http://quintcareers.com/resres.html](http://quintcareers.com/resres.html) - This web page from Quintessential Careers provides links to articles and other resources on resumes and cover letters.

4. [http://www.jobhunt.com](http://www.jobhunt.com) – This website contains a variety of links to various job-hunting resources on the Internet.

5. [http://jobstar.org](http://jobstar.org) - The Job Star Central website includes a number of resources for job seekers under their “Getting Ready” section. These include resumes, salary information and hints regarding the hidden job market. Finally the Guide to Specific Careers is for those involved in career exploration.

6. [http://www.resumania.com/careertipsindex.html](http://www.resumania.com/careertipsindex.html) - Taken from *Job Hunting For Dummies®, 2nd Edition* are the “Top 10 Questions Frequently Asked by Job Hunters”. Areas such as the job search, resumes, networking and interviewing are covered.

7. [http://www.snagajob.com](http://www.snagajob.com) - The job search engine allows you to search for part-time and hourly jobs by zip code. The “Read Great Job Advice” link allows one to obtain resume and interview help and to access the Self Improvement Center. The Self Improvement Center provides advice on Steps to Getting Hired, resumes, interviewing, etc.

8. [http://www.answerquest.com/resources/res_interview.htm](http://www.answerquest.com/resources/res_interview.htm) - This website page from Answer Quest Technologies provides links to resources to help you prepare for and be successful in job interviews.

9. [http://www.quintcareers.com/job-hunting_etiquette.html](http://www.quintcareers.com/job-hunting_etiquette.html) - This web page from Quintessential Careers provides links to Etiquette resources in Job Hunting and Business.

10. [http://www.d.umn.edu/student/loon/car/self/career_transfer_survey.html](http://www.d.umn.edu/student/loon/car/self/career_transfer_survey.html) - Transferable skills are vital in today's changeable job market, but many people, especially workplace newcomers, don't realize how many of these skills they possess. Over the years a person develops many skills from coursework, extracurricular activities and their life experiences. This is a checklist of transferable skills that could make a difference in any job application. It includes the areas of communication; research & planning; human relations; organization, management & leadership and work survival.
Job Search

1. [http://monster.com/](http://monster.com/) - Monster is one of the largest internet job search engines. It allows Job Seekers to search for jobs, build and post their resumes and access pages of career information and advice.


3. [http://www.snagajob.com](http://www.snagajob.com) - The job search engine allows you to search for part-time and hourly jobs by zip code. The “Read Great Job Advice” link allows one to obtain resume and interview help and to access the Self Improvement Center. The Self Improvement Center provides advice on Steps to Getting Hired, resumes, interviewing, etc.

4. [http://www.jobstep.com/jobseekers/j-miscjobs.htm](http://www.jobstep.com/jobseekers/j-miscjobs.htm) - This website provides a listing of worldwide links to job search engines of both a general and specific nature

5. [http://www.rileyguide.com/](http://www.rileyguide.com/) - This is the Riley Guide to Employment Opportunities and Job Resources on the Internet. The Guide provides links to a wealth of resources and is divided into the sections of Prepare to Search; Execute a Campaign; Target & Research; Job Listings; Resumes & Cover Letters; Network, Interview, & Negotiate; Salary Guides & Guidance and A-Z Index.

6. [http://www.quintcareers.com/home.html](http://www.quintcareers.com/home.html) - This is the home web page of Quintessential Careers, a comprehensive career development site. Under the “Career Tools” section there are links to three job search pages that provide articles and links to college, career, job, and job-hunting resources for specific areas. The areas are Job Seeker Specific Jobs, Industry Specific Jobs and Geographic Specific Jobs.

7. [http://www.bestjobsusa.com/index-isk-ie.asp](http://www.bestjobsusa.com/index-isk-ie.asp) - BestJobsUSA allows job seekers to search for jobs nationwide and to post their resume. Included are specialized links for women & minorities, health careers and state specific jobs. There are also links for company profiles, career fairs and for university graduates entering the job market.

8. [http://www.recruitersonline.com/](http://www.recruitersonline.com/) - This is the website of the Recruiters Online Network. It allows job seekers to search for jobs, post their resume and locate recruiters by job preference and location.

9. [http://www.jobweb.com](http://www.jobweb.com) - The National Association of Colleges and Employers’ JobWeb® website provides career development and job-search information for college students and new college graduates. It allows individuals to search employer profiles and obtain job search advice.

10. [http://www.jobsinsports.com/?AID=12997&PID=230293](http://www.jobsinsports.com/?AID=12997&PID=230293) - This website is for individuals interested in the sports, sports related, health and fitness fields. It allows you to search job databases, search for internships, search sports and industry contacts and post your resume.

11. [http://www.coolworks.com/](http://www.coolworks.com/) - Cool Works is about you finding a seasonal job or career in some of the “greatest places on Earth”. Individuals can search for jobs at national and state parks, camps, resorts, ski resorts, ranches, on water and in amusement parks. Information on internships, volunteer opportunities, the Conservation Corps and jobs for teens is also available.
12. http://www.dreamit-doit.com/Campaign/aboutus.aspx – The Dream It. Do It. website was developed by the National Association of Manufacturers and The Manufacturing Institute, its research and education affiliate. In the Do-It section students can conduct Job Searches on manufacturing related careers and also obtain Internship information.

Education & Training

1. http://www.doleta.gov/atels_bat/ - This is the Apprenticeship Training, Employer and Labor Services section (Registered Apprentice) of the U. S. Department of Labor’s Employment & Training Division’s website. Individuals interested in locating registered apprenticeship programs in their area should go to http://bat.doleta.gov/.

Academic Standards for Career Education and Work

Pennsylvania Department of Education
Academic Standards for Career Education and Work

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THE ACADEMIC STANDARDS

   A. Abilities and Aptitudes
   B. Non-Traditional Workplace Roles
   C. Local Career Preparation Opportunities
   D. Career Selection Influences
   E. Preparation for Careers
   F. Career Plan Components
   A. Work Habits
   B. Cooperation and Teamwork
   C. Group Interaction
   D. Budgeting
   E. Time Management
   F. Workplace Changes
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Career Acquisition (Getting a Job) ..............13.2. Entrepreneurship ..............................................13.4.
   A. Interviewing Skills
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   C. Career Acquisition Documents
   D. Career Planning Portfolios
   E. Career Acquisition Process
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   B. Character Traits
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Academic Standards for Career Education and Work

XXXVIII. INTRODUCTION

The Academic Standards for Career Education and Work reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

♦ 13.1 Career Awareness and Preparation
♦ 13.2 Career Acquisition (Getting a Job)
♦ 13.3 Career Retention and Advancement
♦ 13.4 Entrepreneurship

Pennsylvania’s economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Pennsylvania’s students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but it is up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement stand-alone courses to specifically address these standards.

A glossary is included to assist the reader in understanding terminology contained in the standards.
### 13.1. Career Awareness and Preparation

<table>
<thead>
<tr>
<th>13.1.3. Grade 3</th>
<th>13.1.5. Grade 5</th>
<th>13.1.8. Grade 8</th>
<th>13.1.11. Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</strong></td>
<td><strong>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</strong></td>
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</tr>
<tr>
<td>A. Recognize that individuals have unique interests.</td>
<td>A. Describe the impact of individual interests and abilities on career choices.</td>
<td>A. Relate careers to individual interests, abilities, and aptitudes.</td>
<td>A. Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.</td>
</tr>
<tr>
<td>B. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</td>
<td>B. Relate the impact of change to both traditional and nontraditional careers.</td>
<td>B. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</td>
<td>B. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</td>
</tr>
<tr>
<td>C. Identify the range of jobs available in the community.</td>
<td>C. Describe the range of career training programs in the community such as, but not limited to:</td>
<td>C. Explain the relationship of career training programs to employment opportunities.</td>
<td>C. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</td>
</tr>
<tr>
<td>D. Describe the work done by school personnel and other individuals in the community.</td>
<td>- Two-and-four year colleges</td>
<td>- Career days</td>
<td></td>
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<td></td>
<td>- Career and technical centers</td>
<td>- Career portfolio</td>
<td></td>
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<td></td>
<td>- CareerLinks</td>
<td>- Community service</td>
<td></td>
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<td></td>
<td>- Community/recreation centers</td>
<td>- Cooperative education</td>
<td></td>
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<tr>
<td></td>
<td>- Faith-based organizations</td>
<td>- Graduation/senior project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Local industry training centers</td>
<td>- Internship</td>
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<tr>
<td></td>
<td>- Military</td>
<td>- Job shadowing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Registered apprenticeship</td>
<td>- Part-time employment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Vocational rehabilitation centers</td>
<td>- Registered apprenticeship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Web-based training</td>
<td>- School-based enterprise</td>
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</tr>
<tr>
<td></td>
<td><strong>D. Describe the factors that influence career choices, such as, but not limited to:</strong></td>
<td><strong>D. Analyze the economic factors that impact employment opportunities, such as, but not limited to:</strong></td>
<td><strong>D. Justify the selection of a career.</strong></td>
</tr>
<tr>
<td></td>
<td>- Geographic location</td>
<td>- Competition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Job description</td>
<td>- Geographic location</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Salaries/benefits</td>
<td>- Global influences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Work schedule</td>
<td>- Job growth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Working conditions</td>
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</tr>
</tbody>
</table>
### 13.1. Career Awareness and Preparation

<table>
<thead>
<tr>
<th>13.1.3. GRADE 3</th>
<th>13.1.5. GRADE 5</th>
<th>13.1.8. GRADE 8</th>
<th>13.1.11. GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</strong></td>
<td><strong>A.</strong> Describe the impact of individual interests and abilities on career choices.</td>
<td><strong>A.</strong> Relate careers to individual interests, abilities, and aptitudes.</td>
<td><strong>A.</strong> Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.</td>
</tr>
<tr>
<td><strong>A. Recognize that individuals have unique interests.</strong></td>
<td><strong>B.</strong> Relate the impact of change to both traditional and nontraditional careers.</td>
<td><strong>B.</strong> Explain how both traditional and nontraditional careers offer or hinder career opportunities.</td>
<td><strong>B.</strong> Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</td>
</tr>
<tr>
<td><strong>B. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</strong></td>
<td><strong>C.</strong> Describe the range of career training programs in the community such as, but not limited to: Two-and-four year colleges Career and technical centers CareerLinks Community/recreation centers Faith-based organizations Local industry training centers Military Registered apprenticeship Vocational rehabilitation centers Web-based training</td>
<td><strong>C.</strong> Explain the relationship of career training programs to employment opportunities.</td>
<td><strong>C.</strong> Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: Career days Career portfolio Community service Cooperative education Graduation/senior project Internship Job shadowing Part-time employment Registered apprenticeship School-based enterprise</td>
</tr>
<tr>
<td><strong>C. Identify the range of jobs available in the community.</strong></td>
<td><strong>D.</strong> Describe the factors that influence career choices, such as, but not limited to: Geographic location Job description Salaries/benefits Work schedule Working conditions</td>
<td><strong>D.</strong> Analyze the economic factors that impact employment opportunities, such as, but not limited to: Competition Geographic location Global influences Job growth</td>
<td><strong>D.</strong> Justify the selection of a career.</td>
</tr>
<tr>
<td><strong>D. Describe the work done by school personnel and other individuals in the community.</strong></td>
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</tbody>
</table>

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*Note: The content is a summary of the guidelines for teaching career awareness and preparation in Pennsylvania's public schools.*
<table>
<thead>
<tr>
<th>E. Investigate people's rationale for making career choices.</th>
</tr>
</thead>
</table>
| - Job openings  
| - Labor supply  
| - Potential advancement  
| - Potential earnings  
| - Salaries/benefits  
| - Unemployment  |

<table>
<thead>
<tr>
<th>E. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</td>
</tr>
</tbody>
</table>
|   - Associate degree  
|   - Baccalaureate degree  
|   - Certificate/licensure  
|   - Entrepreneurship  
|   - Immediate part/full time employment  
|   - Industry training  
|   - Military training  
|   - Professional degree  
|   - Registered apprenticeship  
|   - Tech Prep  |

<table>
<thead>
<tr>
<th>F. Identify the components of a career plan, such as, but not limited to:</th>
</tr>
</thead>
</table>
| - Beginnings of career portfolio  
| - Career goals  
| - Individual interests and abilities  
| - Training/education requirements and costs  |

<table>
<thead>
<tr>
<th>F. Create an individualized career plan including, such as, but not limited to:</th>
</tr>
</thead>
</table>
| - Assessment and continued development of career portfolio  
| - Career goals  
| - Cluster/pathway opportunities  
| - Individual interests and abilities  
| - Training/education requirements and financing  |

<table>
<thead>
<tr>
<th>F. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</td>
</tr>
</tbody>
</table>
### 13.2. Career Acquisition (Getting a Job)

<table>
<thead>
<tr>
<th>13.2.3. GRADE 3</th>
<th>13.2.5. GRADE 5</th>
<th>13.2.8. GRADE 8</th>
<th>13.2.11. GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify appropriate speaking and listening techniques used in conversation.</td>
<td>A. Apply appropriate speaking and listening techniques used in conversation.</td>
<td>A. Identify effective speaking and listening skills used in a job interview.</td>
<td>A. Apply effective speaking and listening skills used in a job interview.</td>
</tr>
<tr>
<td>B. Discuss resources available in researching job opportunities, such as, but not limited to:</td>
<td>B. Identify and review resources available in researching job opportunities, such as, but not limited to:</td>
<td>B. Evaluate resources available in researching job opportunities, such as, but not limited to:</td>
<td>B. Apply research skills in searching for a job.</td>
</tr>
<tr>
<td>- Internet</td>
<td>- Internet</td>
<td>- CareerLinks</td>
<td>- CareerLinks</td>
</tr>
<tr>
<td>- Magazines</td>
<td>- Magazines</td>
<td>- Internet (i.e. O-NET)</td>
<td>- Internet (i.e. O-NET)</td>
</tr>
<tr>
<td>- Newspapers</td>
<td>- Newspapers</td>
<td>- Networking</td>
<td>- Networking</td>
</tr>
<tr>
<td>C. Compose a personal letter.</td>
<td>C. Compose and compare a business and a personal letter.</td>
<td>C. Prepare a draft of career acquisition documents, such as, but not limited to:</td>
<td>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</td>
</tr>
<tr>
<td>D. Identify the importance of</td>
<td>D. Identify individualized career</td>
<td>- Job application</td>
<td>- Job application</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Letter of appreciation following an interview</td>
<td>- Letter of appreciation following an interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Letter of introduction</td>
<td>- Letter of introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Request for letter of recommendation</td>
<td>- Postsecondary education/training applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Resume</td>
<td>- Request for letter of recommendation</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- Resume</td>
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</tr>
<tr>
<td>Developing a plan for the future.</td>
<td>Portfolio components, such as, but not limited to:</td>
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<td>----------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| E. Discuss the importance of the essential workplace skills, such as, but not limited to: | - Achievements  
- Awards/recognitions  
- Career exploration results  
- Career plans  
- Community service involvement/projects  
- Interests/hobbies  
- Personal career goals  
- Selected school work  
- Self inventories |

<table>
<thead>
<tr>
<th>E. Apply to daily activities, the essential workplace skills, such as, but not limited to:</th>
<th>Portfolio including components, such as, but not limited to:</th>
</tr>
</thead>
</table>
| - Dependability  
- Health/safety  
- Team building  
- Technology | - Achievements  
- Awards/recognitions  
- Career exploration results  
- Career plans  
- Community service involvement/projects  
- Interests/hobbies  
- Personal career goals  
- Selected school work  
- Self inventories |

<table>
<thead>
<tr>
<th>Individualized career portfolio to chosen career path.</th>
<th>E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:</th>
</tr>
</thead>
</table>
| E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: | - Commitment  
- Communication  
- Dependability  
- Health/safety  
- Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)  
- Personal initiative  
- Scheduling/time management  
- Team building  
- Technical literacy  
- Technology |
### 13.3. Career Retention and Advancement

<table>
<thead>
<tr>
<th>13.3.3. GRADE 3</th>
<th>13.3.5. GRADE 5</th>
<th>13.3.8. GRADE 8</th>
<th>13.3.11. GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Identify attitudes and work habits that contribute to success at home and school.</td>
<td><strong>A.</strong> Explain how student attitudes and work habits transfer from the home and school to the workplace.</td>
<td><strong>A.</strong> Determine attitudes and work habits that support career retention and advancement.</td>
<td><strong>A.</strong> Evaluate personal attitudes and work habits that support career retention and advancement.</td>
</tr>
<tr>
<td><strong>B.</strong> Identify how to cooperate at both home and school.</td>
<td><strong>B.</strong> Explain the importance of working cooperatively with others at both home and school to complete a task.</td>
<td><strong>B.</strong> Analyze the role of each participant’s contribution in a team setting.</td>
<td><strong>B.</strong> Evaluate team member roles to describe and illustrate active listening techniques:</td>
</tr>
<tr>
<td><strong>C.</strong> Explain effective group interaction terms, such as, but not limited to:</td>
<td><strong>C.</strong> Identify effective group interaction strategies, such as, but not limited to:</td>
<td><strong>C.</strong> Explain and demonstrate conflict resolution skills:</td>
<td><strong>C.</strong> Evaluate conflict resolution skills as they relate to the workplace:</td>
</tr>
</tbody>
</table>
| - Compliment  
- Cooperate  
- Encourage  
- Participate | - Building consensus  
- Communicating effectively  
- Establishing ground rules  
- Listening to others | - Constructive criticism  
- Group dynamics  
- Managing/leadership  
- Mediation  
- Negotiation  
- Problem solving | - Constructive criticism  
- Group dynamics  
- Managing/leadership  
- Mediation  
- Negotiation  
- Problem solving |
| **D.** Explain how money is used. | **D.** Explain budgeting. | **D.** Analyze budgets and pay statements, such as, but not limited to: | **D.** Develop a personal budget based on career choice, such as, but not limited to: |
| | | - Charitable contributions  
- Expenses  
- Gross pay  
- Net pay  
- Other income  
- Savings  
- Taxes | - Charitable contributions  
- Fixed/variable expenses  
- Gross pay  
- Net pay  
- Other income  
- Savings  
- Taxes |

*Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*
<p>| | | | |</p>
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</thead>
<tbody>
<tr>
<td>E.</td>
<td>Discuss how time is used at both home and school.</td>
<td>E.</td>
<td>Develop a personal schedule based on activities and responsibilities at both home and school.</td>
</tr>
<tr>
<td>F.</td>
<td>Identify changes that occur at both home and school.</td>
<td>F.</td>
<td>Describe the impact of changes at home, school, and work.</td>
</tr>
<tr>
<td>G.</td>
<td>Define and describe the importance of lifelong learning.</td>
<td>G.</td>
<td>Describe how personal interests and abilities impact lifelong learning.</td>
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<td></td>
<td></td>
<td>E.</td>
<td>Identify and apply time management strategies as they relate to both personal and work situations.</td>
</tr>
<tr>
<td>F.</td>
<td>Identify characteristics of the changing workplace and explain their impact on jobs and employment.</td>
<td>G.</td>
<td>Identify formal and informal lifelong learning opportunities that support career retention and advancement.</td>
</tr>
<tr>
<td>F.</td>
<td>Evaluate strategies for career retention and advancement in response to the changing global workplace.</td>
<td>G.</td>
<td>Evaluate the impact of lifelong learning on career retention and advancement.</td>
</tr>
</tbody>
</table>
### 13.4. Entrepreneurship

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<thead>
<tr>
<th>13.4.3. GRADE 3</th>
<th>13.4.5. GRADE 5</th>
<th>13.4.8. GRADE 8</th>
<th>13.4.11. GRADE 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</strong></td>
<td><strong>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</strong></td>
<td><strong>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</strong></td>
<td><strong>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</strong></td>
</tr>
</tbody>
</table>
| A. Define entrepreneurship. | A. Identify the risks and rewards of entrepreneurship. | A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:  
- Benefits  
- Job security  
- Operating costs  
- Wages | A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. |
| B. Describe the character traits of successful entrepreneurs, such as, but not limited to:  
- Adaptability  
- Creative thinking  
- Ethical behavior  
- Leadership  
- Positive attitude  
- Risk-taking | B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs. | B. Evaluate how entrepreneurial character traits influence career opportunities. | B. Analyze entrepreneurship as it relates to personal character traits. |
| C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:  
- Bake sale  
- Crafts  
- Lemonade stand  
- Pet care | C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:  
- Marketing  
- Production  
- Research and development  
- Selection of goods and services | C. Identify and describe the basic components of a business plan, such as, but not limited to:  
- Business idea  
- Competitive analysis  
- Daily operations  
- Finances/budget  
- Marketing  
- Productive resources (human, capital, natural)  
- Sales forecasting | C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:  
- Community Based Organizations (i.e. chambers of commerce, trade/technical associations, Industrial Resource Centers)  
- Financial institutions  
- School-based career centers |
<table>
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<tr>
<th>Pathways to Success Exploring Career Options - A Resource Guide</th>
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</thead>
</table>

- Small Business Administration services (i.e. SCORE, Small Business Development Centers, Entrepreneurial Development Centers)
- Venture capital
### XXXIX. GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Aptitudes:</strong></td>
<td>Capacity to learn and understand.</td>
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<tr>
<td><strong>Associate degree:</strong></td>
<td>A postsecondary degree typically earned within a two-year timeframe.</td>
</tr>
<tr>
<td><strong>Baccalaureate degree:</strong></td>
<td>A postsecondary degree, also known as a bachelor's degree, typically earned within a four-year timeframe from a college or university.</td>
</tr>
<tr>
<td><strong>Benefits:</strong></td>
<td>Something of value that an employee receives in addition to a wage or salary. Examples include health and life insurance, vacation leave, retirement plans, etc.</td>
</tr>
<tr>
<td><strong>Budget:</strong></td>
<td>A financial plan that summarizes anticipated income and expenditures over a period of time.</td>
</tr>
<tr>
<td><strong>Business plan:</strong></td>
<td>A prepared document detailing the past, present, and future of an organization.</td>
</tr>
<tr>
<td><strong>Career and technical centers:</strong></td>
<td>Schools that educate secondary students and adults through academic instruction, job preparation and acquisition of occupational skills leading to credentials and/or employment in specific industries. The centers also provide opportunities for transition to postsecondary education and continuing education.</td>
</tr>
<tr>
<td><strong>Career cluster:</strong></td>
<td>A grouping of related occupations, which share similar skill sets.</td>
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<tr>
<td><strong>Career days:</strong></td>
<td>Special events that allow students to meet with employers, career development specialists, community-based organization representatives, and postsecondary educators. Events are designed to encourage students to gain information about careers and job opportunities.</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Career plan</td>
<td>A document developed by the student that identifies a series of educational studies and experiences to prepare them for postsecondary education and/or work in a selected career cluster or area.</td>
</tr>
<tr>
<td>Career portfolio</td>
<td>An ongoing, individualized collection of materials (electronic or hard copy) that documents a student’s educational performance, career exploration and employment experiences over time. While there is no standard format that a career portfolio must take, it typically includes a range of work, containing assignments by the teacher/counselor and selections by the student. It serves as a guide for the student to transition to postsecondary education and/or the workplace.</td>
</tr>
<tr>
<td>Career retention and advancement</td>
<td>Career retention is the process of keeping a job. Career advancement is the process of performing the necessary requirements to progress in a career.</td>
</tr>
<tr>
<td>CareerLinks</td>
<td>A cooperative system that provides one-stop delivery of career services to job seekers, employers and other interested individuals.</td>
</tr>
<tr>
<td>Certificate/licensure</td>
<td>A document, issued by associations, employers, educational institutions, government, etc., confirming that one has fulfilled the requirements and is able to perform to a specified level of proficiency within a career field.</td>
</tr>
<tr>
<td>Child Labor Laws</td>
<td>Legislation governing the employment of children under the age of 18.</td>
</tr>
<tr>
<td>Competitive Analysis</td>
<td>A tool that allows a business to identify its competitors and evaluate their respective strengths and weaknesses.</td>
</tr>
<tr>
<td>Cooperative education</td>
<td>A structured method of instruction whereby students alternate or coordinate their high school studies with a job in a field related to their academic or career objectives.</td>
</tr>
<tr>
<td>Entrepreneurs</td>
<td>Individuals who engage in the process of organizing, managing, and assuming the risk of a business or enterprise.</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>The process of organizing, managing, and assuming the risks of a business or enterprise.</td>
</tr>
</tbody>
</table>
Fair Labor Standards Act: A federal law that defines overtime and wage requirements.

Fixed/variable expenses: Fixed expenses are regular in their timing and amount, and include such things as rent, mortgage, car payment, and insurance. Variable expenses are irregular in their timing and amount, and include such things as food, clothing, home and car maintenance, entertainment, and gifts.

Global influences: Political and cultural changes, which impact the world and its economy.

Gross pay: The amount earned before deductions, such as taxes, insurance, and retirement/pension plan.

Industrial Resource Centers: Non-profit corporations, which provide assistance to improve the competitive position of small-to-medium sized manufacturers.

Internship: A work experience with an employer for a specified period of time to learn about a particular industry or occupation, which may or may not include financial compensation. The workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation.

Job shadowing: Typically as part of career exploration activities in late middle and early high school, a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students explore a range of career objectives and to possibly select a career pathway.

Labor supply: The number of persons either working or unemployed and actively seeking work.

Marketing: The process or technique of promoting, selling, and distributing a product or service.

Material Safety Data Sheets: Federally mandated listings of all hazardous materials that will impact the health and safety of the workers and that are required to be posted in the workplace.
<table>
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<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Mediation</td>
<td>Third-party intervention between conflicting parties to promote reconciliation, settlement, or compromise.</td>
</tr>
<tr>
<td>Net pay</td>
<td>The amount remaining after deductions, such as taxes, insurance, and retirement/pension plan.</td>
</tr>
<tr>
<td>Networking</td>
<td>The act of exchanging information, contacts, and services.</td>
</tr>
<tr>
<td>Non-traditional careers</td>
<td>Fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.</td>
</tr>
<tr>
<td>O*NET</td>
<td>Occupational Information Network (O*NET) is a free public access online web-based system provided by the US Department of Labor, which includes comprehensive up-to-date occupational information including skills, knowledge, abilities and tasks for more than 950 occupations.</td>
</tr>
<tr>
<td>Operating costs</td>
<td>The funds necessary to operate a business, not including the cost of goods sold. This is also referred to as overhead.</td>
</tr>
<tr>
<td>OSHA</td>
<td>The Occupational Safety and Health Administration is a national agency with representatives in each state who monitor health and safety issues in the workplace.</td>
</tr>
<tr>
<td>Professional associations</td>
<td>Organizations of people having common interests.</td>
</tr>
<tr>
<td>Professional degree</td>
<td>A title conferred on students by a college, university or professional school upon completion of a program of study.</td>
</tr>
<tr>
<td>Registered apprenticeship</td>
<td>A formal program registered with the US Department of Labor’s Bureau of Apprenticeship and Training and with the PA Apprenticeship Council. This program must follow strict guidelines as to the types of training and amount of training time an apprentice receives and leads directly into occupations requiring such training for entry.</td>
</tr>
</tbody>
</table>
### Pathways to Success
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**Resume:** A summary of one’s personal qualifications, education/training and employment experience.

**Salaries/benefits:** Financial compensation paid regularly for services (see benefits for definition).

**Sales forecasting:** Predicting the number of services or units likely to be sold over a specified period of time.

**School-based career centers:** Specialized areas in schools equipped with resources and materials used to research postsecondary and occupational opportunities.

**School-based enterprise:** The production of goods or services as part of a school program.

**SCORE:** An acronym for Service Corps of Retired Executives, a Small Business Administration federally-sponsored program to assist small-to-medium sized companies.

**Self inventories:** Evaluations of an individual’s strengths, weaknesses, and interests, as it relates to career planning.

**Tech Prep:** The name given to programs that offer at least four years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers. The curricula are designed to build student competency in academic subjects, as well as to provide broad technical preparation in a career area.

**Technical literacy:** The ability of individuals to use existing and emerging technologies, equipment, language, materials, and manuals to participate intelligently in performing tasks related to everyday life, school, and/or job.

**Time management strategies:** Scheduling techniques used to effectively and efficiently direct or control activities.

**Traditional careers:** Fields of work for which individuals from one gender comprise more than 25 percent of the individuals employed in each such occupation or field of work.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Unemployment:</td>
<td>Measurement of the number of people who are not working and who are actively seeking work.</td>
</tr>
<tr>
<td>Venture capital:</td>
<td>Public or private funds invested in a potentially profitable business enterprise despite risk of loss.</td>
</tr>
<tr>
<td>Vocational rehabilitation centers:</td>
<td>Educational facilities that provide life skills and occupational training services for individuals with special needs.</td>
</tr>
<tr>
<td>Wages:</td>
<td>Payments of money for labor or services according to contract and on an hourly, daily, or piecework basis.</td>
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<tr>
<td>Web-based training:</td>
<td>Instruction that is available online.</td>
</tr>
<tr>
<td>Work habits:</td>
<td>Acquired behaviors that individuals regularly perform in completing tasks related to chores, school, and/or job.</td>
</tr>
<tr>
<td>Working conditions:</td>
<td>The environment in which an individual is employed.</td>
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</table>
The Pennsylvania Academic Standards for Career Education and Work Core* Crosswalk

*With the Following Pennsylvania Academic Standards: Mathematics; Reading, Writing, Speaking and Listening; Family and Consumer Science; Science and Technology; and Economics*

<table>
<thead>
<tr>
<th>Pennsylvania Academic Standards</th>
<th>Math</th>
<th>Reading, Writing, Speaking &amp; Listening</th>
<th>Family &amp; Consumer Science</th>
<th>Science &amp; Technology</th>
<th>Economics</th>
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<tbody>
<tr>
<td>Career Education and Work Standard</td>
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</table>

13.1.3 Career Awareness and Preparation – Grade 3

A. Recognize that individuals have unique interests. 3.8.4.A, B

B. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing. 3.6.4.A, 3.8.4.A

C. Identify the range of jobs available in the community. 11.1.3.G, 3.6.4.A,C, 3.8.4.B, 6.5.3.B, 6.1.3.C

D. Describe the work done by school personnel and other individuals in the community. 3.8.4.B,C, 6.1.3.C

E. Explore how people prepare for careers. 3.8.4.A,B

F. Explain why education and training plans are important to careers.

13.1.5 Career Awareness and Preparation – Grade 5

A. Describe the impact of individual interests and abilities on career choices.

* Standards listed on this crosswalk fully meet the CEW Standards when the listed standard in the other academic area is accomplished. No modification or careful selection of the topic of the instruction is required for the CEW standard to be met. Hence, there is a direct relationship between the CEW standard or indicator and the other academic standard listed.

Career Development Leaders and Network V0705
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<tr>
<td>B. Relate the impact of change to both traditional and nontraditional careers.</td>
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</tbody>
</table>
| C. Describe the range of career training programs in the community such as, but not limited to:  
  - Two-and-four year colleges  
  - Career and technical centers  
  - Career Links  
  - Community/recreation centers  
  - Faith-based organizations  
  - Local industry training centers  
  - Military  
  - Registered apprenticeship  
  - Vocational rehabilitation centers  
  - Web-based training |      |                                       |                          |                      |           |
| D. Describe the factors that influence career choices, such as, but not limited to:  
  - Geographic location  
  - Job description  
  - Salaries/benefits  
  - Work schedule  
| E. Investigate people’s rationale for making career choices. |      |                                       |                          |                      |           |

3.6.4.C

3.8.7.A,B

Note: Standards listed on this crosswalk fully meet the CEW Standards when the listed standard in the other academic area is accomplished. No modification or careful selection of the topic of the instruction is required for the CEW standard to be met. Hence, there is a direct relationship between the CEW standard or indicator and the other academic standard listed.
### Pennsylvania Academic Standards

|-----------------------------------|------|----------------------------------------|---------------------------|----------------------|-----------|
| **F.** Identify the components of a career plan, such as, but not limited to:  
  • Beginnings of career portfolio  
  • Career goals  
  • Individual interests and abilities  
  • Training/education requirements and costs |      |                                        |                           |                      |           |

### 13.1.8 Career Awareness and Preparation – Grade 8

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<tbody>
<tr>
<td><strong>A.</strong> Relate careers to individual interests, abilities, and aptitudes.</td>
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<tr>
<td><strong>B.</strong> Explain how both traditional and nontraditional careers offer or hinder career opportunities.</td>
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<tr>
<td><strong>C.</strong> Explain the relationship of career training programs to employment opportunities.</td>
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</tbody>
</table>
| **D.** Analyze the economic factors that impact employment opportunities, such as, but not limited to:  
  • Competition  
  • Geographic location  
  • Global influences  
  • Job growth  
  • Job openings  
  • Labor supply  
  • Potential advancement  
  • Potential earnings  
  • Salaries/benefits  
  • Unemployment | | | 6.5.9.A,B,C, D,E | | |

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<td></td>
<td></td>
<td>Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.</td>
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<tr>
<td>F.</td>
<td></td>
<td>Create an individualized career plan including, such as, but not limited to: • Assessment and continued development of career portfolio • Career goals • Cluster/pathway opportunities • Individual interests and abilities • Training/education requirements and financing</td>
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13.1.11 Career Awareness and Preparation – Grade 11

<table>
<thead>
<tr>
<th>A.</th>
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<tbody>
<tr>
<td>Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.</td>
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<table>
<thead>
<tr>
<th>B.</th>
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<tbody>
<tr>
<td>Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</td>
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<tr>
<td>C. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: Career days, Career portfolio, Community service, Cooperative education, Graduation/senior project, Internship, Job shadowing, Part-time employment, Registered apprenticeship, School-based enterprise</td>
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<tr>
<td>D. Justify the selection of a career.</td>
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<tr>
<td>E. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: Associate degree, Baccalaureate degree, Certificate/licensure, Entrepreneurship, Immediate part/full time employment, Industry training, Military training, Professional degree, Registered apprenticeship, Tech Prep</td>
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<tr>
<td>F. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</td>
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</table>
### Pennsylvania Academic Standards

|-----------------------------------|------|----------------------------------------|----------------------------|----------------------|-----------|

#### 13.2.3 Career Acquisition (Getting a Job) – Grade 3

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<tr>
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<tbody>
<tr>
<td><strong>A.</strong> Identify appropriate speaking and listening techniques used in conversation.</td>
<td>1.6.3.A,C,D,E</td>
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<tr>
<td><strong>B.</strong> Discuss resources available in researching job opportunities, such as, but not limited to:</td>
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<tr>
<td>· Internet</td>
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<tr>
<td>· Magazines</td>
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<tr>
<td>· Newspapers</td>
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<tr>
<td><strong>C.</strong> Compose a personal letter.</td>
<td>1.4.3.B</td>
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<tr>
<td><strong>D.</strong> Identify the importance of developing a plan for the future.</td>
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<tr>
<td><strong>E.</strong> Discuss the importance of the essential workplace skills, such as, but not limited to:</td>
<td>3.7.4.A,B</td>
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<tr>
<td>· Dependability</td>
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<tr>
<td>· Health/safety</td>
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<td>· Team building</td>
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<tr>
<td>· Technology</td>
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#### 13.2.5 Career Acquisition (Getting a Job) – Grade 5

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<tbody>
<tr>
<td><strong>A.</strong> Apply appropriate speaking and listening techniques used in conversation.</td>
<td>1.6.5.A,C</td>
<td></td>
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</tr>
<tr>
<td><strong>B.</strong> Identify and review resources available in researching job opportunities, such as, but not limited to:</td>
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<tr>
<td>· Internet</td>
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<tr>
<td>· Magazines</td>
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<tr>
<td>· Newspapers</td>
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<tr>
<td>Career Education and Work Standard</td>
<td>Pennsylvania Academic Standards</td>
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<tr>
<td></td>
<td>Math</td>
<td>Reading, Writing, Speaking &amp; Listening</td>
<td>Family &amp; Consumer Science</td>
</tr>
<tr>
<td>C. Compose and compare a business and a personal letter.</td>
<td>1.4.5.B</td>
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<tr>
<td>D. Identify individualized career portfolio components, such as, but not limited to:</td>
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<td></td>
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<tr>
<td>• Achievements</td>
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<tr>
<td>• Awards/recognitions</td>
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<tr>
<td>• Career exploration results</td>
<td></td>
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</tr>
<tr>
<td>• Career plans</td>
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<td></td>
<td></td>
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<tr>
<td>• Community service involvement/projects</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Interests/hobbies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Personal career goals</td>
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<td>• Selected school work</td>
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<td>• Self inventories</td>
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<td>E. Apply to daily activities, the essential workplace skills, such as, but not limited to:</td>
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<td>3.7.7.A,B</td>
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<td>• Commitment</td>
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<td>• Health/safety</td>
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<td>• Scheduling/time management</td>
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<td>• Team building</td>
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13.2.8 Career Acquisition (Getting a Job) – Grade 8

A. Identify effective speaking and listening skills used in a job interview. | | | |
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<td>B. Evaluate resources available in researching job opportunities, such as, but not limited to:</td>
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<td>• CareerLinks</td>
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<td>• Internet (i.e. O-NET)</td>
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<td>• Professional associations</td>
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<td>• Resource books (i.e. Occupational Outlook Handbook, PA Career Guide)</td>
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<td>C. Prepare a draft of career acquisition documents, such as, but not limited to:</td>
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<td>• Job application</td>
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<td>• Letter of appreciation following an interview</td>
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<td>• Letter of introduction</td>
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<td>• Request for letter of recommendation</td>
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<td>• Resume</td>
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<td>D. Develop an individualized career portfolio including components, such as, but not limited to:</td>
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<td>• Achievements</td>
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<td>• Awards/recognitions</td>
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<td>• Career exploration results</td>
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<td>• Career plans</td>
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<td>• Community service involvement/projects</td>
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<td>• Interests/hobbies</td>
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<td>• Personal career goals</td>
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### Pennsylvania Academic Standards

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<td>E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:</td>
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<td>• Health/safety</td>
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<td>• Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)</td>
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### 13.2.11 Career Acquisition (Getting a Job) – Grade 11

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<tbody>
<tr>
<td>A. Apply effective speaking and listening skills used in a job interview.</td>
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<td>B. Apply research skills in searching for a job.</td>
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<td>• CareerLinks</td>
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<td>• Networking</td>
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<td>• Professional associations</td>
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<td>• Resource books (i.e. Occupational Outlook Handbook, PA Career Guide)</td>
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<tr>
<td>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter of recommendation • Resume</td>
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<td>D. Analyze, revise, and apply an individualized career portfolio to chosen career path.</td>
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<tr>
<td>E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Scheduling/time management • Team building • Technical literacy • Technology</td>
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<tr>
<td>13.3.3 Career Retention and Advancement – Grade 3</td>
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<tr>
<td>A. Identify attitudes and work habits that contribute to success at home and school.</td>
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<tr>
<td>B. Identify how to cooperate at both home and school.</td>
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</table>
| C. Explain effective group interaction terms, such as, but not limited to:  
  • Compliment  
  • Cooperate  
  • Encourage  
  • Participate | 11.2.3.H |                                        |                           |                      |           |
| D. Explain how money is used. | 11.1.3.A,B |                                        |                           | 6.2.3.C,L |           |
| E. Discuss how time is used at both home and school. | 11.2.3.B |                                        |                           | 6.5.3.G |           |
| F. Identify changes that occur at both home and school. |      |                                        |                           |                      | 3.6.4.A |
| G. Define and describe the importance of lifelong learning. |      |                                        |                           |                      |           |

<p>| 13.3.5 Career Retention and Advancement – Grade 5 |      |                                        |                           |                      |           |
| A. Explain how student attitudes and work habits transfer from the home and school to the workplace. |      |                                        |                           |                      |           |</p>
<table>
<thead>
<tr>
<th>B. Explain the importance of working cooperatively with others at both home and school to complete a task.</th>
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<tbody>
<tr>
<td><strong>C.</strong> Identify effective group interaction strategies, such as, but not limited to:</td>
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<tr>
<td>• Building consensus</td>
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<tr>
<td>• Communicating effectively</td>
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<td>• Establishing ground rules</td>
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<tr>
<td>• Listening to others</td>
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<tr>
<td><strong>D.</strong> Explain budgeting.</td>
<td>11.19.B</td>
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<td>6.5.6.E,G</td>
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<td><strong>E.</strong> Develop a personal schedule based on activities and responsibilities at both home and school.</td>
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<tr>
<td><strong>F.</strong> Describe the impact of changes at home, school, and work.</td>
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<tr>
<td><strong>G.</strong> Describe how personal interests and abilities impact lifelong learning.</td>
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</table>

**13.3.8 Career Retention and Advancement – Grade 8**

| A. Determine attitudes and work habits that support career retention and advancement. |      |      |      |      |           |
| B. Analyze the role of each participant’s contribution in a team setting. |      |      |      |      |           |
### Pennsylvania Academic Standards

|-----------------------------------|------|----------------------------------------|---------------------------|----------------------|-----------|
| C. Explain and demonstrate conflict resolution skills:  
  - Constructive criticism  
  - Group dynamics  
  - Managing/leadership  
  - Mediation  
  - Negotiation  
  - Problem solving |      |                                        |                           |                      |           |
| D. Analyze budgets and pay statements, such as, but not limited to:  
  - Charitable contributions  
  - Expenses  
  - Gross pay  
  - Net pay  
  - Other income  
  - Savings  
  - Taxes |      |                                        |                            | 11.1.12.B              |           |
| E. Identify and apply time management strategies as they relate to both personal and work situations. |      |                                        |                            |                      | 11.2.9.B |
| F. Identify characteristics of the changing workplace and explain their impact on jobs and employment. |      |                                        |                            |                      |           |
| G. Identify formal and informal lifelong learning opportunities that support career retention and advancement. |      |                                        |                            |                      |           |

13.3.11 Career Retention and Advancement – Grade 11

<table>
<thead>
<tr>
<th>A. Evaluate personal attitudes and work habits that support career retention and advancement.</th>
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<tr>
<td>B. Evaluate team member roles to describe and illustrate active listening techniques:</td>
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<tr>
<td>• Clarifying</td>
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<td>• Encouraging</td>
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<td>• Reflecting</td>
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<td>• Restating</td>
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<tr>
<td>• Summarizing</td>
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<tr>
<td>C. Evaluate conflict resolution skills as they relate to the workplace:</td>
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<td>11.2.12.H</td>
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<tr>
<td>• Constructive criticism</td>
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<td>• Group dynamics</td>
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<td>• Managing/leadership</td>
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<td>• Mediation</td>
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<td>• Negotiation</td>
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<tr>
<td>• Problem solving</td>
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<td>D. Develop a personal budget based on career choice, such as, but not limited to:</td>
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<td>• Charitable contributions</td>
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<td>• Fixed/variable expenses</td>
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<td>• Gross pay</td>
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<td>E. Evaluate time management strategies and their application to both personal and work situations.</td>
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<td>F. Evaluate strategies for career retention and advancement in response to the changing global workplace.</td>
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<td>G. Evaluate the impact of lifelong learning on career retention and advancement.</td>
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### Pennsylvania Academic Standards

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#### 13.4.3 Entrepreneurship – Grade 3

A. Define entrepreneurship.

B. Describe the character traits of successful entrepreneurs, such as, but not limited to:
   - Adaptability
   - Creative thinking
   - Ethical behavior
   - Leadership
   - Positive attitude
   - Risk-taking

C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:
   - Bake sale
   - Crafts
   - Lemonade stand
   - Pet care

#### 13.4.5 Entrepreneurship – Grade 5

A. Identify the risks and rewards of entrepreneurship.

B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.

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<tr>
<td>C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</td>
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<td>6.1.6.B</td>
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<td>6.2.6.A,B,E,E,F,G</td>
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**13.4.8 Entrepreneurship – Grade 8**

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<tr>
<th>A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:</th>
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<tr>
<td>B. Evaluate how entrepreneurial character traits influence career opportunities.</td>
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<td>6.5.9.F</td>
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<td>C. Identify and describe the basic components of a business plan, such as, but not limited to:</td>
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Pathways to Success
Exploring Career Options - A Resource Guide
(09/05)
### Pennsylvania Academic Standards

|-----------------------------------|------|----------------------------------------|---------------------------|----------------------|-----------|

#### 13.4.11 Entrepreneurship – Grade 11

A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.

B. Analyze entrepreneurship as it relates to personal character traits.

C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:
   - Community Based Organizations (i.e. chambers of commerce, trade/technical associations, Industrial Resource Centers)
   - Financial institutions
   - School-based career centers
   - Small Business Administration services (i.e. SCORE, Small Business Development Centers, Entrepreneurial Development Centers)
   - Venture capital

6.5.12.C
More career awareness activities for you and your child

There are many activities that you can do at home to help increase your child’s awareness of careers. Help your child think about chores and how skills he or she has learned in school are needed to complete those chores. You can use such activities as:

- Paying bills;
- Buying groceries;
- Sending birthday cards and letters;
- Getting appliances repaired;
- Shopping for clothing; and
- Organizing family activities.

Ask your child to create a timeline for his or her school day. For example:

6:30—Get out of bed
6:35—Eat breakfast
6:45—Get dressed, comb hair, brush teeth
7:10—Make it to school
7:40—Get organized for first class
8:00—Science class
9:00—Math class
10:00—English class
11:00—Gym class
12:00—Eat lunch
1:00—Spanish class
2:00—Theater Arts class
3:00—Do homework

Then ask your child to think about how this or her workday may be similar or different.

Teachable moments

Put names of different careers in a bowl. Each month, have your child draw the name of a career out of the bowl. During the month, have your child collect as much information as he or she can about that career. Reward your child at the end of the month for collecting the information and discuss the career with him or her.

Ask your child the following questions:

- Would you like to work alone or in a group?
- Would you rather work inside or outside?
- Would you prefer working during the day or during the night?
- Would you mind wearing a uniform?
- Would you like to make things or sell things?
- Would you rather travel or stay close to home?
- Would you like to work with your hands?
- Would you prefer to give directions or follow directions?
- Would you rather use communication skills or math skills?

Have your child “interview” you about what you used to think about school and careers growing up. Here are some sample questions for your child to ask:

- What were your favorite school subjects?
- What did you like to do with your free time?
- What career did you think about when you were young?
- Did you follow the career path you dreamed about when you were young? Why or why not?
- What obstacles were in the way of your career path?
- What did your parents want you to do?
- Who helped you make your career decision?
- What did you learn in school that helped you the most?
- What is your favorite thing about the work you do now?
- What do you like least about the work you do now?
- What skills did you learn in elementary school that you use in your work now?
- What skills did you learn in elementary school that you use in your home life?

Help your child discover the world of work from an early age.

Pennsylvania/America’s Career Resource Network
Pennsylvania Department of Education
Bureau of Career and Technical Education
333 Market Street, Harrisburg, PA 17120-0333
Contact: Jay D. Cannan at (717) 787-8082
www.pde.state.pa.us
Why is it important to get an early start?

Elementary school is not too early to start teaching your child about career awareness. It is important for your child to become aware of how his or her schooling is connected to a successful future. While in elementary school, you can help your child:

✓ Discover the variety of jobs available to him or her;
✓ Connect what he or she is learning in school to real-world situations;
✓ Imagine himself or herself in an occupation; and
✓ Develop work-readiness skills such as working and playing with others, making decisions, solving problems and being a leader.

Many times, children choose careers based on what they see on television or what their parents do for a living. If you help your child learn about a broad range of careers, he or she will have more information when it comes time to choose a career.

To help your child understand how his or her schoolwork will be used in a future career, you can explain the skills workers use in their jobs.

For example:

✓ A veterinarian uses math skills to calculate the amount of medicine a cat will need;
✓ A reporter needs writing skills to compose newspaper articles; and
✓ A marine biologist relies on his or her knowledge of science to study aquatic life.

By talking with your child about the link between school and careers, you will help your child understand that school is important and that school success can open doors to his or her ideal career.

How do I start talking to my child about careers?

One way to start talking to your elementary-aged child about careers is to talk about the things that interest your child. Then, point out how these items of interest relate to activities that adults do.

For example:

• If your child likes art, discuss how adults use art to design houses, clothing, magazine ads, movie sets and even toys. Explain that art is also used to draw cartoons, arrange flowers and take photos for magazines and books.

• If your child likes to be outdoors, discuss how he or she can have a career that involves working outside, such as landscape architecture, forestry, archeology, construction worker, marine biology and commercial fishing.

• If your child is very social, discuss how people who like to talk and work with people may choose to work as a teacher, a lawyer, a customer service representative, a receptionist, a hotel manager or a convention planner.

• If your child likes to help people, talk about different ways he or she can do that in a career, such as working as a nurse, doctor, athletic trainer, family counselor or child care worker.

• If your child loves math, you may want to talk with him or her about the possibility of becoming an accountant, a computer programmer, an engineer or a statistician. You should also remind your child that almost all careers use basic math, so it is a very important skill to have.

• If your child likes to keep others safe, talk to your child about a career as a police officer, a forensic scientist, a detective, an investigator, a parole officer, a security guard or a bailiff.

Other career skills for your elementary-aged child

Elementary school is the time when your child should start learning about responsibility, cooperation, and problem solving. Here are some ways you as a parent can help your child learn these valuable skills for school and for work:

• Help your child develop a positive attitude and feel good about his or her life.

• Talk about what your child likes and dislikes, and explain that every person has different likes and dislikes.

• Have your child think about how his or her behavior might affect the feelings of other children.

• Resolve conflicts in a positive manner.

• Talk to your child about how he or she is feeling, and teach your child to deal with his or her emotions in a healthy manner.

• Have your family work as a team to complete a home project.

• When your child makes a mistake, work to correct the mistake and to prevent the same mistake from happening again.

• Take your child to school on time, and teach your child the importance of punctuality.

• Involve your child in real-world examples of decision-making. Talk to your child about how his or her decisions impact other people.

• Explain why work is important—not only for a source of income but also as a way to contribute to society.

Being an involved parent and encouraging your child to think about careers from an early age will help your child be successful in life.
How can I help my child experience careers?

While your child is in middle and high school, he or she can participate in many career exploration activities. These activities may include:

**Informational interviewing.**
Encourage your child to talk to people who work in his or her chosen career. Your child should let each person know the purpose of the call and determine how much time the individual has to talk. Important questions to ask include:

- What daily activities do you do on your job?
- How did you decide to choose this career?
- What kind of training did you need to enter this career?
- What do you like most about your work?
- What do you like least about your work?

**Career fairs.**
Take every opportunity to attend career fairs with your child so he or she has the chance to learn more about various careers. Career fairs are often offered in high schools, local colleges or by the local chamber of commerce.

**Job-shadow experiences.**
The more your child sees people in the work environment, the more informed he or she will be about possible careers. Check to see if programs such as “Take Your Child to Work Day” exist in your community.

**Internships and work-based learning.**
These programs sometimes allow your child to gain high school credit while exploring his or her career interest area. Internships and work-based learning may be paid or unpaid experiences.

**Volunteer work.**
Encourage your child to volunteer for a business or organization that provides jobs in his or her career interest area.

**Volunteer classes.**
If your child’s high school offers vocational classes in an area that interests him or her, encourage your child to take those classes to get hands-on experience with the tools and skills used in the career area.

**Field trips.**
Field trips are another way for your child to see workers in many different careers. Before your child goes on a school field trip, ask him or her to watch for different types of workers and careers while on the field trip. Then discuss those careers with your child afterwards. You may also arrange a field trip, just for you and your child, to a business or organization that employs people in your child’s chosen career.

Remember that career choice is a personal decision. Do not try to steer your child to a particular career because you think it is something you might like.

Your child may change his or her career interest as a result of increased exposure to careers. Continue to encourage your child as career choices change—the more informed he or she is about careers, the better his or her career decision will be.

The following resources provide you and your child with important information regarding career decision-making:

- **U.S. Department of Labor’s Occupational Outlook Handbook.** Find it at your local library or online at: http://www.bls.gov/ooh/home.htm.
- **Your state’s Career Resource Network Office.** Your state’s Career Resource Network Office will have career information and more information about the career decision-making process. To find your state’s Career Resource Network Office, go to: http://www.acnet.org and click on “Network.”
- **The U.S. Department of Labor’s Occupational Information Network (O*Net)** can be found online at: http://online.onetcenter.org/ and click on “Skills Search.”
- **America’s Career InfoNet,** created by a federal/state partnership coordinated by the U.S. Department of Labor, can be found online at: http://www.acinet.org/acinet/default.asp.
Why is my help important?

Great careers do not simply happen. That is why it is important for your child to make career plans. You are the best person to ensure that your child is making wise career choices.

- Research shows that parents have the greatest influence on their children’s career choices.
- As a parent, you know your child better than anyone else does.
- You have more interest in helping your child choose a rewarding career than anyone else.
- Your child’s future is too important to be left to “luck” or “chance.”

Here are some important notes about your child’s career decision-making process:

- Because of your child’s limited knowledge about career opportunities, he or she needs guidance to choose the best educational and career path.
- Your child should explore many different careers and think about what he or she likes and dislikes about each one before focusing on a career.
- It is important to have a career plan in place before investing time, energy and money in college.

How do I help my child make career plans?

Be an active partner with your child as he or she takes each of these steps. Help your child:

- Figure out his or her likes and dislikes and what is important to him or her.
  Choosing the right career requires that your child understand his or her interests, personality, skills and values. There are a variety of assessment instruments that career counselors use to help students identify their interests. You can also help your child think about his or her interests, personality, skills and values by discussing the things he or she likes and how those preferences relate to career choices. For more information on interest assessments, see the “Helping Your Child Identify Interests” section of the Parent’s Guide at: http://www.acnetwork.org/parents/guide/.

- Learn about careers.
  It is important for your child to have as much information as possible about his or her career interests. Many career decisions are made with limited information, and this can result in wrong career choices. Help your child gather written information about his or her career interests, talk with people who work in the career, and experience work in his or her chosen career. See the U.S. Department of Labor’s Occupational Information Network (O*Net) at: http://online.onetcenter.org/. Click on “Skills Search.”

- Set primary and secondary goals.
  Your child may have a dream career in mind, but he or she should explore alternative goals as well. For example, if your child’s primary career goal is to be a professional athlete, he or she should also consider other goals in the sports field, such as sports medicine, sports promotion, coaching or physical education. It is always wise to have alternative goals to work towards.

Create and follow a plan.

Help your child create an educational plan to reach his or her career goal. This includes carefully choosing courses to take in high school. Make sure that your child is well prepared for college or other post-high school training.

What information does my child need about careers?

In order to be well informed about his or her career choice, you should help your child gather information that will help him or her decide if the career choice matches personal interests, skills and values. Here are some questions that should be explored:

- What will I do in a typical workday?
- What preparation/education do I need?
- Where can I get training for this career?
- Will there be jobs available in the future, when I complete my training?
- How much does this job pay? An exercise in budgeting can help your child decide if he or she will be able to maintain the lifestyle of his or her choice on the expected salary.
- What knowledge and skills are used in this work?
- Are these knowledge and skill areas in which I am already strong, or will I need additional development? How do I get that development?
- What opportunities for advancement are in this career?
- Is the work environment (indoors/outdoors, office/factory, groups/alone) one in which I work best?
- Does the work require physical activity, and am I willing and able to perform at the level...
Hands-on career exploration

There are many ways for your child to "try-on" careers during the middle and high school years:

✔ Have your child volunteer for organizations that hire people in his or her career interest area.
✔ Let your child take part-time or summer jobs that relate to his or her career interest area.
✔ Find someone who works in your child’s career interest area and arrange for your child to watch that worker for a day.
✔ Help your child find an internship or work-based learning experience related to his or her career interest area. Your child may be able to get high school credit for this type of work experience.
✔ Find out if your child’s high school offers vocational classes in a field in which he or she is interested.

Where can my child find quality career information for exploration?

There are many resources for career exploration. The career center or library in your child’s school may be the first place to start. Your child’s school or local library may also have a computerized career information delivery system (CIDS) to provide career information to your child.

Every state has a local office of America’s Career Resource Network (ACRN). ACRN is a nationwide network dedicated to helping young people and adults identify and provide the academic and career skills they need to become productive citizens, workers and community members. You can find the contact information for the ACRN office in your state by going to: http://www.acrnetwork.org and clicking on “Network.”

For more information:
- Occupational Outlook Handbook online: http://stats.bls.gov/oco/
- America’s Career InfoNet: http://www.cdcnet.org
- O*Net: http://online.onetcenter.org
- Starting the Conversation, Career Development Resources, Texas Workforce Commission: http://www.wc.state.tx.us/Parents/StartingConversation/StartingConversationParent.html
- Career Decision-Making, Georgia Career Information System: http://www.gec.peachnet.edu/CAN/careerMAIN.htm
- Your Child’s Career, A Website for Parents: http://www.yourchildscareer.org/careerplanning/careerplan_no_plan.htm

Pennsylvania/ America’s Career Resource Network

Why Should My Child Explore Careers?

A parent’s guide to career exploration.
Why should my child explore careers?

For your child to make good career decisions, he or she must explore and investigate many careers. Active participation in career exploration activities will help your child become aware of the many career opportunities available and the steps that need to be taken to reach his or her career goals. Some advantages of career exploration include:

- Understanding the work environments of interesting careers;
- Exposing your child to careers he or she may have never considered; and
- Discovering the various types of post-high school education and training, as well as their costs, so your child does not waste time and money getting training unrelated to his or her chosen career.

Start career exploration early

Career exploration should begin in middle school. It should be a continual process throughout your child’s middle and high school years.

Career development is a life-long process and your child’s plans will probably change as he or she gathers more information. Exploring careers does not mean that decisions have to be made and set in stone. It does mean that as your child makes decisions about his or her career direction, those decisions will be based on concrete realistic information.

The number one reason students drop out of college is a lack of career focus. Also, the more undecided a college student is, the more likely he or she will need to spend extra money and years in college earning a degree.

What should career exploration look like?

Career exploration begins with the awareness that different occupations exist. It continues with research and “trying out” several occupations. There are two ways to explore careers; one is to investigate and the other is to experience. Your child should engage in both.

Investigating careers:

Your child should collect as much information as possible about several career options. Your child may be interested in careers that are similar, such as an Animal Scientist, Veterinarian and Dolphin Trainer; or your child may have wide-spread interests and want to explore careers in a variety of fields, such as Firefighter, Mental Health Counselor and Electrician. Whether your child’s interests are focused or general, he or she will be able to create a more realistic educational and career plan by participating in career exploration activities.

Information about careers that should be investigated include:

- What education does this career require?
- Where is the education/training available?
- Am I able to access the education/training needed to enter this career?
- What is the future outlook for this career?
- What is the path for advancement in this career?
- What other careers are closely related to this career?
- What are the normal work hours?
- Does this career require travel?
- What health and retirement benefits are generally found in this line of work?
- What are the typical wages for this career?
- Do I need to relocate to find a job?
- Do the tasks match my interests and values?

Help your child create a career portfolio.

A career portfolio is a collection of your child’s academic and work experiences, career interest assessments and personal achievements. A career portfolio can encourage your child to keep a record of important academic and career information that he or she may need in the future.

Teachable moment

Help your child make a career portfolio using a file, envelope, journal, scrapbook or other storage device. As your child investigates careers, encourage him or her to put copies of the information gathered into the career portfolio. The portfolio may also be a place for your child to:

- Record and save dates, places and duties performed in volunteer work, paid jobs, internships or work-based learning experiences. This information can be later transferred to a resume or job application.
- Record classes taken in middle and high school and grades received in those classes.
- Store information about education and training research and the colleges or other training locations explored by your child.
- Record results from interest and personality assessments.
- Store records of awards, achievements or honors.
- Record information about extracurricular activities.

When your child keeps all of his or her career and educational exploration information in one place, it will be easily accessible when he or she is ready to apply to college, apply for a job or create a resume. It will also help your child compare the information he or she gathers in the career exploration process.
What are Career Clusters?

The sixteen Career Clusters were developed to relate occupations to broad industries. Within each cluster are several “pathways,” which provide a more focused category within the cluster. These are useful to educators, industry groups, employers, parents, and others. Some occupations will occur in more than one cluster or pathway.

Career Clusters prepare all students for colleges and careers.

Educators helping students learn career management skills can encourage students to explore a range of career options by focusing attention on broad areas (clusters or pathways) rather than specific occupations. Since each cluster includes occupations with a range of skill and training requirements, students can concentrate on groups of occupations most suitable to their individual needs.

Skills and knowledge required for the occupations in each cluster have been identified. This information can be used by educators to help ensure that students are acquiring the qualifications they need for employment and by industry groups and employers to help structure job descriptions and employee training programs. Parents can use cluster information to learn about qualifications and training and to help their children explore career possibilities.

For more information on Career Clusters, visit the States’ Career Clusters website at:

www.careerclusters.org

Pennsylvania Career Resource Network is a part of America’s Career Resource Network, a program of the U.S. Department of Education to support career guidance and academic counseling programs.
Pathways to Success
Exploring Career Options - A Resource Guide

I've helped my child identify interests. What's next?

Talk with your child about how his or her interests relate to careers. If your child has an interest in outdoor work, help him or her explore careers, from gardening to oceanography. If your child wants to help people, explore careers from teaching to medicine.

If your child has a list of careers based on his or her interest assessments, help your child explore those careers, as well as similar careers. For example, if computer programming is a career listed on your child's interest assessment, help your child also explore information about web development, video game development, network technology, and computer support occupations.

Information about careers and the interests that relate to careers is available from a variety of resources.

- Contact your state's Career Resource Network office. Most Career Resource Network offices have career information systems that you and your child can access from home. A list of offices is available at: http://www.acrnetwork.org/network.
- America's Career InfoNet is available on the Internet at: http://www.acrnet.org/acrnet.
- Your local library has career information books and publications, as well as Internet access to explore online career information.

What are some activities that can help nurture my child's interests?

If your child has an interest in animals, he or she might like to:
- Join a 4-H Club.
- Volunteer at a local veterinary clinic or zoo.
- Walk or care for a neighbor's dog.

If your child has an interest in art, he or she might like to:
- Design a personal website.
- Make birthday or holiday cards for relatives and friends.
- Create graphics for the school newsletter.

If your child likes to help people, he or she might like to:
- Be a summer camp counselor.
- Assist at a day care center.
- Teach a younger child to read.

If your child likes to build or repair things, he or she might like to:
- Build a radio or computer from a kit.
- Take apart an old appliance and put it back together.
- Design and build a bird house.

If your child likes sports, he or she might like to:
- Play on a sports team.
- Assist a coach.
- Umpire or referee community games.
How do I help my child choose a satisfying career?

People choose careers for a variety of reasons.

- Some people focus on what they have grown up around and choose the same career as their parents.
- Some choose a career based on salary.
- Others “fall into” a career because they start working for a company and decide to stay there.

Think about your own career search. Did you choose your career based on what you like to do? If not, do you wish you had?

Research shows that your child will be more satisfied with his or her career choice if that choice is based on your child’s interests and the activities that he or she enjoys most.

How to help your child identify interests.

Discuss with your child what he or she likes to do most. Here are some questions that will help you and your child think about interests:

- What is your favorite school subject?
- What extracurricular activities do you enjoy the most?
- What are your hobbies?
- What do you like to do with friends?
- What special skills do you think you possess?
- What have you done that you are most proud of?
- What do you like to do with your free time?
- What interests you the most?

How can my child use formal interest assessments?

Many middle and high schools offer interest assessments for students. There are also some free interest assessments available on the Internet. You should encourage your child to take a number of interest assessments and to share the results of those assessments with you. Your child can try a free Internet assessment at: http://66.95.33.49/youth.cfm#1.

Here are some important facts about interest assessments that you and your child should keep in mind:

- Interest assessments are only meant to be a starting point for career exploration. They are not meant to force your child to pick a career.
- When your child takes interest assessments, let him or her know that there are no right or wrong answers.
- Because the assessments do not actually test, but rather ask questions that are left to interpretation by your child, it is important for your child to take many different interest assessments and compare the results to see if each assessment has similar results.
- Your child’s interests may change as he or she moves through school and tries new things. Interest assessments should be taken each year to assist career exploration as your child matures.

Where can I find interest assessments for my child?

The school counselor at your child’s school has access to many different interest assessments and knows how to help your child go through the process and understand the results.

What if my child doesn’t seem to have any interests?

There are many ways to help your child explore the world to find what interests him or her.

Here are some examples:

- Pay attention to the activities your child likes, the books he or she chooses to read, the television shows he or she watches, the websites he or she visits, and the way your child spends his or her free time. Discuss what your child likes or dislikes about each activity.
- Take your child to museums, art galleries, zoos, musical and theatrical performances and community and sporting events.
- Let your child try various after-school or extracurricular activities, such as art classes, computer classes or a sports team.
- Encourage your child to start a collection, and decide what will be in that collection.

As you and your child discover his or her interests, provide more opportunities for your child to learn about and develop those interests.

- Take your child to the library and encourage your child to check out books of interest to him or her.

- Provide magazines and books that can help your child learn more about his or her interests.
- Allow your child to join a club that relates to his or her interests.
- Help your child find community service activities related to his or her interests that will allow hands-on exploration.
Junior Achievement of Berks County, Inc.

http://www.jaberks.org

Junior Achievement of Berks County is a non-profit organization providing basic economic education to youth in public and parochial schools throughout the county. Even though they are an economics/business education organization, many of the programs have a career relationship. Junior Achievement currently offers the following programs in Berks County:

Elementary Programs

1. **Ourselves** (Kindergarten): Explains personal economics through a series of short stories read aloud by the volunteer.
2. **Our Families** (1st Grade): emphasizes the roles people play in the local economy as well as how they work together to make the place they live in a good place.
3. **Our Community** (2nd Grade): explores the interdependent roles of workers in a community and how communities work. **Our City** (3rd Grade): Studies careers, the skills people need to work in those careers, and how businesses contribute to a city.
4. **Our Region** (4th Grade): introduces the relationships between resources found in different regions and businesses that produce goods and services for consumers.
5. **Our Nation** (5th Grade): Examines how businesses operate in the United States and explores various economic issues that impact those businesses.
6. **Our World** (6th Grade): Focuses on imports and exports, the role of foreign exchange, and how countries are interdependent.

Middle Grades Programs

1. **Personal Economics**: Focuses on personal skills and interests, career options, and personal and family financial management.
2. **JA Enterprise in Action**: Describes the principal characteristics of the U.S. economic system and the role of business in it.
3. **The International Marketplace**: Examines how people and cultures throughout the world are connected through trade.
4. **Economics of Staying in School (ESIS)**: Explains the economic benefits of an education.
5. **JA Go Figure! - Exploring Math in Business**: Introduces business concepts through math exercises.
High School Programs

1. **JA Economics**: Examines the fundamental concepts of micro-, macro- and international economics.
2. **JA Company Program**: Analyzes and explores personal opportunities and responsibilities within a student-led enterprise.
3. **JA Success Skills**: Students develop interpersonal effectiveness and problem-solving strategies necessary for the workplace.
5. **JA Personal Finance**: Helps students make informed decisions about the effective use of income to reach personal financial goals through a Web-based curriculum.

Special Programs

1. **Dale Carnegie Youth Advantage Course** - Through the generous contribution of Dale Carnegie Leaderships Institute, Junior Achievement of Berks County offers 35 Youth Advantage scholarships to Berks County students in grades 9-12. The Youth Advantage course is an 8-week program that develops leadership skills for students. For more information on Youth Advantage scholarships contact the JA office at jab@jaberks.org.

**Junior Achievement of Berks County, Inc.**

601 Penn Street, Suite 105
Reading, PA 19601
Phone: 610-373-3500
Fax: 610-373-3637
E-mail: jab@jaberks.org

- President - Robin Costenbader-Jacobson
- Senior Program Manager - Thomas C. Minick
- Program Manager - Heather Riegel
Learning for Life Program
Hawk Mountain Council — Boy Scouts of America
http://home.epix.net/~hawkmtn/elfl.html

Many Berks school teachers and career counselors are getting considerable assistance from the Hawk Mountain Council, Boy Scouts of America via the “Learning For Life” program. Nationwide, LFL is serving over 750,000 male and female youths in more than 20,000 middle and senior high schools. Locally, the program has been reaching thousands of young people in many schools over the past 10 years.

Over 150 volunteer speakers help bridge theoretical classroom studies to the competitive work world. They tell of career pathways available in such fields as medical, law, manufacturing, engineering, financial, and social services. Students hear first-hand of job requirements, earning potential, trends and opportunities in specific jobs. The speakers talk about what they do on a day-to-day basis, the good things and bad things about their job, the training required to do the job, the salary range just to name a few. Whenever possible, the speakers take along some of their tools of the trade for a show and tell.

There are also career-related Explorer Posts meeting monthly in the area specializing in categories such as medical care, health, journalism, dentistry and law under the “Learning For Life” banner.

The Berks County posts and their contact persons are:

Post 275 - Health Careers at the Reading Hospital. Contact Mary Balthaser, 610-988-4319.
Post 485 - Journalism, Professional Writing Careers at the Reading Eagle offices. Contact Karen Miller, 610-371-5052.
Post 320 - Dentistry Careers at the office of Dr. D.J. Henschel. Call 610-777-6545 for information.
Post 221 - Lawyer Careers at the office of Eric Strahn. Call 610-779-3830 for information.
Post 345 - Cosmetology Careers at Empire Beauty School. Contact Michelle Schittler, 610-372-2777.

Annually the “Learning For Life” program conducts a Career Interest Survey in many Berks County school districts in grades 8 to 11. The purpose of the survey is to identify students who may be interested in joining an Explorer post and to identify career areas where posts are needed. The results of the survey are provided to the high school counseling departments.

LFL Consultant: Paul Garrison
B: 610-926-3406
Email: hawkmtn@epix.net
National Website
http://www.learning-for-life.org
OOQ Online is based on the print periodical Occupational Outlook Quarterly and mirrors its print counterpart.

The Occupational Outlook Quarterly provides practical information on jobs and careers. Articles are written in straightforward, non-technical language and cover 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.

The following features appear in most issues of the online and print editions of Occupational Outlook Quarterly:

- Grab Bag presents a collection of brief items of interest to counselors and students.
- You're a what? explores unusual occupations by taking a look at the career of someone in that occupation.
- OOChart is a graphic presentation of data of interest to counselors and students.

OOQ Online includes an index of online articles published in print starting with the Spring 1999 edition. In addition, a 5-year index for articles in print is available. Reprints of some articles can be ordered.

Established in 1915, Monthly Labor Review is the principal journal of fact, analysis, and research from the Bureau of Labor Statistics, an agency within the U.S. Department of Labor. Each month, economists, statisticians, and experts from the Bureau join with private sector professionals and State and local government specialists to provide a wealth of research in a wide variety of fields—the labor force, the economy, employment, inflation, productivity, occupational injuries and illnesses, wages, prices, and many more. The site also includes book reviews of current titles that will be of interest to career professionals. The online version of the Review can be accessed at the web address listed above.
Career Pro News is a daily e-mail newsletter service of Bridges Transitions, Inc. The information can also be accessed at the web address listed above. Bridges Transitions is a leading provider of software-based and online education planning, career exploration, and high school/college test prep resources. To subscribe to the service, simply access the website and click on the “Subscribe Now” button. Career Pro News has six sections:

- **Labor Market Information Today** – Articles providing information on specific careers, many of which come from Bridges research.
- **Career News Headlines** - Career-related newspaper articles.
- **Studies, Facts & Trends** – Career-related research information, etc.
- **Conferences** – Information on conferences related to careers, education, employment, etc.
- **Resource Central** – Information on career and education related websites.
- **Associations Archive** – Information on associations related to career development, education, counseling & admissions, employment and work & business.

Quintessential Careers describes themselves as the ultimate career, job, and college site, offering comprehensive free expert career and job-hunting advice (through articles, tools, tips, samples, and tutorials), as well as links to all the best job sites. Special sections for teens, college students, and all other job-seekers (by industry, geography, and job-seeker type) makes this site a comprehensive resource for all.

Their stated mission is to provide the content and motivation to empower people to achieve their educational goals, find their true career passion, and obtain their ideal job.
Career and Job-Hunting Newsletter

Quintessential Careers offers a biweekly newsletter that features articles on career development, jobs and job-hunting. It also includes Q-Tips (quick career and job tips), a collection of new career and job sites, which have been added to the website, links to the current Career Doctor questions and answers and other career and job resources.

Individuals can subscribe to the newsletter at http://www.quintcareers.com/QuintZine/subscribe.html.
Hobsons is a commercial publisher who provides free publications to counselors. They include:

**CollegeView DVD Guides** - This companion piece to www.collegeview.com provides an overview of select colleges and universities across the country. Its format allows for the easy sharing of college and university information in group or family settings. The DVD can be run on a home DVD player or in a DVD computer drive.

**The Hobsons College and Financial Aid Guide** - Two of the biggest concerns of college-bound students and their parents are choosing the right college and then determining how to pay for it. This guide highlights selected colleges and universities alongside much-needed information explaining the college search and financial aid process. Published by regional edition.

**The Hobsons Historically Black Colleges and Universities Guide** - This publication provides students interested in attending a historically black college or university with the information they need to find the right school.

**The Hobsons College-Bound African-American Student Guide** – Students looking for a college or university that celebrates diversity can look to the African-American Student Guide for help.

**The Hobsons Christian Family College Guide** - This free publication provides a planning resource for families considering a Christian college for their son or daughter.

**The Hobsons College-Bound Hispanic Students Guide--National Edition** - This publication for Hispanic students, parents, and educators provides accurate and up-to-date information about many of the Hispanic Association of Colleges and Universities' (HACU) member schools.
Next Step magazine is a magazine-style-commercial publication with articles that focus on careers, college, life and financial aid. It is targeted towards juniors and seniors who are pursuing post-secondary education goals. Counselors can obtain ten free copies of the magazine if they click on the Counselors link on the web page. Counselors will receive a box of magazines five times a year, in September, November, January, March and May. At the link the same number of copies of the Parents Guide and annual Career Edition for Pennsylvania schools can be obtained.

Articles from the current Next Step magazine can be read and printed from their web page. The web page also contains a number of links. They are:

- **College-University** – At the College University Match, students can match schools by state and major.
- **Career Center** – This link allows you to access CareerEdition.com which provides career descriptions organized by category. Students can also access many articles about choosing a career. There is also a link to a free Motivational Appraisal of Personal Potential Assessment which matches you with your top 20 career areas.
- **Calendar of Events** – This is a monthly school calendar, including open houses, college fairs and campus events.
- **Financial Aid Calculator** – A College Cost Calculator and Loan Repayment Calculator from CollegeAnswer.com are provided.
- **Students** – Various student-oriented articles on College, Careers, Life and Financial Aid can be accessed and printed.
- **Parents** - Various parent-oriented articles on College, Careers, Life and Financial Aid can be accessed and printed.
- **Counselors** – Counselors can order the magazine at this link. In addition there are counselor-oriented articles.
STUDENT PATHS

http://www.studentpaths.com

STUDENT PATHS is a free newspaper style commercial publication with a Pennsylvania edition. It provides a program schools can implement into their curriculum to help their students with the transition from high school. Educational organizations sponsor the program, getting their message in front of students and also utilize it as a recruiting tool as students can specifically request more information from any of the sponsors on a card enclosed with the publication. Student Paths partners with a point person (principal, counselor, teacher, etc.) at the high school who coordinates its use in high school classrooms.

Teachers are provided with a Lesson Plan Guide to facilitate classroom discussion, assignments and projects. The publication is provided three times throughout the school year and is designed for all students and promotes all choices and options after high school. Because all schools are structured differently, specific implementation of the program differs with each school. Common examples of implementation include careers classes, homerooms, advising, and social studies and English classes, where time is set aside for guidance.
HOW TO GET TO COLLEGE GUIDELINES

All students need to be prepared for post-secondary education. Statistics indicate that 70 percent of jobs require additional education beyond high school.

Every student who wants to attend college may do so. That does not guarantee that they will have success at that level.

Sound career planning and academic planning is important for success in college. Planning for success can begin as early as 6th grade. Parents, teachers and counselors need to direct children in their academic and career preparation so they will be successful at the next level.

The following checklist, developed for teachers and counselors to use with students and parents, describes the steps students and families need to follow in order to prepare for college and careers. By following the various criteria provided at each grade level, students will be prepared academically and interpersonally for college. Following the suggestions on the checklist will provide students with a foundation for electing more rigorous classes in high school, thus promoting post-secondary success.

6th Grade

Family and students should:

- Visit your school counselor to discuss and explore college and career options
- Strive to earn “As” and “Bs”
- Attend college information day programs and career fairs in your area with your parents
- Speak with the children in your family about how important a college education is as part of their career plan
- Help students with their homework, but also encourage them to develop independent and critical thinking skills
- Participate in the school’s career education program
- Participate in extra-curricular and community service activities
- Search the Berkscareerpathways.com website for college and career information
- Continue to participate in your child’s future planning

Students should:

- Continue to take college preparatory Math, English and Science classes, and include a foreign language
- Meet regularly with your counselor to review your college and career plans
- Participate in extracurricular and community service activities
- Search the Berkscareerpathways.com website for college and career information

Family members should:

- Attend any college and career information days in your area with your child
- Build an educational partnership with your child to show the possibilities of a college education
- Discuss with your child his/her skills, interests, abilities, and goals to help plan for the future
- Continue to participate in your child’s future planning
8th Grade

Students should:

- Continue to take college preparatory Math, English and Science classes, and include a foreign language
- Participate in extra-curricular and community service activities
- Keep striving for “As” and “Bs”
- Review your college and career plans with your parents and counselor
- Search the BerksCareerpathways.com website for college and career information

Family members should:

- Meet with the school counselor to see how the student in your family is doing in the needed academic classes and discuss high school course selections
- Continue to talk college opportunities with your child.
- Attend “College Day” or “College Night” at your school district.
- Continue to participate in your child’s future planning

9th Grade

As a high school student you will begin to take on more of the college planning work. Your family can still help you by finding information, exploring options, discussing what courses you will need to take to graduate and be eligible for college admission. In doing so, they will want to attend Back-to-School nights, meet with your counselor, and become familiar with what your high school graduation requirements are.

Students should:

- Continue to take college preparatory Math, English and Science classes, and include a foreign language
- Participate in extra-curricular and community service activities
- Continue to strive for “As” and “Bs”
- Meet with your counselor to review college entrance requirements including NCAA requirements
- Develop a college plan. This plan will help you decide the high school courses you need to take to enroll in college
- Take part in school orientation to find out about activities available at your high school
- Develop a sequential career plan as part of your college plan
- Take responsibility for your college and career plan
- Familiarize yourself with the wide variety of career and college resources at your school
- Search the BerksCareerpathways.com website for college and career information

Family members should:

- Help your child to make independent decisions
- Continue to participate in your child’s future planning
- Meet with your child’s counselor to review his/her college and career plans
10th grade

Students should:

- Continue to take college preparatory Math, English and Science classes, and include a foreign language
- Participate in extra-curricular and community service activities
- Continue to strive for “As” and “Bs”
- Update your college plan with your parents and counselor, include your completed 9th grade classes and your upcoming 10th grade classes
- Plan college visitations
- Participate in “College Day” and “Career Fairs” in your area
- Develop an understanding of how education relates to college majors and future training
- Search the Berkscareerpathways.com website for college and career information
- Continue to participate in your school’s career activities

Family members should:

- Encourage exploration of all kind of opportunities beyond high school
- Encourage career awareness and exploration
- Be flexible as the decision-making process evolves; it takes patience and numerous modifications
- Continue to participate in the school’s career education program
- Meet with your son/daughter’s counselor to review his/her college plan
- Continue to participate in your child’s future planning

11th Grade

Students should:

- Continue to take college preparatory Math, English and Science classes, and include a foreign language
- Participate in extra-curricular and community service activities
- Continue to strive for “As” and “Bs”
- Check with your high school counselor to make sure you are on track and taking the college preparatory classes you need for college admission. Review scholarship information for juniors and seniors
- Search the Berkscareerpathways.com website for college and career information
- Update your college plan; include your completed 10th grade classes and your upcoming 11th grade classes
- Attend College and University Night programs
- Continue to visit college campuses, call ahead for a campus tour and presentations about academic programs, admission requirements, and financial aid. Bring your student transcript of courses completed since 9th grade
- Register for the PSAT, a practice exam for the SAT I, which is required for several national scholarships, such as National Merit, National Achievement, and National Hispanic Scholarship
• Take the PSAT and use the results to see where you are strong and where you need to improve in order to be ready for college
• If taking Advanced Placement subjects, register to take the AP exams in the Spring. Scoring well will give you credit for college-level courses
• Start thinking about when and how often to take college-entrance exams (SAT ACT). If you take the exam in the Spring or Summer, you will get the results in time to see if you need to retake the test in the Fall. Discuss this with your counselor. Register one month before the test date. Add the test results to your college plan
• Prepare for the SAT or ACT by reviewing books with testing tips and sample questions. These can be found in bookstores, libraries, and schools, or accessed on the Internet. Prepare by attending and reviewing SAT prep classes in your area
• Develop a list of college choices; begin narrowing your list to four or five
• Continue to participate in your school’s career activities
• Review application process, interview process and writing the college application essay with your counselor.
• Attend Financial Aid Night with your parents

Family members should:

• Continue to participate in your child’s future planning

12th Grade

Students should:

• Continue to take college preparatory Math, English and Science classes, and include a foreign language
• Search the Berkscareerpathways.com website for college and career information
• Participate in extra-curricular and community service activities
• Continue to strive for “As” and “Bs”
• Review your college plan and class schedule with your counselor to ensure that you are meeting all of your college preparatory and graduation requirements
• Update your college plan with your completed 11th grade classes and your upcoming 12th grade classes
• Register for the SAT or ACT. Your high school counselor will provide forms and information about dates and fee waivers
• Continue to visit a short list of colleges you are interested in and meet with admission officers
• Continue to attend College and University Night programs, and see university representatives when they visit your school
• Check frequently with high school counselors or career center directors for scholarships awarded by schools, local companies, and community groups. Search the Internet and public libraries for scholarship information. Ask your family to check if unions, clubs, church or other organizations to which they belong offer scholarships
• Apply to colleges during this initial admission application filing period. Make sure you follow the school’s procedure and directions. Some schools have their own financial aid forms. See your counselor for NCAA registration forms. Be aware of all deadlines
- Get a Free Application for Federal Student Aid in December. You must complete a FASFA to get financial aid from the state and federal government, available in the Guidance office
- Take AP exams for any Advanced Placement subjects you’ve taken
- Take part in summer orientation programs for incoming college freshmen. Obtain academic advising
- Continue to participate in your school’s career activities

Family members should:

- Continue to participate in your child’s future planning
COLLEGE SEARCH

1. **http://www.collegeview.com/college/collegesearch/** - The Hobson’s College View website allows you to search for colleges based on the following criteria: Areas of Study, Location, Student Body Size, City Size, Public or Private, School Type, Religious Affiliation, Ethnicity, Athletics, Special Services Provided and Disabilities.

2. **http://www.educationplanner.com/** - This is the college planning site of the Pennsylvania Higher Education Assistance Agency through its affiliation with American Education Services. The School Search portion of the site can be accessed at http://www.educationplanner.com/education_planner/selecting_article.asp?sponsor=2859&articleName=School_Search. Undergraduate Graduate, Distance Learning and Private Secondary School Searches can be conducted. Undergraduate search criteria include Location, Major, Tuition, Size, Student/Faculty Ratio, GPA, School Type, Sports and Religious Affiliation.

3. **http://www.collegeboard.com/csearch** - This is the web address for the "Find A College" Section of The College Board’s website. Under the College Search link (http://apps.collegeboard.com/search/index.jsp), there are two types of searches. You can use the College MatchMaker to find colleges that meet all of your needs or use the College QuickFinder to explore a school already familiar to you. The College MatchMaker selection criteria include Type of School, Location, Campus Life, Activities & Sports, Majors & Academics, Admission, Cost & Financial Aid and Deadlines.

4. **http://www.act.org/college_search/fset_col_search.html** - The college search portion of the American College Testing program (ACT) can be accessed at this address. The site allows you to search for schools by Institution Type, State & Region, Name, Undergraduate Enrollment, Majors, In-State Tuition, Type of Institution, Intercollegiate Athletics, Proximity and GPA.

5. **http://www.petersons.com/ugchannel/** - This is the web address for the College Bound home page of the Thomson/Peterson’s website. Peterson’s is a well-known publisher of college guides and related materials. Searches can be done in the areas of Undergraduate Studies, Culinary, Information Technology, Nursing, Visual & Performing Arts, International Students and Distance Learning. Undergraduate search criteria include Location, Major, Tuition, Size, Student/Faculty Ratio, GPA, School Type, Sports and Religious Affiliation.

6. **http://nces.ed.gov/ipeds/cool/** - 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).

7. **http://www.anycollege.net/college-search.cfm** - The College Search section of AnyCollege.Net allows you to search for colleges by program, state, college type, sport, and/or college name--individually or in combination.

8. **http://www.mycollegeguide.org/** - This website comes from the publishers of *My College Guide* magazine. You can search for schools by the criteria of Region, Estimated Annual Cost, Freshman Class Size, Surrounding Community Size and School Type.
9. [http://cnsearch.collegenet.com/cgi-bin/CN/index](http://cnsearch.collegenet.com/cgi-bin/CN/index) - Two types of college searches can be done at the CollegeNet website. The first type is a Keyword Search and the second is a Custom Search. In the Custom Search individuals can use the criteria of Type of Institution, School Name, Majors Offered, Undergraduate Enrollment, Tuition, Intercollegiate Sports Offered, Region, Distance From Home and GPA.

10. [http://www.usnews.com/usnews/edu/college/tools/brief/cosearch_advanced_brief.php](http://www.usnews.com/usnews/edu/college/tools/brief/cosearch_advanced_brief.php) - This college search is based on U.S. News & World Report annual publication of America’s Best Colleges. Schools can be researched by School name, Location, Majors offered, Student/faculty ratio, Metro area, Academic programs, Distance from home, Sex, Campus setting, Religious affiliation, Cost, Diversity, Size, Selectivity, Extracurricular and Varsity Sports.


12. [http://www.rwm.org/rwm/](http://www.rwm.org/rwm/) - The RWM Vocational School Database 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.

13. [http://www.gotrain.com](http://www.gotrain.com) - GoTRAIN is a multi-state online guide to career schools and vocational training. You can search the website by school name or by field of study.

14. [http://www.papsa.org/](http://www.papsa.org/) - This is the PA Association of Private School Administrator’s Guide to Pennsylvania's Postsecondary Career Schools. The website includes pages that provide information about career education and career schools in Pennsylvania. You can access information by county/region, career area, or specific school.

15. [http://www.campustours.com/](http://www.campustours.com/) - CampusTours.com takes prospective students on virtual tours of over eight hundred colleges and universities in the U.S., giving them the chance to explore college campuses quickly and inexpensively.


17. [http://www.library.uiuc.edu/edx/rankings.htm](http://www.library.uiuc.edu/edx/rankings.htm) - The Education and Social Science Library, University of Illinois at Urbana-Champaign provides these College and University Rankings. The purpose of the rankings site is to draw together and provide context for various online sources of information on the ranking of institutions of higher education. The rankings are grouped into the categories of General/Undergraduate, Graduate/Research Programs, Business, Law and International (Non-U.S).

18. [http://www.campuschamps.com](http://www.campuschamps.com) - This website is directed at student athletes. Its purpose is to give the student-athlete vital information on how to find a school, reach out to college coaches, apply for admission, get student aid, improve your game, and increase your chances to succeed both on the field and in the classroom.

20. http://www.xap.com/GoToCollege/ - XAP.com’s college search section, Go To College, allows prospective students to do four types of searches. In Campus Tours you can explore the campuses by browsing through the detailed profiles and key information of each college. Using the College Finder allows you to identify campuses by selecting preferences such as college type, location, size, cost, campus life and academics. With the College Matching Wizard you can explore the advantages/disadvantages and definitions of various factors affecting the college selection process. Finally, the Search By Name section allows you to find colleges by their name.
1. http://studentaid.ed.gov/students/publications/student_guide/index.html - This is the website for The Student Guide, a comprehensive resource on student financial aid from the U.S. Department of Education. Grants, loans, and work-study are the three major forms of aid available through the Department's Federal Student Aid office. Updated each award year, The Student Guide tells you about the programs and how to apply for them. The Guide can either be accessed online or downloaded in PDF format.

2. http://www.finaid.org/ - FinAid is a comprehensive annotated collection of information about student financial aid. It contains a scholarship search, information on loans and college savings programs. Information on military aid programs and other forms of financial aid is also available. Tips and assistance in filling out financial aid forms is included and financial aid calculators can be accessed. Finally, an “Ask the Aid Advisor” section is available for personalized help.

3. http://www.educationplanner.com/education_planner/paying.asp?sponsor=2859 - This is the “paying” or financial aid portion of the Pennsylvania Higher Education Assistance Agency’s website. The Financial Aid 101 link includes a Financial Aid Timeline, a Filling Out the FAFSA section, Financial Aid FAQ, a Financial Aid Literacy Quiz and a Glossary of Financial Aid Terms. The Grants and Scholarships link has a Scholarship Search, an NCAA Scholarship Limits section and a Scholarship Scams section. The Educational Loans link includes information on Stafford, PLUS, Perkins and private loans and information on choosing a lender. Finally, there are additional links for Work-Study Programs, Military Service and Loan Forgiveness programs. In the Scholarship Search the profile information includes such items as scholastic background, awards, leadership information, college major, student/parent affiliations and college profile information.

4. http://www.collegeboard.com/pay/ - This is the web address for the “Pay For College” Section of The College Board’s website. The “Add It Up Link” has sections on College Costs, Saving for College, Financial Aid Basics and College Expenses. Under the “Scholarships & Aid” link are sections entitled Finding College Scholarships, Steps in Applying for Financial Aid, and The Family Share: Your EFC. The “Ways To Pay” link has sections on Understanding the Aid Award, If the Aid Award Isn’t Enough and Strategies for Paying the Bill. Under the “Loan Center” link the sections include Education Loan Basics, Education Loans, Borrowing Responsibly and Parent Loans. Finally, under the “Tools” section links include Financial Aid Calculators, Scholarship Search, Compare Aid Awards, Apply for a Loan and CSS/Financial Aid PROFILE Online. The Scholarship Search is completed by establishing a profile based on personal, academic and affiliation information and type of award.

5. http://www.studentaid.org/ - This is the Cash for College website of the National Association of Student Financial Aid Administrators. At the site NASFAA provides information on the financial aid process and directs individuals to some of the more important and helpful financial aid guidance on the Web.


7. http://www.act.org/fane/index.html - This web address accesses the ACT’s Financial Aid Need Estimator. The Financial Aid Need Estimator allows you to calculate both your family contribution and costs at specific institutions by taking you through two steps. During the first step, the Financial Aid Need Estimator will help you estimate how much you and your family will be expected to pay.
The result of this calculation is your expected family contribution which will be the same for all colleges you may consider attending. Using the second step, you may estimate the costs of attending specific institutions. Your results will show your eligibility for federal need-based financial aid based on both your expected family contribution and the costs of attending the institution you selected.

8. [http://www.petersons.com/finaid/default.asp](http://www.petersons.com/finaid/default.asp) - This is the web address for the Financial Aid home page of the Thomson/Peterson’s website. Links on the site include [Financial Aid Basics](http://www.petersons.com/finaid/default.asp), [Best College Deals](http://www.petersons.com/finaid/default.asp), [Scholarship Search](http://www.petersons.com/finaid/default.asp), [High School Funding](http://www.petersons.com/finaid/default.asp), [College Loan Center](http://www.petersons.com/finaid/default.asp), [Choosing the Right Loan](http://www.petersons.com/finaid/default.asp) and [Calculators](http://www.petersons.com/finaid/default.asp). The Scholarship Search requires you register on the site and create a student profile.

9. [http://www.srnexpress.com/index.cfm](http://www.srnexpress.com/index.cfm) - Scholarship Resource Network Express is a search engine and database of private scholarships designed to assist students identify sources for undergraduate through postgraduate study.


11. [http://www.princetonreview.com/college/finance/](http://www.princetonreview.com/college/finance/) - You can access the Scholarships & Aid section of The Princeton Review website at this address. The site has a Scholarship Search, Student Loan Providers section, Understanding Financial Aid segment and an Advice Library. Under the Understanding Financial Aid segment you will find a [Tuition Cost Calculator](http://www.princetonreview.com/college/finance/), [Estimated Family Contribution Calculator](http://www.princetonreview.com/college/finance/), [Aid Comparison Calculator](http://www.princetonreview.com/college/finance/) and a link for [FAFSA & CSS PROFILE Form Strategies](http://www.princetonreview.com/college/finance/). You can search for scholarships through a partnership with FindTuition.com but registration is required.

12. [http://www.theadmissionsoffice.com/finaid.htm](http://www.theadmissionsoffice.com/finaid.htm) - The AdmissionsOffice.Com provides access to a variety of financial aid and scholarship links in the financial aid section of their website.

13. [http://www.xap.com/GetMoney/](http://www.xap.com/GetMoney/) - XAP.com’s “Get Money” section, Go To College has four sections. The “FINANCIAL AID Wizard“ allows you to explore your financial aid needs and options with a step-by-step process for calculating your cost of attendance, expected family contribution, and discovering potential scholarships and loans available to you. The “Save for College” segment shows how you and your parents can start saving for college. Under “Pay for College” one can discover the many ways you can pay for college including scholarships, student loans, grants, work-study, merit money and institutional aid. Finally under “Scholarship Search” you will complete your personal profile to search different scholarship sources.

14. [http://www.freschin.com/](http://www.freschin.com/) - This is the website of the Free Scholarship Search.

15. [http://www.college-scholarships.com/](http://www.college-scholarships.com/) - This web page comes from the American Educational Guidance Center. It is designed to offer college bound students, parents, and counselors easy access to information on free college scholarship and financial aid searches, SAT and ACT test preparation tips and colleges and universities throughout the United States.

16. [http://mach25.collegenet.com/cgi-bin/M25/index](http://mach25.collegenet.com/cgi-bin/M25/index) - There are two sections to the Scholarship Search section of the CollegeNet website. The Keyword Search provides a quick way to narrow down to a particular scholarship or group of scholarships by entering a keyword. With the profile search you can view awards after entering your age, sex and college level (i.e., freshman).
17. [http://www.mapping-your-future.org/](http://www.mapping-your-future.org/) - Mapping Your Future is a national collaborative, public-service project of the financial aid industry - bringing together the expertise of the industry to provide free college, career, financial aid, and financial literacy services for students, families, and schools.