



Rhode Island
Career Resource Network

Career anChor



Parent Guide



Rhode Island Career Resource Network

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Career Anchor 2003-2005 Parent Guide

Introduction

Welcome to the 2003-2005 edition of the *Parent Guide*!

As parents, we all want what is “best” for our children. Whether or not you’ve shared the insights and wisdom of your school experiences with your child or what it means to start a career – chances are much has changed since that time. Options that weren’t even dreamed of are now available to children. Career information has also changed dramatically. That’s why the *Career Anchor Parent Guide* has been produced – to help parents, guardians and mentors of young people understand the changing worlds of education and work. The *Parent Guide* assists those who would like to take an active role in their child’s career exploration, orientating them to both the career development process and the realities of the labor market.

The *Parent Guide* is organized in 3 sections, Resources for Parents, Career Tools and Activities:

Parent Resources

This section contains useful conversation starters, how labor market trends and career exploration have changed, how parents can assist in the development of career abilities and skills and much more.

Parent & Student Career Tools

This section discusses quality, Rhode Island career tools for parents to use with their children when exploring careers. Career tools include user-friendly resources that facilitate career exploration.

Parent & Student Activities

This section includes a variety of activities for parents and students to complete together. The activities are intended to increase communication about career exploration goals and expectations.

Studies show that **parents** have the *greatest influence* over their children’s educational and career choices. Parents know their children’s interests, goals and dreams better than anyone. And parents are best suited to cultivate a variety of career considerations, encouraging their children to reach their potential.

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Why Parents Need to Help

3 simple reasons

- **You will benefit in the long run.**

It's your home that your child returns to at age 28, unable to pay his or her bills. If you help your child make smart educational and career decisions now, you'll be able to enjoy – **not** financially support – him or her in the future.

- **The school counselor can't do it.**

School counselors in Rhode Island are swamped with many students, rarely able to provide individualized career exploration assistance. In Rhode Island, the ratio is: 1 counselor to 454 students – twice the recommended national ratio of 1 to 250.

- **Your child can't do it alone.**

To many youth (and adults), the career exploration process is overwhelming and often gets ignored as a result. Parents can help break this process down into manageable tasks and provide support, guidance and perspective. It's difficult for youth to perceive life beyond age 25. If left to their own devices, many choose by NOT choosing, and limit their future options by focusing on the present, not the future.

Adapted from
Starting the Conversation: Career Exploration Guide for Parents & Children
[by Texas Workforce Commission]

Career Decision-Making

Why is career decision-making important?



“Most people don’t plan to fail; they fail to plan.”

Author unknown

FACTS ABOUT CAREER DECISION-MAKING

- Career decision-making is a process.
- Career decision-making is a skill that can and should be taught to students.
- The goal of career decision-making is to help students organize their thinking about topics important in choosing a career.
- It’s important to assess one’s style of decision-making to help overcome obstacles that may inhibit the process.
- Students should not expect to make a final career decision lightly.

The goal of career planning is to link academic knowledge and real-world experience to determine the path of one’s future professional life.



Adapted from
Career Choices in North Carolina, 2002 School User’s Guide
[by State Occupational Information Coordinating Committee]

Parenting Career Questions 101



Why do I need to help my child explore careers?
My parents didn't help me and I turned out okay...

Twenty years ago, the need to plan for a career wasn't so urgent. High school graduates could find jobs right out of school and work their way up the socio-economic ladder without further training. At that time, a college degree, in any given field, was the ticket to guaranteed success.

Times have changed! Today, low-paying service-industry jobs often don't lead anywhere, except to even more low-paying service-industry jobs. Some manufacturing jobs have moved overseas, while higher-paying jobs require advanced education and training.

Won't it narrow my child's options to lock him or
her into a career goal at a young age?

The aim isn't for your child to choose one particular occupation. It's to understand the selection process – narrow the list and ensure that his or her educational path doesn't limit their future options.



When can I find the time to help my
child explore careers?

If you're like most parents, you're very busy. You work. You run a household. You drive kids to and from practice. Squeezing in one more activity seems hard to do.

The reality, though, is that you **DO** have time. Whether you're aware or not, you're already shaping your child's career development.

Every time you talk about your salary, your workday highs and lows, even your selection of work clothes – you send a message to your child about careers. What you do for a living, and how your child perceives it, all influence your child's vision about work.

Preparing your child for the world of work is a critical part of parenting – like a bird showing its offspring how to catch worms. Your efforts will become your legacy....

Adapted from
Starting the Conversation: Career Exploration Guide for Parents & Children
[by Texas Workforce Commission]

Conversation Starters



The best way to begin career exploration is by talking about yourself, just every-day conversation. Your child probably knows very little about your work history, unless you've taken them to work. And even then he or she may not really understand what you do or how you got there.

Begin by talking about...

What exactly do you do...? Where did you acquire your skills... ? What did you have to learn for your job... ?

Talk about each job you've held and how it prepared you for the next one. Discuss what it is you liked most and least about each job. Be sure to include the education and training that you needed. Describe how your job has changed over time. Be honest about the mistakes you've made and hope your child will benefit from your own experience.



Little kids love talking about possible jobs – the future seems wide open and full of adventure. But as they get older, children tend to prefer living in the present and aren't all that excited about working for a living. Let's face it – teens are notorious for having selective memories. Don't be surprised if your teen doesn't find career exploration interesting. They are influenced a great deal by other teens and the media. Sometimes these messages may get in the way of successful career planning.

It's likely your child has heard that it's not "cool" to get good grades, that entry-level jobs don't matter or that office work is for "losers." Such messages may make your child reluctant to explore certain career paths.

As a parent, it's up to you to counter these claims – to point out the value in all work – and show the grit behind the glamour in a variety of occupations. Demonstrate the hard work and perseverance that's needed to be successful in any job that might be considered "easy" – like singing, athletics or even medicine.

Adapted from
Starting the Conversation: A Career Exploration Guide for Parents and Children
[Texas Workforce Commission]

Career Planning Suggestions



As parents, you are an essential resource for your son or daughter as they plan their future career. Below are suggestions to help you assist them in the career planning process.

- * Get involved in your child's education and encourage his or her teachers to integrate career exploration activities in their classroom.
- * Take time to **TALK** and **LISTEN** to each other.
- * Help your child build a positive self-concept.
- * Become aware of his or her interests, abilities and temperament.
- * Explore various occupations with your child.
- * Expand the range of career possibilities by eliminating gender bias from your child's perceptions.
- * Discuss your occupation and the steps you took during your career decision-making and planning process.
- * Use valuable career and education resources like the *Career Anchor* (www.dlt.ri.gov/crn), or CareerOneStop (www.careeronestop.org).
- * Assist your child in developing a resume showing work experience, previous activities and volunteer experiences. Practice preparing an electronic portfolio (**eChoices** if your school uses this program).
- * Start saving now for your child's future needs. Start with the College Planning Center of R. I. (www.collegeplanningcenter.org) and Preparing for College (www.ribghe.org/col-prep.htm).



ALWAYS REMEMBER that your child is making his or her *own* decision. You are a valuable resource on his or her road to a happy and productive career!

Adapted from
MnCareers 2004 Parent Guide
[www.mncareers.org]

Career and Educational Planning Myths

MYTH – There is just one right job just for me.



This is an age-old myth. There are numerous occupations for multi-faceted individuals where multi-talents can be applied. The nature of these possibilities only expands as work experience grows.

MYTH – You must have experience to find a job.



Not everyone needs experience to find a job. Most people are hired for their aptitude or potential to learn and advance within an organization.

MYTH – Everyone starts their careers at age 21 and proceeds in a straight line toward their career goals.



It's rare for this to happen. Sure, some people's career paths lead down the straight and narrow, but most paths result in changes of direction. In fact, the majority of people change jobs a minimum of six or seven times over the course of their lifetime.

MYTH – Career planning is an irreversible process.



Simply not so. Career plans are revisited and refined all the time. You can change career directions whenever your talents, needs, or resources dictate or allow you to.

MYTH – There is a particular set of job responsibilities for every occupation.



Job duties are the result of the individual's capabilities and the needs of the individual's employer. People in positions that have the same or similar job title very often perform different tasks.

MYTH – Choosing an occupation is difficult.



Choosing an occupation is a complex process that takes time, patience and research. It can be a satisfying experience. The guidance of family, teachers and counselors can help.

MYTH – If I'm smart, I'll go to college, study hard and graduate. Then I'll get a good-paying job in my chosen profession.



Unfortunately, this is not always true. Getting a good-paying job in your chosen occupation depends on many factors, some of which you have no control over, like the economy, downsizing, competition or advancements in technology.

MYTH – A 4-year college degree guarantees a good-paying job.



The truth is, no college degree "guarantees" a stable, good-paying job. Many jobs now require skills typically acquired at a community college or tech school, and those jobs pay just as much, if not more, than jobs that require a 4-year degree. The key is obtaining technical skills, education and training that strengthen opportunities for finding a great-paying job.

(continued on next page)

Career and Educational Planning Myths, continued

MYTH – Everyone should go to college.



College is not for everyone. It's fair to say that most people need some type of training beyond high school, but not everyone needs to go to college to get that training. No one should attend college because they feel it's their only option. There are several options besides college.

MYTH – College costs too much. There's no way my family and I can pay \$15,000-\$20,000 for tuition.



Despite rising tuition costs, not all colleges are that expensive. In fact, few schools charge \$20,000 per year. Rhode Island public colleges and universities charge 2004-05 tuition and fees of 2,310 at CCRI, \$4,340 at RIC, and \$6,752 at URI per year. And remember, many forms of financial aid are available.

MYTH – My family and I can't save anything on our income. College is out of the question.



Even if you save only a few dollars a month, you can reduce the cost of sending your child to college – especially if you start saving when your child is young. Get in the habit of saving a few dollars a week and let your savings grow over time.

MYTH – It's too late for me. I haven't saved anything and I don't have time to save now.



It's never too late. During college, many students work to offset the cost and you may be eligible for financial aid in the form of grants and scholarships. To find out, complete a Free Application for Federal Student Aid (FAFSA) form and submit it promptly. Federal tax credits for higher education and the deductions for student loan interest make paying for college costs easier. And, although loans are the least desirable option, they are available to make college affordable.

MYTH – It won't do my family or me any good to save, because saving will only reduce my chances for financial aid.



Actually, the penalty is very small. Under current law, the maximum amount of aid you can lose is \$5.65 for every \$100 of savings.

MYTH – Our family income is too high to receive aid, but we can't afford the full cost of college. There's no assistance available for me.



It's true – some families are not eligible for grants. However, there is assistance available. There are tax benefits, low-interest loans or scholarships based on academic achievement, talent, merit or other criteria.

Adapted from
[Minnesota Higher Education Services Office]

Parents as Partners

While your child is in school and preparing for the future, you can reinforce the career development activities at school. Use the following checklist to assess your child's career development needs and goals.



Parent Checklist

- Does your child's school have a career development plan for your child? Has your son or daughter been assigned a career counselor at school or do they have access to a career center?
- Is your child following a sequential course of study?
- What career assessments has your child taken? What career fields do the results suggest?
- From what you know about your child's interests, abilities and personality, are you in agreement with the results?
- Do you know which occupations your child is interested in exploring?
- Have you visited the school's library or career center, or searched the Internet to gather information about various occupations?
- Have you taken your child to work with you or exposed him or her to the world of work through community programs, internships, mentoring or job shadowing experiences?
- Are your child's career dreams realistic in terms of his or her aptitudes and personality?
- Have you explored all the post-high school options for your child – college, the military, apprenticeship programs or training and work?
- Do you know the requirements for admission to the colleges or universities your child is considering?
- Have you visited college campuses or taken virtual tours online or viewed college videos with your child?
- Do you know where to access scholarship information?
- Have you started to save money for your child's higher education?
- Have you discussed the cost of college with your child?
- Have you gathered information about financial aid options, or advice on costs and saving for Rhode Island schools?

Adapted from
Youth and Career Decisions (J. Davis and M. Dickmeyer] and
Get Ready for Your Child's Higher Education [MHESO].

The Big Picture: Labor Market Trends



The world of work has changed dramatically over the past 40 years, and it continues to change with each new technological breakthrough. So what does this mean in terms of your child's employment future?

Your child is going to enter a service-oriented and knowledge-based economy – where knowledge and the ability to learn matter more than physical abilities. Competition for jobs is global, and layoffs or job changes are commonplace.

Features of a new economy



Companies lay off workers even in good times. During the record-low unemployment of the late 1990's, layoffs and turnovers were the highest on record. Today's workers need to be prepared for a very dynamic labor market.

Tenure doesn't always matter. Employers no longer automatically keep workers who've been at the company the longest. Instead, work skills and the ability to interact well with others matter more than actual time on the job.

Accomplishments do matter. Employers often rely on employee performance to determine who to promote or keep. Forty percent of companies now base compensation on performance, compared to just 17% in 1996.

Ongoing education – lifelong learning – is crucial. Since technology can change jobs dramatically, workers have to be flexible – able to learn new skills or shift occupations and careers as needed.

Many jobs continue to move overseas. While many new jobs are created, others are moving overseas – especially those in manufacturing. As a result, most jobs in the U.S. are service-related.

High-tech/high – skill jobs are also moving overseas. Now that e-mail, faxes and teleconferencing are commonplace, U.S. workers are not only competing for jobs with people in other states – but with workers from other countries as well.

Adapted from
Starting the Conversation: A Career Exploration Guide for Parents and Children
[Texas Workforce Commission]

Today's Job Market



How often have you heard the phrase “this is not your parent’s job market?” Many widely-held beliefs about choosing a career, finding a job or even “life” in the workplace have changed significantly. Review the “then’s” & “now’s” about the job market to get a clearer picture.

THEN
A college education was a ticket to a high-paying job right after graduation.
College graduates could start in a high-level position in a company based on the degree alone.
High-paying jobs were almost the exclusive domain of people with 4-year bachelor’s degrees from a college.
Once you got a good job, your best option is to stay there for life.
Manufacturing jobs were plentiful, paid well and didn’t require a post-high school education.
A high school diploma qualified you for many jobs that could provide a good income.
Be loyal to your company and it will take care of you, now and in your old age. If you go to college and get a degree – you’ve got it made!

NOW
Now, College degrees are less important to employers than your specific skills. Wages also vary a lot depending on the industry or field you are in.
Graduates often need work experience in the field to get hired. They may need to take an entry-level job to start out.
Many more good-paying jobs do not require the traditional four-year college degree, although they <i>do</i> require some type of post high school training.
Changing jobs is commonplace and often results in higher income growth. Most people change careers at least 7 times in their life. You must manage your own career on an ongoing basis.
Manufacturing jobs are in decline and those that remain are not as secure or high-paying as in the past.
Post high school training and career planning are essential for earnings and advancement. They also increase the chances of being employed.
The <u>only</u> guarantee is that there are NO guarantees! Layoffs, downsizing and take-overs put your job security and your retirement at risk. It’s up to you to manage your career and save for your retirement.

Adapted from
Utah Adult Career Guide 2002-2003
 [Utah Career Resource Network]

Parents Can Help



Parents have the greatest influence over their children's career choices!

You have the best knowledge of your child's interests and abilities.

You have the strongest interest in their well-being and success.

You spend a great deal of time with them and can help to cultivate a variety of career considerations.

You are one of their first role models. You can instill a positive view of all kinds of work and career planning.



Home is the first workplace.

Share responsibilities and make decisions that develop work skills at an early age.

Resolve problems and work as a team to develop important work skills.



IDEAS:

- Let your child plan meals for a week.
- Let your child set up and organize a family outing.
- Let your child work with another family member on a project.
- Discuss with your child how a problem situation was resolved.
- Be a role model – children learn by example.

Adapted from
Many Doors to Opportunity
[Minnesota Department of Education]

Teachable Moments

When to talk to you child...

You don't necessarily need to sit down and have a formal conference with your child. It's often easier to make use of the natural opportunities when a parent and child spend time together.

Take advantage of teachable moments!

Anytime parents and children spend time together to talk and get to know each other better is a **teachable moment**. Work on creating new opportunities to discuss the future when:



Riding in the car or on the bus



Doing household chores or yard work



Eating a meal



Walking, bicycle riding or fishing



Playing games



Watching television



Putting puzzles together

Adapted from
Many Doors to Opportunity
[Minnesota Department of Education]

My Child is NOT Interested...



What if my child is simply *not interested* in career planning?

- Decisions about the future may be overwhelming to your child. Each develops interests and makes decisions at his or her own pace. Career planning is not a “one-size fits all” process.

- It's not unusual for a child to change his or her mind often about career choices. Most adults do this throughout their lifetime!
- Remember, **don't** drill your child about career plans. Rather, ask your child about his or her interests, likes or dislikes. Then, use the discussion as a springboard to talk about how these things relate to future career plans.



Eventually, your son or daughter will want to make a decision about how to earn a living as an adult. When your child is ready to talk about the future, you should be prepared to discuss the various decisions that need to be made. Your contribution to your child's career planning is just as much about being available for your child as it is about being knowledgeable about career opportunities.

Adapted from
Many Doors to Opportunity
[Minnesota Department of Education]

Ten Tips for Teens



Encourage your teen to investigate a variety of careers. Talk about work and your job at the dinner table. Also, talk with friends and relatives about their jobs when your children are present!



Stress to your teen that school is their work. Attendance and effort are important! You don't take a day off from work just because you feel like it. The same goes for school!



Explore their personal talents, strengths, likes and dislikes – without being judgmental. Ask: What do you like to do? What skills do you have? Do you like to be around people? Do you prefer working outdoors or indoors? Do you like to take things apart? Assessment tools can relate these to specific occupations. The more teens know about themselves, the easier it is for them to recognize the careers that suit them best.



Help your teen experience as many work situations as possible. Have them take advantage of work exposure opportunities like job shadowing, mentoring, internships, youth apprenticeships and cooperative education. These can often be arranged through schools using tools like Rhode Island's Career Resource System (**Choices, eChoices, or CX Online**).



Provide as many opportunities as you can for your child to learn technical skills. Encourage computer literacy coursework in school, at the "Y" or through a youth group. If you don't have a computer at home, visit your local library! Give them a chance to experience hands-on tools, techniques and skills that can be applied in a broad range of careers.



Support your school's efforts to expose students to various career possibilities. Work through your parent-teacher organization or ask teachers or administrators to offer students career fairs, field trips and class speakers.



Talk about a career as a goal of education. It's okay that teens usually don't know what they want to do for the rest of their lives. What's not okay is to limit future options as a result of poor planning.



Guide your teenager toward acquiring skills. Encourage them to take courses that provide the opportunity to apply skills – like keyboarding, automotive technology, accounting, graphic design, construction, marketing or others! Applying what you learn is important whether your child is college-bound or not.



Give your teen responsibility – the more the better! Begin with jobs around the house. Young people need to learn that we all have to carry our own weight – that we're all important and that people rely on us to get things done.



Suggest that your teen explore career opportunities that were once considered only for males or only for females. Non-traditional jobs often provide excellent opportunities.

Adapted from
Preparing Your Teen for a Successful Career
[American Vocational Association, Alexandria, VA]

General Tips



Below are some general tips for helping your teen with career decisions.



If your teen is interested in a certain class such as science or math, talk to those teachers about careers in that field.



Help your teen learn more about a career of interest by arranging a “job shadowing” experience. Contact a worker in the career your teen is interested in and have your child spend part of the day with that worker, or contact your school’s Career Coordinator to assist in arranging this.



Don’t assume that your teen can wait until college to decide on a career choice. The number one reason students drop out of college is lack of career focus. And, the more undecided a college student is, the more likely they will need to spend extra money and years in college earning a degree – and that increases the cost of the degree.



Businesses are very interested in an applicant’s school record. They especially want to see the types of classes the candidate has taken and attendance records from high school. Remind your teen that employers and admissions reps pay attention to the amount of school missed when making admission or hiring decisions.

Adapted from
It’s the 11th Hour in Your Teen’s High School Career
[Ohio Department of Education]

Plan B: Planning for the Unexpected



Sometimes, unanticipated events in one's life alter career or work plans.

Take time to sit down with your son or daughter and share any unplanned events in your own life that impacted your life or work. Emphasize the need for planning for the unexpected.

Below are some questions that will help you think about events which may have changed things for you.

- Did you ever receive an unexpected promotion that altered your career path?
- Did a serious illness or death in the family change your career plans?
- Did receiving an unexpected inheritance or sum of money create a change?
- How did the arrival of a new boss or new work policy affect your career plan?
- Was there ever a family crisis, such as divorce or personal injury, that affected you?
- Did your plans after high school work out exactly as you expected?
- Were you planning to go to college but later decided you couldn't afford it?
- Did you go to college but dropped out for some reason?
- Did you plan on working for a friend or family member and have that fall through?
- Was there an unexpected move that impacted your career plan?



Reflect on your own life, do some brainstorming and emphasize the need for **Plan "B."** Remember – the more prepared teens are to overcome obstacles, the more likely they are to be focused and successful!

Adapted from
It's the 11th Hour in Your Teen's High School Career
[Ohio Department of Education]

How Parents Can Help Develop Goals



An important part of a child's development is the setting and achieving of goals.

Goals help to define your child's capabilities and work ethic.

- 🔦 Set goals that encourage exploration and achievement. Read books, perform chores or try new art forms. All these activities have components that nurture career development.
- 🔦 Have your son or daughter write down their goals. This makes goals more concrete and attainable.
- 🔦 Young people live up to the expectations set for them. Be sure to set goals that are both realistic and challenging. Goals that are set too low may not be taken seriously. Goals that are set too high may result in discouragement and negatively impact self-esteem.
- 🔦 Set a time by which a goal should be achieved. Discuss whether the child has reached the goal at that time and why or why not.
- 🔦 Always encourage your child to keep trying and be sure to praise your child for a job well done!



IDEAS:

- Ask your child about their school day, what they learned and about homework.
- Require your child to do age-appropriate chores around the house.
- Become a model for responsible behavior.
- Work with teachers to set challenging goals for your teenager.
- Review homework assignments. Check for attention to detail, completeness and “the little things” – note how completing assignments ties into the world of work.
- Praise both the finished product and the effort it took to get there.
- Discuss family schedules to allow your child time to plan and complete homework.
- Support school activities. Volunteer to chaperone, be a classroom-parent or field trip coordinator.

*IDEAS adapted from Quattrociocchi, Susan M. and Peterson, Barbara
Giving Children Hope and Skills for the 21st Century (1996)

Adapted from
Many Doors to Opportunity
[Minnesota Department of Education]

How Parents Can Help Develop Self-Confidence



Self confidence is needed to achieve in school, make good career decisions and make good choices in life. Parents can have a tremendous influence on their child's level of confidence.

- Provide positive reinforcement whenever possible; reward and praise your child's achievements.
- Teach your child the power of wise decision-making. You can show how good judgment leads to positive results by setting up achievable goals and tasks (saving money for a large purchase for instance).
- Become active in your child's choice of friends and activities; having positive friends and participating in constructive activities build a child's self-confidence.
- Take part in your child's activities – attend sporting events, plays and recitals. Drive them to movies, concerts and other outings.
- Be active in you child's school career. A student will take school – and the future – more seriously knowing that his or her parents are attending conferences, job fairs, career nights and school board meetings.

Eliminate Limitations

- Encourage your child to explore his or her own interests, capabilities and dreams. When children are excited about their future, they'll naturally develop the drive and persistence needed to make dreams come true.
- Keep an open, positive mind about their choices. The opportunities available to today's children are very different from what was available to you.
- Encourage your child to imagine how things will change in his or her lifetime. What may be some 'far-out' jobs of the future?

Discuss Success

Success can be defined in many ways: personal expression, self-fulfillment, family connections, financial independence, career achievement, social standing or community involvement, among others. A successful career is measured by much more than dollar signs or academic degrees.

It's important for you to help your child define what success means to them and help your child find a way to achieve it!

Adapted from
Many Doors to Opportunity
[Minnesota Department of Education]

How Parents Can Help Develop Abilities



When you help develop a child's abilities, you develop the traits they'll need for success in both school and the workplace.

An **ability** is the capacity to do something well. Many of the abilities we develop at home and at school – mathematics, reading, writing, interpersonal communication, dexterity or artistic skills – are the same abilities needed for success in the job market.

Abilities come in many forms. Some are specific and easy to demonstrate – like reading or mathematics. Others are not as easy, like getting along with others, solving problems, making decisions or being a team player. These abilities are equally important to employers who need employees who can work collaboratively, deal with unanticipated and changing circumstances and communicate effectively.



IDEAS:

- for better math scores ...
- for better readers ...
- for better thinkers ...
- for better team players ...

The following ideas have been adapted from: Quattrociocchi & Peterson's (1996) *Giving Children Hope and Skills for the 21st Century*.

FOR BETTER Math Scores



- ☛ Explain fractions and measurements while cooking.
- ☛ Illustrate percentages with pennies and dollars.
- ☛ Keep a chart of daily temperatures.
- ☛ Play simple games such as "how far is it?"
- ☛ Have your child check the grocery receipt, and calculate prices.
- ☛ Demonstrate an interest in mathematics.
- ☛ Make math a part of the family routine.

(Continued on next page)

How Parents Can Help Develop Abilities, continued

FOR BETTER Readers



- ☛ Spend 20 minutes a day reading to preschoolers.
- ☛ Have older children read to you, or take turns reading.
- ☛ Discuss the content of what you or they have read.
- ☛ Tell stories and have children re-tell them in detail.
- ☛ Let your children see *you* read at least 20 minutes a day.
- ☛ Keep lots of quality reading material around the house.
- ☛ Make visits to the library part of your family routine.
- ☛ Point out that pleasurable reading comes from good writing.

FOR BETTER Thinkers



- ☛ Have your child act as a navigator on a family outing.
- ☛ Have your child follow a new recipe.
- ☛ Have your child learn the rules of a game by reading and enforcing directions.
- ☛ Have your child build a model or assemble store purchases by following directions and using schematics.
- ☛ Have your child anticipate and experience the consequences of a decision.

FOR BETTER Team Players



- ☛ Involve children in family discussions or decisions, as appropriate for their age and maturity level.
- ☛ Give kids important jobs to do within the family or work on chores together.
- ☛ Teach them to get along with others.
- ☛ Emphasize the learning that takes place in groups, whether on school projects or team activities like sports, music, theater or volunteering.
- ☛ Practice mature conflict resolution.

Adapted from
Many Doors to Opportunity
[Minnesota Department of Education]

How Parents Can Help Develop Skills



The forces of technology and global competition have caused significant change in job requirements and the creation of brand new jobs.

More than ever before, people must continually acquire and develop skills in order to be successful in the job market.

An important element about the changing jobs of tomorrow is the ability to work comfortably with technology. More and more jobs involve computers. People who use computers tend to earn more money than those who do not. So, encourage your child to try out different technologies – especially computers!



IDEAS:

- Identify the skills associated with occupations of interest to your child and relate these to skills acquired through daily activities.
- Demonstrate how to schedule and perform household tasks.
- Maintain high standards for chores around the house.
- Give praise for a job well done, and discuss jobs done incompletely.
- Expect all homework and school assignments to be done completely, neatly and on time.
- Help children be punctual for school and other appointments.
- When you have to stay late for work, explain to your children that sometimes you, too, must sacrifice to do a good job.

IDEAS specific to high-tech skills:



- Introduce your child to all aspects of work, including technology, business, artistic, social and customer service perspectives.
- Discuss new technologies and how they change our lives.
- Work with schools to ensure that creative, mathematical, scientific and people skills are taught.
- Discuss ways to improve products, processes and services with your children.
- Encourage your child to brainstorm solutions to technical and human problems.

*IDEAS adapted from Quattrociocchi, Susan M. and Peterson, Barbara
Giving Children Hope and Skills for the 21st Century (1996)

Adapted from
Many Doors to Opportunity
[Minnesota Department of Education]

SCANS Skills

SCANS provides a set of skills that all students need to be successful in work or higher education. **SCANS** (Secretary's Commission on Achieving Necessary Skills) produced a national report that names the skills businesses and colleges want in an applicant. The skills are listed below.

RESOURCES: Identifies, organizes, plans and allocates resources.

Being able to explain:

- How to set goals, or prepare for a project
- Materials needed
- Time it will take to complete
- Funds/money/budget
- Human resources to get the job done
- Steps needed to complete the project or reach goal

INTERPERSONAL: Works well with others.

Being able to explain:

- Experiences of working with others as a member of a team
- Teaching others
- Being a team leader
- Negotiating conflicts or working with a variety of different people with varying backgrounds

INFORMATION: Acquires and uses information.

Being able to explain:

- Knowing who to speak with
- Knowing where to go to find information necessary to complete projects
- Being able to describe how the information would be used

SYSTEMS: Understands complex interrelationships.

Being able to understand and explain:

- How things operate in relationship to one another (like a school that has many departments)
- How to make suggestions or changes of policies within the system – that may have a positive or negative effect on the system or people within the system

TECHNOLOGY: Works with a variety of technology.

Being able to understand, select and use:

- The knowledge of technology – computers, the Internet, software programs and video or audio equipment – to successfully complete presentations, tasks or projects

Adapted from
It's About Time
[Ohio Department of Education]

Picture Positive



How to ensure a positive picture of your teen in the eyes of prospective employers and educators

Emphasize the importance of good attendance and being on time – always. A high school transcript is a permanent record.

Encourage positive study habits and provide a space to study.

Monitor your teen’s attendance and grades.

Ask to review your teen’s permanent record and/or “career plan” with the school guidance counselor.

Know that grades and attendance in grades 11-12 are considered the most important by employers and admission representatives.



What if picture “improvement” is needed...

Talk with your son or daughter and help them make a plan of action to change the picture. Identify the following:

- Why there’s a problem
- What new action is required
- What steps need to be taken to have the change occur
- What types of things can get in the way of making needed change
- How to get around obstacles that could slow progress

Encourage your teen to recognize the problem. Help him or her understand that improvement in grades, tardiness or attendance will show growth to a prospective employer or college personnel.

Motivate your teen to continue improving.

As parents or guardians, you are the number one influence on your teen’s career choice. The most important thing any parent or guardian can do is to be a positive role model!

Adapted from
It’s the 11th Hour in Your Teen’s High School Career
[Ohio Department of Education]

Junior & Senior Year Timelines

Post-secondary training refers to taking classes at a tech college, enrolling at a community college, or embarking upon a 4-year degree. Use the guidelines below to help your teen gauge ways to efficiently organize his or her time when preparing for post-secondary training. Good luck!



Fall of Junior Year

- Use career exploration tools like *Career Anchor*, *Choices*, or *CX Online*. These should be available through your high school's guidance office or career center or the nearest netWORKkri office. Investigate your interests, work styles and skills by taking assessments. This will help your child identify prospective careers which will guide other preparatory decisions.
- Review your course schedule. Make sure you have plans to take the necessary classes to prepare for your career goals. If you have questions, ask your school counselor. You can also find suggestions for preparatory courses that align with careers or higher education programs that interest you.
- Get involved in school or community activities. Record the number of hours you volunteered. These can enhance college and scholarship applications.
- Register to take the PSAT. Information on test times, dates, and costs are available from your career center or school counselor.



Winter of Junior Year

- Inquire with your career center or school counselor about the ASVAB test.
- Explore college options. Contact schools you're interested in. Inquire about the application process and what you need to do to prepare. Begin contacting financial aid offices for information, too.
- Talk to others about their college experiences. Ask them questions to get a feel for what college is like.
- Gather information about the SAT and ACT exams. Registration materials may be available from your career center or school counselor along with test times, dates and costs.
- Consider work-based learning opportunities for the summer like internships, mentorships, work-site field trips or others.
- Watch for financial aid opportunities. Make sure to explore different sources of aid, like parents' connections, employers, professional organizations, religious affiliations and more.



Spring of Junior Year

- Attend college fairs. Put your name on mailing lists to receive information about the colleges that interest you.
- Visit college campuses and arrange for tours during the summer.
- Register to take the ACT and SAT. Registration materials may be available from your career center or school counselor along with test times, dates and costs.
- Explore summer job or internship opportunities that fit your career interests.
- Consider the Post-Secondary Enrollment Program (PSEO). Students take college courses and earn both high school and college credit at the same time. Talk to your school counselor for more details.
- Consider enrolling in summer programs on college campuses.



Summer of Junior Year

- Compare the colleges you visited.
- Ask for letters of reference from your summer jobs, internships and activities.
- Make sure your class schedule for your senior year is complete and accurate.
- If considering the military, work with your representative to explore your options and pay attention to deadlines.
- Create or update your resume.
- Design a portfolio. Record all your accomplishments, work experiences, work-based learning opportunities and others. Write out your goals and how you plan to accomplish them. List your strengths. Be sure to include your transcript and resume.

Junior & Senior Year Timelines, continued



Fall of Senior Year

- Check your schedule. Make sure you have all the necessary requirements for graduation and your educational goals.
- Request a copy of your transcript. Make sure your grades and classes are complete and accurate.
- Attend local career fairs.
- If you haven't already, take the ACT or SAT. Registration materials may be available from your career center or school counselor along with test times, dates and costs.
- Watch for scholarship applications and beware of deadlines.
- Consider volunteering. Volunteer hours can be utilized for college and scholarship applications.
- Fall Break is a great time to visit colleges. Phone ahead to schedule an appointment and a tour.
- Begin collecting college applications. Beware of deadlines.
- Ask for letters of recommendations or update previous ones so you have them when needed.
- Think about an application essay. Ask someone to review it for you and help with edits and revisions.



Winter of Senior Year

- If you didn't take the ASVAB your junior year, take it your senior year. Check with your career center or counselor to learn whether your school offers the exam. Registration materials may be available from your career center or school counselor along with test times, dates and costs.
- Apply for FAFSA (the **Free** Application for Federal Student Aid). Keep in mind college financial aid deadlines tend to vary.
- Complete the FAFSA form around January. You'll need information from your tax return and your family's return.
- Double check your college applications and make sure you're on track with deadlines.
- Continue searching for scholarship applications and watch for deadlines. Utilize software like *Choices*, use the Internet and visit your local library. Also check with your school counselor or career centers.
- Update your resume. Be sure to include your most recent accomplishments, activities and work experience. Store these items in your portfolio.
- If you're considering a school outside of Rhode Island, check on reciprocity agreements and collect the necessary forms.
- Apply to the schools of your choice no later than winter break. Make sure all necessary paperwork has been completed and sent to the college(s) of your choice by February. Colleges do not process applications until everything is complete.



Spring of Senior Year

- Follow-up with the colleges you applied to. Find out whether they received all the materials they need.
- Continue searching for scholarships.
- Review college acceptance letters as you receive them. Consider your financial aid award package when making your decision.
- Finalize your decision about which college to attend. Notify the college you decide to attend and send the required deposit. Also notify the college(s) you choose not to attend.
- Send those who wrote you a letter of recommendation a thank you letter. Inform them of your future plans.
- Don't slack off, even after you've been accepted! Colleges look for strong grades your senior year of high school. These grades are part of your whole picture and are figured into your GPA and class rank.
- Have a great graduation! Celebrate your success!



Summer of Senior Year

- Consider summer employment to help defray some of the costs of college.
- Attend college orientation sessions offered at your college.
- Enjoy your summer!!

Preparation for Higher Education

Many students decide to go to college after high school. If this is their plan, they should start preparing while still in high school. Parents and their kids should read through the checklist below to see how to prepare for higher education.



Do your best at your school work all of the time. This means paying attention in class. If you're having a problem, ask for help from a teacher. Do homework and extra credit work when available. Work hard to learn! This will help you prepare for classes in college.



Take the right classes. To get into college, you need to take lots of English and writing courses. You must also take lots of math, science courses and social studies. Colleges look for you to have taken these classes and done well in them.



Finish high school. In order to go to college, you've got to stay in school. You must go to school every day, stay in school, and pay attention when you're there. When you're finished with high school, college will be waiting for you.



Talk to people about their careers and how they paid for college. If you know a career you're interested in, talk to people in that career. You might have to call them, or ask a family member to help you meet people. But ask questions! Ask how many years they went to college and what advice they can give you about college and a career.



Get involved in activities at school or in your community. Being active in your community and at school helps you gain skills that last a lifetime and makes you part of the world around you. Volunteer, help people and work with others. When you get involved, you meet mentors who can help you throughout your life.



Save a little money each day for college. Start a savings account at a bank. When you get money, put some of it away instead of spending it all. You will have to pay for college. Financial aid is available, but saving is the best way to pay. Maybe you only have a small amount to save today, but it will add up!

Adapted from
Minnesota Higher Education Services Office

College Testing Information

There are several types of college tests available. Read below for a description about each test, how much they cost and when they're available. Internet addresses are provided for additional information.



PLAN: Preliminary Test of the American College Testing Program

The PLAN is an assessment of achievement, interest, study skills and student information. It aids in career and educational planning and includes 4 sections: writing skills, math, reading and science reasoning. The test is intended for sophomores in high school. PLAN is **not** used for college admissions. Ask your school counselor if PLAN is available at your school. More information can be found on the ACT website at www.act.org



PSAT: Preliminary Scholastic Aptitude Test

The PSAT measures a student's ability to do college work. The PSAT is a short form of the Scholastic Aptitude Test (SAT) and measures verbal, mathematical and writing skills. It's recommended that you take the PSAT as a junior or sophomore in high school. The PSAT is also the qualifying test for a scholarship competition for juniors called the National Merit Scholarship. The PSAT is not used for college admissions. Check with your school counselor about dates and cost of the PSAT. More information can be found on the SAT website at www.collegeboard.com



ASVAB: Armed Services Vocational Aptitude Battery

The ASVAB is an interest inventory test sponsored by the U.S. Military. The test helps students match their interests and abilities with careers in the military and civilian worlds. The ASVAB is available for juniors and seniors at no cost. The ASVAB is typically offered at high schools, so check with your school counselor or career center for availability.



ACT

The ACT test measures knowledge and skills acquired during high school. It includes questions in English, math, reading and science reasoning. It's recommended that you take the ACT in the Spring of your junior year or Fall of your senior year. The ACT is a college entrance exam required by most Midwestern colleges. The test is offered 5 times a year and costs \$25 for regular registration and \$40 for late registration. More information can be found on the ACT website at www.act.org



SAT I:

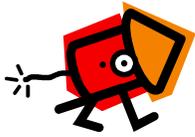
The SAT is a reasoning test that measures verbal and mathematics reasoning abilities. It's recommended that you take the SAT in the Spring of your junior year or the Fall of your senior year. Many colleges on the West or East Coast require SAT scores for admission. All Military Academies require the SAT. The test costs \$28.50 and is given 7 times throughout the year. Additional information and testing dates are available on the web at www.collegeboard.org



SAT II:

This SAT test is a subject test that measures knowledge and application of knowledge for specific subject areas. It's recommended that you take the SAT II in the Spring of your junior or Fall of your senior year. The SAT II is required for admissions at many colleges on the East and West Coasts and all Military Academies. It's offered 6 times a year and the cost will vary depending on which tests are taken. Additional information and testing dates are available online at www.collegeboard.com

Countdown to College



Decided to go to college after high school but not sure which college?
Take time to read over the countdown to college. It helps you learn which college is best for you!

10. Continually check and make sure you're properly prepared

- Check high school graduation requirements.
- Stay involved in school activities, community services, clubs, jobs, etc.

9. Review your areas of interest

- Explore your goals, abilities and knowledge by taking assessments and talking to others.
- Visit the library and use the Internet to research career possibilities.

8. Identify the educational program(s) in your area(s) of interest

- Use the Internet and library to do research or talk to someone in that career.
- Visit the college fairs and local college/career days.

7. Prepare for and take the required college entrance tests (ACT, SAT and others)

- Find out the dates and locations of college entrance tests in your area.
- Pick up registration materials from your high school counselor or career resource center.

6. Gather information about college options to weigh the pros and cons

- Decide what's important to you in a college: location, programs, size, athletics, etc.
- Research different schools and their admission policies.

5. Create a priority list of schools

- Make sure schools on your list have the programs you are interested in.
- Rank each school on your list according to the items that were important to you in step 6.

4. Visit ALL the schools you might consider attending

- Talk to students and professors, as well as the admissions department and financial aid staff.
- Sit in on a class, eat in the cafeteria, or just hang out.

3. Apply to a minimum of four schools

- Type or neatly write your applications in pen. Have someone check for errors before you send them.
- Highlight all of your achievements and personal goals.

2. Apply for financial aid

- Complete the Free Application for Federal Student Aid (FAFSA).
- Apply for many scholarships and grants (use the Internet, library, and resources at your school).

1. Choose your school

- Notify the school(s) you choose not to attend.
- HAVE FUN!

Financial Aid and College Terms

Academic Calendar

The system by which an institution divides its year into shorter periods for instruction and awarding credit is considered their academic calendar. Most common calendars are based on semesters, trimesters and quarters.

ACH Achievement Test

The ACH Achievement Test is a supplemental exam used by competitive schools in exchange for the SAT for admissions purposes. The test measures students in a variety of academic subjects at a 4-year high school curriculum.

ACT

A college admissions test that is used by many colleges along with the student's high school record to consider them for admission.

Advanced Placement (AP)

AP courses are for students admitted or assigned to an advanced level course in a certain subject based on evidence that he or she has already completed the equivalent of the subject.

Associate Degree

A degree granted by a post-secondary institution after satisfactory completion of a 2-year full-time program of study or its part-time equivalent. This 2-year degree is usually acquired at a community or junior college.

Baccalaureate/Bachelor's Degree

A Bachelor's degree is received after the satisfactory completion of a 4-year full-time program of study or its part-time equivalent. It may be completed at a private, public or state college.

CEEB Number

A CEEB number refers to a six-digit code that identifies colleges and universities to your high school.

College in the Classroom

In cooperation with local college and universities, this program offers college-level courses that are taught by high school teachers in the student's high school. Students can earn both high school and college credit.

CLEP (College Level Examination Program)

CLEP is a series of exams in undergraduate college that provides the opportunity to demonstrate college-level achievement for course credit. CLEP is also used sometimes by employers to satisfy education requirements for advancement or licensing.

Community College

Offers students education programs and transfer programs. Community colleges are usually two years in duration, full-time or the part-time equivalent and offer associate degrees.

Cooperative Education

Cooperative Education is a college career program in which a student alternates between full-time study and full-time employment in a related field (not to be confused with Work-Study, a financial aid program).

Credit

The numeric value attached to a course for overall diploma requirements.

Deferred Admissions

Deferred Admissions refers to the practice of postponing enrollment for a period of time after acceptance to a college.

Financial Aid and College Terms, continued

Early Admission

A practice of some colleges that admit certain students who have not yet completed high school – usually students of exceptional ability who have completed their junior year.

Early Decision

Colleges that subscribe to this plan agree to follow a common schedule for early-decision applicants. Colleges may offer one of two plans. A student applying under the first-choice plan (EDP-F) must withdraw application(s) from all other colleges when notified of acceptance by their first-choice college. A student applying under the single-choice plan (EDP-S) may not apply to any college other than his or her first-choice unless rejected by that institution. For a college that follows either type of plan, applications (including financial aid applications) must be received by a specific date, usually no later than November 15. Applicants will also be notified by a specified date, usually by December 15.

FAFSA (Free Application for Federal Student Aid)

Used by colleges and universities to determine students' and families' financial contribution to college costs. Colleges use the FAFSA form to determine federal and state eligibility for financial aid packages.

Financial Aid

Scholarships, grants, loans, work-study programs and other monetary support to pay for post-secondary education.

Financial Aid Package

Forms of financial aid combined by a post-secondary institution that are presented to a student upon acceptance to the school. The combination of aid available (loans, grants, etc.) is used to pay the yearly cost of education.

Four-One-Four (4-1-4)

This is a variation of the semester calendar system. It consists of two semesters separated by a one-month intercession or interim used for intensive short courses, independent study, off-campus work or other type of instruction.

4-year College

Provides programs leading to a bachelor's degree like Bachelor of Arts (B.A.) or Bachelor of Science (B.S.)

Grant

Money a student obtains from government or sources which is used for post-secondary education and which does not have to be repaid.

International Baccalaureate (IB)

IB is a pre-college program that helps prepare students age 16 to 19 for higher education in the United States and overseas. Students can earn high school and college credit.

Loan

Money a student obtains from government or private sources which is used for post-secondary education and has to be repaid, generally upon completion of one's education.

Merit

Describes a type of scholarship in which the award is based on a student's academic and school achievement(s).

Need

Used to describe an award of financial aid based solely on a student's personal and family financial circumstances.

Financial Aid and College Terms, continued

Open Admission

Open Admission refers to a college admissions policy where high school graduates and other adults are generally admitted without regard to conventional academic qualifications, such as high school coursework, grades or admission test scores.

Pell Grant

Pell Grant is a federal grant based on an individual's or family's financial need to meet college costs

Perkins Loan

Perkins Loan is a low-interest, federally subsidized loan to help students finance their college education.

Post-Secondary Enrollment Options (PSEO)

The PSEO program allows high school juniors and seniors to take courses at a college for high school and college credit, at no cost to the student.

PLUS (Parental Loan Undergraduate Students)

Loans for parents of undergraduate students to help finance their children's education.

Private College/University

A not-for-profit college supported primarily by private funds. Costs to students are generally higher than state schools. Typically, there isn't a difference between resident and non-resident tuition costs.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Qualifying Test)

A test taken by 11th grade students in October to familiarize them with college entrance exams they will most likely take the following Spring. The preliminary test is also the first round of the National Merit Scholarship competition and the National Scholarship for Outstanding Negro Students.

Residency Requirements

Most schools require that a student spend a minimum number of terms on campus (as opposed to pursuing independent study or transferring credits from other colleges) to be eligible for graduation. Residency requirements may also refer to the minimum amount of time a student is required to have lived in a state to be eligible for in-state tuition.

Rolling Admissions

Rolling admissions refers to a procedure where the college considers the student's application as soon as all required credentials have been received. The college usually notifies the applicant of its decision without delay.

SAT

SAT is a college admissions test used by many colleges, along with a student's high school records, to consider an applicant for admission.

Scholarship

Money awarded to students to pay for educational expenses at a post-secondary institution based on need and/or merit. Scholarships do not have to be repaid.

SELF Loan (Student Educational Loan Fund)

The Student Educational Loan Fund is a Rhode Island-based program intended to aid students who are not eligible for subsidized federal loans. Borrowers pay interest quarterly while in school.

Stafford Loan - Guaranteed Student Loan

A low-interest, guaranteed, federally subsidized loan to finance a student's education, awarded through a college financial aid package.

Financial Aid and College Terms, continued

State College/University

A university that is supported by a state government and typically costs less than a private college or university. In-state residents' costs are usually less than non-resident students (out of state).

Three-Two (3-2) Liberal Arts and Career Combination

A program in which a student completes three years of study in a liberal arts field followed by two years of professional/technical study. At the end, the student is awarded both a Bachelor of Arts and a Bachelor of Science degree.

TOEFL (Test of English as Foreign Language)

TOEFL is a test for high school students whose native language is not English. Students are required to have resided in U.S. two years or less.

Transfer Program

Transfer programs primarily refer to an education program at a 2-year college that prepares students to continue their studies at a 4-year school.

Transfer Student

A student who attended another college for any period of time, from a single term to three years. A transfer student may receive credit for all or some of the courses completed at the discretion of the college.

University

An institution composed of undergraduate, graduate and professional schools that may include colleges of arts and science, business, education, engineering, agriculture and others.

Work-Study

A form of financial aid awarded by colleges where a student is given a part-time job on campus. The income earned is to be used for school expenses.

From the **Minnesota Career Information System**
[Minnesota Department of Education]

Parent & Student *Career Tools*

Helping your teenager with career and educational changes is one of the most important and challenging responsibilities you can have as a parent or guardian. It's not always an easy task and often you may feel you don't have all the information you need.

This next section provides the information and career tools you need to successfully guide your child in career exploration. Most of the sources offer FREE information.

CHOICES (part of the Rhode Island Career Information Delivery System): Choices or CX Online should be the first place you look for career information. This computerized system is available in most high schools in the state. It provides many resources, including assessment tools, current information about careers, education choices and financial aid opportunities, and an electronic planner and portfolio.

College Planning Center of Rhode Island provides publications and a web site that contain a wealth of career information. Visit the web site for information about preparation, selection, application, and financing of higher education. (www.collegeplanningcenter.org) Visit the Center in the Warwick Mall or call 401-736-3170 for more information.

CareerOneStop: CareerOneStop is the nation's newest and largest publicly-funded resource for anyone searching for career information. CareerOneStop gives you national, state and local labor market information at your fingertips. It includes America's Job Bank, America's Career InfoNet and America's Service Locator.

Preparing for College: The web site of the Rhode Island Office of Higher Education (www.ribghe.org) provides information on preparation for college, career selection, choosing a college, financial aid, preparation for SAT or ACT, and information on Rhode Island colleges and proprietary schools. Resources for teachers and others who advise students are included.

O*NET: The Occupational Information Network (O*NET) is a comprehensive source for occupational information. More than 900 occupations are described in detail, with the profiles of the skills, knowledge and abilities in demand. Have your teen match their interests and values to occupations they're interested in by having them take the Interest Profiler or other assessments.

No Child Left Behind

In 2001, the President, George W. Bush enacted the “No Child Left Behind” Law. This law ensures that every child is provided a solid education, not to be left behind. To learn more, be sure to visit the Department of Education’s web site, designed *just* for parents! Some of the items below can be found at:

www.nclb.gov/parents/index.html

No Child Left Behind: A Parents Guide:

(June 2003) summarizes the *No Child Left Behind Act*. It answers common questions about the law, explains what the law does for parents and tells where to find additional resources.

Education News Parents Can Use:

A television series that provides parents with the tools and information necessary to help children succeed. It’s broadcast and webcast every month by the U.S. Dept of Education. To view the most recent webcast or archived editions, visit: www.connectlive.com/events/ednews

The Helping Child Series:

Launched in 1991 and republished, these booklets provide parents with practical lessons and activities to help their school-aged and preschool-aged children master reading, understand the value of homework and develop the skills necessary to achieve and grow in life. Publications are also available en Espanol.

Learn about Supplemental Services:

This brochure provides powerful ways for parents to help children in school, focusing on supplemental services that give children extra help in reading, language arts, math and other academic subjects.

Put Reading First: A Parent Guide to Helping your Child Learn to Read:

A downloadable PDF brochure that helps parents, help children learn to read.

Homework and Reading Tips for Parents:

Downloadable PDF brochures with valuable tips for parents to help their child with homework and reading skills.

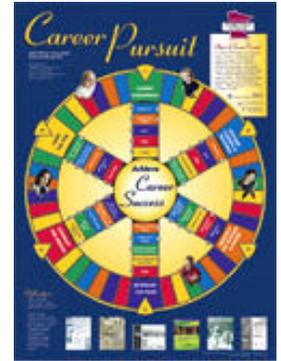
RI CRN Parent Brochures

A series of brochures for parents of children preschool age through college are available on the RI CRN website at: www.dlt.ri.gov/crn/parents.htm

Career Pursuit

How to Win at Career Pursuit!

Pursuing a career is no trivial matter! Finding the right career in today's economy can be overwhelming. This poster identifies how to win at the game of career pursuit. Find a job, earn higher pay, gain greater job satisfaction, and more. To win, follow the 6 steps listed and use the tools and resources described. You will find all of these resources, along with trained staff to help you use them, at your nearest Rhode Island netWORKri Center.



See www.networkri.org for netWORKri locations nearest you.



STEP ONE:

Career Assessment. Identify your interests and skills. Learn what's important to you in a career. From these results, create a list of possible jobs based on your needs and interests. Helpful career tools at this stage are:

- 📁 **Creative Job Search:**
- 📁 **ISEEK:** Search for Assessments section
- 📁 **MCIS:** Occupational Exploration; Skills or O*NET Interest Profiler section
- 📁 **Career Anchor:** Assess your Interests section
- 📁 **O*NET:** Skills Search section



STEP TWO:

Explore Careers. Take the list of jobs you compiled in Step 1 and learn more about them. How much training or education is required? How could you pay for your training and education? What tasks and responsibilities are involved? How much money would you earn? What is the work environment like? Tools for this step are:

- 📁 **CareerOneStop:** Occupational Knowledge, Skills & Abilities section
- 📁 **HESO:** General Financial Aid and Education Information
- 📁 **ISEEK:** Explore Careers section
- 📁 **MCIS:** Education and Training section
- 📁 **Career Anchor:** Occupational Details (pgs 24-39)



STEP THREE:

Research Job Outlook & Wages. Now it's time to research your career possibilities. Learn what certain job fields pay. Find how many people are employed in an occupation, which occupations are fast-growing and which are shrinking. Also, calculate the average starting salary using the Salary Tool. Tools to use:

- 📁 **Employment Outlook:** www.dlt.ri.gov/lmi/proj.htm
- 📁 **Job Vacancy Survey:** www.dlt.ri.gov/lmi/jvs.htm
- 📁 **Labor Market Information (LMI) website:** www.dlt.ri.gov/lmi
- 📁 **Rhode Island Salary Tool:** www.dlt.ri.gov/lmi/oes.htm
- 📁 **RI Red; Research & Economic Database:** www.dlt.ri.gov/rired

Career Pursuit, continued



STEP FOUR:

Establish a Job Plan. After sorting through career assessment results, narrow down your career options. Keep in mind your income needs, educational level, career growth goals and job availability in your local area. Talk to people who work in the career you're interested in for a picture of the day-to-day work. Reshape your resume for the fields you have selected. Tools to use:

- 📁 **Career Exploration Workshop:** see your local netWORKri Center for listings
- 📁 **Creative Job Search:**
- 📁 **Resume Guide Books:** available at all netWORKri Centers
- 📁 **Resume Writing Workshops:** conducted at all netWORKri Centers



STEP FIVE:

Conduct Job Search. Now it's time to look for work in your chosen field. Learn more about businesses and organizations looking for people with your skills and abilities. Then apply. You can learn about employers and find job leads utilizing these resources:

- 📁 **CareerOneStop:** www.networkri.org
- 📁 **Creative Job Search:**
- 📁 **Job Fairs, Recruitments and Expos:** www.dlt.state.ri.us/webdev/ets/jobfair.htm
- 📁 **Rhode Island Job Bank:** www.ajb.org/ri
- 📁 **Local Newspapers websites:** www.dlt.ri.gov/newspaperads.htm



STEP SIX:

Land the Job! Time to interview and prepare for the big pay off. Polish your interviewing skills, so that an employer understands how you can benefit their organization. Know the market value for your new position. Negotiate a solid starting salary. Helpful tools for this stage are:

- 📁 **Creative Job Search:** The Job Interview (pg 50-51 of RI Career Anchor)
- 📁 **Rhode Island Salary Tool:** <http://data.mnwfc.org/lmi/salary>
- 📁 **Real Videos:** at all WorkForce Centers, see Building a Network or Quick Interview Video
- 📁 **Salary Survey:** www.mnwfc.org/lmi/salary/
- 📁 **Winway Resume:** Interviews and Video sections, available at all WorkForce Centers

Direct links for all noted resources:

- | | |
|--|--|
| ☞ RI netWORKri Centers | www.networkri.org |
| ☞ RI Dept. of Labor & Training | www.dlt.ri.gov |
| ☞ Higher Education Services Office | www.riheaa.org/ |
| ☞ ISEEK | www.iseek.org |
| ☞ LMI Website, Labor Market Publications | www.dlt.ri.gov/lmi |
| ☞ Career Anchor | www.dlt.ri.gov/crm/anchor.htm |
| ☞ RI Red; Research & Economic Database | www.dlt.ri.gov/rired |
| ☞ RI Job Bank | www.ajb.org/ri |
| ☞ O*NET | http://online.onetcenter.org |

RICIDS (R. I. Career Information Delivery System)

The high school level programs in the Rhode Island Career Information Delivery System (**Choices**, **Choices Planner**, **Choice Explorer**) are important resources to use when making career and education decision. They are easy to use and widely available for high school students in Rhode Island. They aid students with career planning, career assessment tools, goal setting and decision-making. Updated annually they provide current and comprehensive information on careers, schools, financial aid and other topics.

The **Choices** and **Choice Planner** programs includes the following. **Explorer** includes similar features.

- Assessment – Learn about yourself
 - Interest Profiler
 - Basic Skills Survey
 - Work Importance Locator, and more
- 656 detailed occupational descriptions with O*NET and Rhode Island data
- Detailed information on 7,095 national and 26 Rhode Island postsecondary schools with a tool that helps to identify the school that meets your needs
- Information on programs of study
- Scholarships and financial aid with a sorting tool to identify scholarships to match your criteria
- Job search and self-employment tools
- Planner to build high school and post-secondary course plans, document employment skills, create education and career plans, and plan a job search
- Build a resume and plan for a job interview
- Print summaries and reports of work completed
- An online career portfolio

Features include occupational videos, Internet links to resources and information for most postsecondary institutions. Additional features include sorting tools that match interests, abilities and work preferences. Scholarships and postsecondary schools can also be sorted by personal preferences.

For teachers, the programs contain career development and educational learning activities and other resources.

“Hands-on” training workshops are provided each year for Rhode Island teachers, counselors, and other career development professionals for each of these programs.

RICIDS is administered by Rhode Island Career Resource Network. A variety of related career resources for elementary and middle school students are also available. For more information about RICIDS or these other products, call 401.462-8790 or email crn@dlt.state.ri.us.

CareerOneStop



Searching for career-related information? Search no further....

www.careeronestop.org

CareerOneStop is the nation's newest and largest publicly-funded resource for anyone searching for career information. It doesn't matter where you are or what you do... **CareerOneStop** has the national, state and local labor market information you're looking for! And at no cost to you!

CareerOneStop directs users to exceptional components like America's Job Bank, America's Service Locator and Career InfoNet. Below is a quick overview of the resources these tools offer. It's quick and easy!



America's Job Bank:

The biggest and busiest job market in cyberspace! America's Job Bank averages more than a million jobs from every state, with 500,000+ resumes posted online!

- ☆ Search for jobs in any state or city – you can search up to 3 states at a time or simply specify a search radius from your zipcode!
- ☆ Search jobs by title or keyword.
- ☆ Contact the employer directly by using the “apply now” button.
- ☆ Design a cover letter.
- ☆ Create and save job scouts that search job listings automatically for you.
- ☆ Create and post your resume online. Let employers contact you.

Visit: www.ajb.org or www.ajb.org/ri

CareerOneStop, continued.

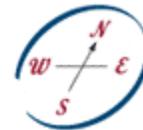


America's Career InfoNet:

Smart career decisions start here! Find wage and employment trends, occupational requirements, state-by-state labor market conditions, millions of employer contacts nationwide along with the most extensive career resource library online.

- ☆ Research job market trends based on education level.
- ☆ Find wage information based on your selected state and occupation.
- ☆ Create your own customized job report.
- ☆ Utilize the Career Resource Library with more than 5,500 links to job and resume banks.
- ☆ Learn about employability “check-ups” – where would you stand if you lost your job today?
- ☆ Find out about occupational licensing requirements.
- ☆ Find resources to pay for training and learning.
- ☆ Use the Employer Locator and learn about potential employers, including contact information.
- ☆ View one of the 350+ career videos and watch real people doing real work.

Visit: www.acinet.org



America's Service Locator:

It's the newest piece of CareerOneStop, where employers and jobseekers can find the services they need. Locate training, receive assistance with job loss and more. All you need to do is enter your zip code and select the desired service. You can also dial 1.877.US.2JOBS for direct assistance.

Visit: www.servicelocator.org

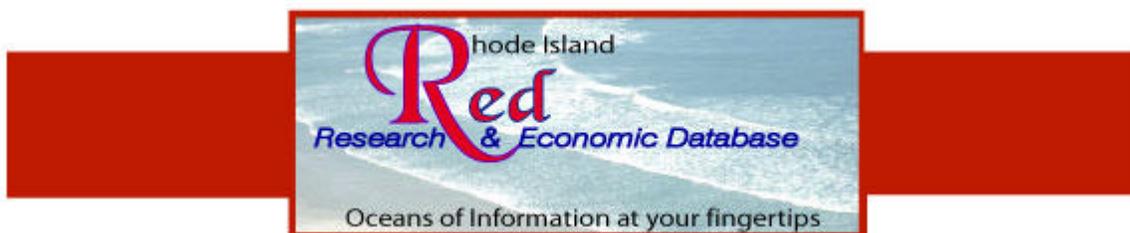
Rhode Island Red

Oceans of Information at your fingertips

Rhode Island Red is a comprehensive website that helps you connect to a wealth of information about careers, job openings, skills, financial aid, employment and wage information for different occupations and more! **RHODE ISLAND RED** is ideal for job seekers and employers to access data needed to make informed decisions.

With **RHODE ISLAND RED**, you can:

- **Find the perfect career!** Discover your skills and interests. Read about hundreds of career paths and occupations. Link to internships and mentorships. Check out occupations, salaries and employment outlook. At **RHODE ISLAND RED**, find everything to make smart career choices.
- **Find education to reach your goals!** Explore information on Rhode Island schools, colleges and universities. Learn how to apply for colleges and ways to finance it.
- **Find a class!** Access thousands of Internet, short-term and classroom-based classes at private and public schools in Rhode Island.
- **Find a job that's right for you!** Connect to the Rhode Island Job Bank, which lists hundreds of current Rhode Island job openings, internships and mentorships. Find contact information for employers, build a resume, find interviewing tips and research wages and future trends for specific jobs.



www.dlt.ri.gov/ried

O*NET (The Occupational Information Network)



The Occupational Information Network

To help readers understand what they need to know for particular occupations, *Career Anchor* has a section for each occupational group entitled “*What Skills Do You Need?*” There’s a lot more to choosing a career than knowing the skills and training requirements. One of the most comprehensive sources for occupational information of all kinds can be found through O*NET. Developed by the U.S. Dept. of Labor’s Education and Training Administration, it’s a comprehensive resource and tool set for describing and exploring the world of work.

What Does O*NET Offer?

Occupations, occupations and more occupations. With over 900 occupations described in detail, O*NET is the foundation for most occupational information systems, including all government occupational information. Some of the details it has to offer include:

- **Work Context:** How do people do their jobs? Do they work inside or outdoors, do they work alone or in teams, is work predictable or different every day?
- **Work Values:** What do workers in this type of occupation need to be satisfied with their job – achievement, relationships, independence or something else?
- **Interests:** Corresponds to the Holland Codes used in the *Career Anchor* assessment, what kinds of work characteristics interest people in this type of occupation?
- **Tasks:** What do people in this occupation actually do on a day-to-day basis?
- **Skills:** What skills must you bring to the job to learn what you need to know and do on the job?
- **Knowledge:** What specific concepts must be learned and understood for this occupation?
- **Abilities:** What kinds of physical abilities – such as physical strength, coordination, vision and hearing – do workers need?

What Can I Do with O*NET?

Visit O*NET online (online.onetcenter.org) to:

- **Explore occupations** – find out more about what you need to know and do on the job, including skills and abilities, day-to-day tasks training and experience.
- **Match your skills** to occupations.
- **Find occupations** similar to what you’re doing now, just finished doing, or what you’re considering for your future.



GET CONNECTED to one of Rhode Island's six netWORKri career centers:

East Bay (Warren)	470 Metacom Ave.	245-9300
Pawtucket	175 Main St.	722-3100
Providence	1 Reservoir Ave.	462-8900
Wakefield	4808 Tower Hill Rd.	789-9721
West Warwick	1330 Main St.	828-8382
Woonsocket	219 Pond St.	762-9010

Rhode Island's netWORKri centers are "one-stop shops" for jobseekers to access career information, training, and employment.

Services for job seekers include:

- Job and Career Resource Room (Internet computers, faxes, telephones, copy machines, books, newspapers, and more)
- Resume writing assistance
- Information about local, state, and national labor markets
- Job search workshops
- Job listings, hiring requirements, and job referral and placement
- Information on quality of education and training programs
- Initial screening for training eligibility
- Skill testing and assessment
- Assistance filing Unemployment Insurance claims

Rhode Island netWORKri centers are resources for everyone, parents included! Contact your local netWORKri center for information about tours, training or presentations for career classes. Look for a location near you at www.networkri.org.

Other labor market related resources of the R. I. Department of Labor and Training are available on the Internet at www.dlt.ri.gov/lmi.

Parent & Student *Activities*

Parents and students are encouraged to complete the following activities together. Activities are designed to help parents become more involved with their child's career exploration and generally require information from *Career Anchor* or other Rhode Island-based career information products.

- **Employability Skills:** This activity helps match your son's or daughter's qualities and strengths with valuable employability skills – a good starting place to learn if a career choice is a good match for what he/she likes and does well. (See page 50-51)
- **SCANS Skills Activity:** This activity shows how work and school expectations are similar. The activity focuses on connections between school and work and emphasizes current work habits that will help later on. (See page 52)
- **Me, Inc.:** This activity encourages your child to think of him or herself as their own CEO, accountant, public relations person or secretary. The exercise is designed to encourage a positive attitude toward the world of work. (See page 53)
- **Begin the Exploration: Overview of *Career Anchor*.** This is an excellent starting point for both parents and their children to become familiar with the *Career Anchor*. The activity provides an overview of the publication. (See page 54-56)
- **Assessing Our Interests:** This helps parents link their child's interests to careers and discuss how the results match their future dreams and current positions. (See page 57-58)
- **Career Planning List:** This lists activities specifically related to career planning, with room to add more. (See page 59-60)
- **Future Careers:** This activity encourages communicating about future career options. (See page 61)
- **Monthly Budget:** In this activity, the child creates a monthly budget based on a chosen occupation's median wage. The parent completes a separate budget based on the wages from the first job after high school. Parents and students then compare budgets and discuss prevalent issues. (See page 62-65)
- **Future Options:** This activity explores many of the options available to students after graduation from high school. (See page 66-67)
- **Adult Interview:** This interview activity focuses on the student learning about an adult's past career exploration. (See page 68-69)
- **Schools and Programs:** This introduces students and parents to the higher educational opportunities in Rhode Island, including schools and educational programs. (See pages 70-71)
- **Career Research:** This activity gives parents an opportunity to assist their child in researching an occupation they find interesting, using *Career Anchor* and other state resources. (See pages 72-74)
- **Career Goals:** Parents help their child complete this activity, which explores career and education-related goals and the steps needed to achieve these goals. (See pages 75-76)

Employability Skills Activity

Very often the career choices that people make reflect their qualities and strengths – as they also reflect what individuals like and what they do well. Talk with your teen. Use the following activity to guide you and your teen through the process of looking at employability skills.



Read the following list of qualities.

Then, choose 3 to 5 qualities that best describe your son or daughter and write them on a piece of paper.

Without telling your son or daughter the qualities you've chosen, ask your teen to do the same thing. Then, have your son or daughter choose 3 to 5 qualities that he or she feels would be the most self-descriptive.

After both of you have made your choices, use the questions below as talking points.

I am...

social	fun	laid-back	dependable	organized	precise
active	serious	hard-working	shy	independent	mature
friendly	mathematical	bold	punctual	team player	sharing
responsible	cooperative	persistent	helpful	outgoing	patient
motivated	curious	studious	good listener	supportive	creative
kind	open-minded	talkative	understanding	flexible	
conscientious	trustworthy	deliberate	enthusiastic	energetic	

- Have both of you explain why each of the qualities was chosen.
- Discuss how easy or difficult it was to choose just 3 to 5 qualities.
- Are these qualities a good match for your teen's career choice? If your teen is unsure of direction right now, have them consider how these qualities might relate to various career options that he or she may want to learn more about.

Adapted from
It's the 11th Hour in Your Teen's High School Career
 [Ohio Department of Education]

Employability Skills Activity, continued



Most people aren't fired because they lack specific job skills, but because they do not possess strength in general employability skills - such as getting along well with co-workers.

Five areas of employability skills are listed below; these are skills that employers and colleges **expect** from applicants.

The qualities your teen has are *directly* related to employability skills. For example, being patient, outgoing and curious could relate to having strengths in interpersonal skills. Qualities such as being flexible, concise and open-minded may be related to strengths in the area of "Systems."

In the table below, have your teen write the personal qualities that relate to each defined skill area. Talk about how those strengths relate to success in school now and how they might impact future success in the workplace.

Employability Skills	Related Personal Qualities
Resources: identifies, organizes, plans and allocates resources such as time, money, materials and facilities and human resources.	
Interpersonal: works with others as a team member, teacher, leader and or negotiator, works well with various types of diversity.	
Information: acquires and evaluates, organizes and maintains, interprets and communicates information and can use a computer to process information.	
Systems: understands systems, monitors and corrects performance and improves design systems.	
Technology: selects and applies technology to tasks, maintains and troubleshoots equipment.	

Adapted from
It's the 11th Hour in Your Teen's High School Career
 [Ohio Department of Education]

SCANS Skills Activity

Here are some suggestions to help you and your teen think about SCANS skills.

- How do you use SCANS skills at home? Help your teen identify ways they use these skills.
- At conferences, inquire which SCANS skills teachers and counselors are using are helping your child develop.
- Talk about how your family is a system. This is usually one of the more difficult SCANS skills for a young teen to understand.
- Which SCANS skills are critical in your own work? Talk about which ones might be critical for the career goal your teen is thinking about now.

The activity below shows how work and school expectations are similar. It will help your teen make better connections between school and work and emphasize that work habits learned now will help later on the job.

Parent/Guardian	Teen
<i>What's expected at Work?</i>	<i>What's expected at school/work?</i>
Attendance:	Attendance:
Punctuality:	Punctuality:
Completing Assignments:	Completing Assignments:
Dependability:	Dependability:
Teamwork:	Teamwork:
Follow-through:	Follow-through:
Cooperation:	Cooperation:
Respect for Authority:	Respect for Authority:

What are the rewards for fulfilling your work and/or school responsibilities?

Adapted from
It's About Time
 [Ohio Department of Education]

Me, Inc.



Workers today have to fend for themselves in the marketplace. Unfortunately, no one is safe and no one can rescue you. Even the boss who hired or fired you will be gone someday. So what do you do?

Have your child think of himself /herself as self-employed, owning and operating:

Me, Inc. Your child is its CEO, accountant, public relations person and secretary. The product is them: their skills, knowledge and ability. The customers are their employers, co-workers and everyone else.

Self-employed people know that they're only as good as their last job. They don't rest on their laurels. They're always trying to please customers more and expand their services. That's how your child will have to be.

Explain that when you think of yourself as **Me, Inc.**, you'll have a positive attitude toward the world of work. You can take charge of your own career and not be a victim of the system, whether you're laid off, employed or changing fields.



Here's how to put **Me, Inc.**, into practice:

Perform to the best of your ability. Be the kind of employee that employers want to hire and keep. Don't just put in a minimum effort. You can tell a lot about a person's character by their work.

Take care of yourself, physically and mentally. Avoid over-working. Believe it or not, recent research found that people who work excessive hours report it negatively affects their health – not to mention quality of work.

Plan for bouts of unemployment. You'll probably lose your job at some time, so be prepared: develop your job-hunting skills, build a network of acquaintances and save money.

Learn to take adversity in stride. There's no shame in being laid off – it's too common a phenomenon for embarrassment. Just try to learn lessons from the experience.

Adapted from
Starting the Conversation: A Career Exploration Guide for Parents and Children
[Texas Workforce Commission]

Begin the Exploration: Overview of *Career Anchor*

Parents and students, use your copy of *Career Anchor* to answer the following questions together. This activity will help you both become familiar with the publication.

THE CAREER PLANNING PROCESS (PAGE 1)

1. What is the first step in managing your career?

2. What is the last step in managing your career?

KNOW YOURSELF (PAGES 2-7)

3. Following are letter codes used in the interest assessment in *Career Anchor* on pages 6-7. Fill in what each code stands for and list one or more occupations related to the code. Give the page number where you can find information on each occupation.

	What the Code Means...	Occupation	Page Number
R			
I			
A			
S			
E			
C			

4. List 5 types of skills and knowledge that are in demand from employers, with a brief description for each (see pages 10 and 54 for hints)

- A.
- B.
- C.
- D.
- E.

5. What's the best way to promote your achievements, showcase your talents and get noticed, globally?

Begin the Exploration, continued

6. Look at the occupations listed on pages 12-13. Which are not traditional for men? Which for women? What does this mean for your career planning?

7. What is a work-based learning opportunity? Name some work-based learning opportunities and ways in which you might go about learning more.

KNOW ABOUT OCCUPATIONS (PAGES 22-39)

8. What is Employment Growth and why is it important to consider when thinking about a career?

9. What are Job Zones and how can you use them?

CAREER FIELDS (PAGES 22-39)

10. List the 16 industry clusters used in *Career Anchor*. For each one, name three or four specific occupations found within that field. See the example below.

Cluster	Occupational Group	Specific Occupations
<p>Example: Architecture and Construction</p>	Construction	Brickmason, Carpenter, Electrician, Heating, Air Conditioning and Refrigeration Mechanic, Pipefitter, Plumber, Painter, Sheet Metal Worker, etc.

Begin the Exploration, continued

11. Browse through the occupations listed in each of the industry clusters. Choose **one** occupation that's appealing and complete the following:

Occupational Title: _____

Employment: _____

Entry Wage: _____

Holland Code: _____

Growth % _____

Education Requirements: _____

12. What types of skills are required for the occupation you listed above?

KNOW ABOUT POSTSECONDARY EDUCATION (PAGES 15-21)

13. *Career Anchor* lists many possible postsecondary education options. Name 4 future options listed in the publication. List 2 advantages of each.

14. Is Higher Education worth the investment? Provide 2 reasons why or why not.

15. What's an electronic portfolio and how is it used?

Assessing Interests

Know Your Personality (Holland Codes) in the *Career Anchor* helps users match their interests and personalities to careers as a start to the career exploration process. But career assessments aren't just for students. In fact, adults can benefit from taking interest assessments, too.

Parents and students should each review pages 6 and 7 in *Career Anchor*. Check each line which describes you, and then count the number of check marks in each column. Then answer and discuss the following questions.

1. Which column had the most checks? Second greatest? Third? Write the first letter of each below.

2. What occupations are related to your interest profile (look in pages 24 through 39)?

3. Do you think your interest profile is a good match for you? Why or why not?

4. Does your interest profile match your current career path or future plans?

5. Guess the interest profile of the person you are completing this exercise with.

6. Why did you choose the above interest profile for that person?

Assessing Interests, continued

Next, compare answers with the person you are completing this activity with. After you've shared answers, complete the following questions together.

7. Were either of you surprised by the other's interest profile? Why or why not?

8. Was your guess correct, or close, to your partner's interest profile? If no, why not?

9. Students, does your parent's interest profile match the job they are currently doing? Why or why not?

10. Parents, is your child interested in any of the occupations related to their interest profile? If not, what occupations are they interested in?

Career Planning List

The following is a list of career planning activities. Some may have already begun to work on these, while others are just starting. Parents and students, review this list together. Parents, have your son or daughter place a check (☑) next to an activity they've accomplished and have them summarize what they learned. Next, have them choose 5 activities that have not been completed. Be sure to have your son or daughter add this information to their portfolio, particularly if one has already been started.

☑ here when completed

☑ here when completed

Taken an interest inventory	Taken an aptitude or abilities test
What I learned:	What I learned:
Used a computerized system (like Choices or CX Online) to research occupations & schools	Informally interviewed someone in an occupation I find interesting
What I learned:	What I learned:
Checked out and read book(s) on careers	Attended a career fair or career day
What I learned:	What I learned:
Talked to college admissions representative	Reviewed career and educational plans with parents or mentor
What I learned:	What I learned:
Talked to a military recruiter	Browsed catalogs from higher education institutions
What I learned:	What I learned:

Career Planning List, continued

 here when completed

 here when completed

Completed a job shadowing program	Prepared a resume
What I learned:	What I learned:
Discussed career and educational plans with a school counselor or advisor	Used the Internet to search for career and educational resources
What I learned:	What I learned:
Explored different forms of financial aid	Researched different scholarships and grants to help pay for college
What I learned:	What I learned:
Visited schools interested in attending	Interned at an interesting company
What I learned:	What I learned:
What I learned:	What I learned:

Use this list and **expand** on your ideas throughout the year. Make sure to check each activity after you've completed it and document what you learned. Fill in the last 2 blank career-planning activity boxes with additional ones not already on the list.

Future Careers

Parents, you've probably already started thinking about future career choices for your child. And they've started exploring different occupations too. How do they compare? Fold this paper in half and separate the columns. Ask your son or daughter to list 5 careers he or she finds interesting. Without looking at the other column, parents, write down 5 careers you think your child is well suited for. Together, discuss the responses. What have each of you learned from this exercise?

STUDENT	PARENT
What careers are you considering for the future? Why do you like each career, or why do you think it would be a good fit for you?	What careers are likely choices for your child? Why do you think your child would be well-suited for the careers you listed?
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
What have you learned from this exercise?	What have you learned from this exercise?
1. 2. 3. 4.	1. 2. 3. 4.

Adapted from
Youth Decisions (J. Davis and M. Dickmeyer).

Monthly Budget

Each occupation in *Career Anchor* has wage information. But, how far will that money *really* go? One way to figure this out is to construct a monthly budget. Parents, have your son or daughter choose an occupation and record its median (average) hourly wage below. Also, make another copy of this budget sheet and complete a budget based on what your first wage was. Be sure to use a pencil!

Occupation _____ **Median Wage** _____

The first step is to calculate how much money you *really* have to spend each month.

Gross Monthly Income	
Gross monthly income is your median hourly wage times the number of hours worked in a month. =(median wage) X (173) [Use a full-time estimate of 173 hours per month.]	\$ _____
Payroll Deductions	
Deductions include Federal and State taxes, social security plans, and insurance costs. Deductions typically total 30% of your gross monthly income. =(gross monthly income) X (.30)	\$ _____
Net Monthly Income	
This equals your total take home pay minus the amount of money for payroll deductions. =(gross monthly income) – (payroll deductions)	\$ _____

Next, estimate how much you spend on monthly expenses. Do your best to determine how much you would spend for each category by using the guidelines below and what you know about your spending habits. Adjust the numbers until you are satisfied with the amounts.

Housing	
Typically, housing takes up about 25% of your net monthly income. The average rent for Rhode Island was \$553/month in 2000, according to the U. S. Census. More recent data is not available, but would be higher.	\$ _____
Food	
Like housing, typically 25% of your net monthly income is spent on food. If you are single, you can decrease this amount. If you anticipate feeding a family, you won't be spending less than \$250 a month!	\$ _____
Transportation and Maintenance	
On average, transportation costs equal 15% of your net monthly income. If you own a vehicle, you will have to maintain it (gas, insurance, repairs, tags, etc). Also, add about 20% of your above transportation cost to cover these expenses. If using public transportation, your expenses may be lowered significantly.	\$ _____
Savings / Retirement	
It's wise and recommended to set aside money each month for savings. There are numerous options for saving money – from opening a savings account at a bank to investing. It's recommended that you save <i>at least</i> 5% of your net monthly income.	\$ _____
Clothing	
Think of all of the work and leisure clothes, shoes and coats you buy in one year. Divide this amount by 12 for how much you will expend in a month. Typically, clothing costs are 10% of your net monthly income.	\$ _____
Entertainment	
Includes money you'll spend on movies, eating out, concerts, clubs, etc. Calculate how much money you spend in a week on entertainment and multiply this amount by 4 to calculate your monthly expense.	\$ _____
School Payments	
Don't forget to add tuition or student loan payments you might have. Visit the College Planning Center of Rhode Island website (www.collegeplanningcenter.org) for specific tuition and loan payment details.	\$ _____
Miscellaneous	
These expenses include everything else – like dry cleaning, buying household or cleaning supplies, pet expenses, prescription costs, Internet connection, cell phone bills, cable, electric, gas and other miscellaneous expenses that you have to budget into your monthly expenses.	\$ _____
Total Monthly Expenses	\$ <input style="width: 80px; height: 30px;" type="text"/>

Monthly Budget, continued

Now, compare your Net Monthly Income and Total Monthly Expenses. If your Total Monthly Expenses exceeds your Net Monthly Income, you'll have to adjust the amount of money for each monthly expense. Adjust your monthly numbers until your Net Monthly Income and Total Monthly Expenses are equal, or your monthly expenses are less.

Net Monthly Income \$	Total Monthly Expenses \$
---------------------------------	-------------------------------------

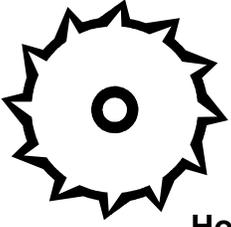
1. How many times did you have to adjust your budget? Why and which expenses did you have to adjust?

2. Compare your budget with your parent's budget. Which expense totals were similar and which ones were different? Why?

3. What differences are there between the parent and student budget? What are some reasons for these differences?

4. What have you learned about creating monthly budgets from this exercise? What things will you keep in mind when you choose a future career? Parents, what advice do you have for your child about budgeting?

Tips: How to Stay on Budget



Parents, if your child is still having trouble adjusting their budget so their total monthly expenses don't exceed their net monthly income, here are some tips on how they can cut back within each category of monthly expenses.

Housing:

Get a roommate. Not only will you split the rent in half, but you'll also be able to save money on utilities.

Food:

Eat in! Even a \$.99 burger at a fast food restaurant is more expensive (and less healthy) than several sandwiches that you can fix at home. If you have to be away from home at lunch, pack a lunch to bring with you.

Transportation & Maintenance:

Ride the bus, carpool or buy a fuel-efficient car. When it comes to cars these days, bigger may appear to be better – but an SUV may cost you a lot more in gas than a smaller car.

Utilities:

You can really save money by remembering to turn your lights off when you exit a room in your house or apartment.

Savings/Retirement:

This is one place you don't want to skimp. Commit to stocking away a small amount each month – even if you have to give up a mocha-latte or two.

Clothing:

Make sure your clothes are worth their price. If the number of dollars an item costs equals the number of times you think you'll wear it, then go ahead and buy it. (For example, if you want to buy a \$40 sweater, ask yourself: will I wear this sweater 40 times? If the answer's no, you may want to put it back!)

Entertainment:

Everyone wants to have fun, but entertainment costs can skyrocket if you don't watch your spending. To save a few bucks, go to matinees rather than evening movies and skip the popcorn!

School Payments

Explore scholarship options – and realize that not all scholarships are based on athletic ability or GPA. Pay your tuition bills on time to avoid late charges.

Miscellaneous

When getting prescriptions, always ask if the medication you need comes in generic. Buy discount cleaning supplies and buy items that you regularly use in bulk.

Adapted from
Louisiana Career Gear 2003/2004 Instructor's Guide
[Louisiana Works, Department of Labor]

Money Management Mistakes to Avoid



Parents, here are some additional money management tips to share.

1. **Not setting up a budget.** Working out your spending plan “on paper.” It goes a long way toward helping understand what you have to spend and spending within your means.
2. **Not keeping track of account balances.** These days, with all the tools available through banks, credit unions and online, there’s no excuse for not tracking balances, at least on a monthly basis. The consequences of not keeping track can be expensive as bounced check fees, ATM fees and over-the-limit fees escalate.
3. **Making poor choices about credit cards.** Credit card companies are offering fantastic “deals” to students, but as a rule it’s better to avoid credit cards altogether! If you do decide to get a credit card, make sure your child pays the balance in full each month. There’s nothing harder to pay back – or more expensive – than debt that piles up on a maxed out credit card.
4. **Letting friends talk your teen into spending money they don’t have.** When friends try to pressure you to go out to eat, go to a movie, take a road trip, etc., be ready with some alternate ideas for entertainment that fits into your budget.
5. **Lending money to friends.** Giving someone a loan does not help them learn how to manage their own money and if there’s any problem with them paying it back (as there usually is), it will stress a friendship, not to mention your own finances!
6. **Buying on impulse.** Always take a list – and stick to it – when you go shopping. Also, comparison shop and economize, even on everyday purchases.
7. **Not planning past immediate needs.** There’s always emergencies and unexpected expenses. There will also be future expenses that you can start saving for now. Make saving a part of your plan.

***Note:** one of the biggest pitfalls in budgeting for everyone is what’s included in our “other” category. When you’re developing a spending plan, identify what your expenditures are and what luxuries you can or can’t afford... make sure to control every dime and dollar! Here’s just a partial list of things people spend “change” on, without thinking about how it adds up:

Gum, candy, books, magazines, newspapers, tickets for movies or sporting events, CD’s, DVD’s, cosmetics, hobby items or gifts and greeting cards. Save your change and see what you really spend your cash on!

Adapted from
Student Career Guide: A Future by Choice, Not by Chance
[Utah Career Resource Network]

Future Options

There are many options for students to consider after high school. Below is an activity for parents and students to do together. Use *Career Anchor* or other resources provided to answer the questions below.

1. Name two Rhode Island offices that can help you with questions or provide resources about financial aid. List 2 ways to contact each office.

2. Using the “Why College?? Why Not?” section of the Office of Higher Education website (www.ribhe.org) for high school students, list five reasons you should consider higher education.

3. List 4 different ways to obtain an application to any of Rhode Island’s state colleges or the community college.

4. List 3 benefits of becoming an apprentice.

5. What are the 2 main parts of apprenticeship training? How long does each part typically last?

Future Options, continued

6. Name several Rhode Island career schools. How do they differ from the colleges and universities?

7. Which Rhode Island netWORKri Center location is nearest to you?

8. What types of items should you include in a career portfolio?

9. Name some types of careers that can be learned through participation in the military.

10. What's another option after high school that hasn't been covered? Do some research at the library, a career center or on the Internet about this unexplored option. What steps do you need to take to prepare?

Adult Interview

Students, one of the best ways to understand career decision-making is to talk to someone about their experiences. Everyone has a unique story to tell, and this activity will help you gather information about how all your decisions fit together. Find an adult you trust; it may be your parent, guardian, teacher, counselor, or relative. Schedule a time when the two of you can sit down and talk for about 30 minutes. Take this exercise sheet along to remember what sorts of questions to ask and be sure to record your answers.

1. What types of classes did you take in high school? Did you take a class in career investigation?

2. What did you do after high school? Did you go on to college, start working, join the military, etc.?

3. How did you decide what to do after high school? What resources did you have available to help you make your decision?

4. At the time, what was the most important reason for making your decision? (For example, if you started working right after high school, was it because your family owned the business, or maybe because you needed to start earning money right away?)

5. What was your first job after high school?

6. What were the requirements for your first job? Did you meet the requirements? Or did you have to get additional work experience or education first?

Adult Interview, continued

7. What's your current occupation?

8. What type of path have you taken from your first occupation after high school to your current occupation? Have you continued to do the same thing? Have you switched jobs several times? What additional training or resources did you need?

9. If you've changed occupational paths several times, what caused you to make these changes?

10. Knowing what you know now, what would you do differently after high school?

11. What advice would you give someone like me about making a career decision?

Schools and Programs

Rhode Island offers a variety of different educational programs and schools across the state to choose from. Use *Career Anchor*, information from Choices or CX Online, or the Office of Higher Education website (www.ribghe.org) to complete the following activity.

1. Using page 15 of *Career Anchor*, name and define three types of schools in Rhode Island.

2. Follow these 4 steps to complete the table below.

- A. Select 3 occupations that interest you.
- B. Find each occupation in *Choices* or *CX Online*. After reading through the information, fill in one of the educational programs/majors that will help you prepare for this career.
- C. Select this area of study within Choices or CX Online. List 3 schools offering the program.
- D. Now, use the *Choices*, *CX Online*, or the Office of Higher Education website to locate each school that you listed. Fill in the tuition cost for one year for a Rhode Island resident.

Occupation	Educational Program	Name of School	Cost of Tuition
		A.	\$
		B.	\$
		C.	\$
		A.	\$
		B.	\$
		C.	\$
		A.	\$
		B.	\$
		C.	\$

3. Some occupations have many educational programs to choose from, while others don't have a clear connection to any. Did you have any problems matching your occupations with educational programs? Were you surprised by any of the related educational programs? Why or why not?

Schools and Programs, continued

4. Choose an educational program from *Choices* or *CX Online* that is appealing to you (different from those listed above). List 4 schools that offer this program. If possible, choose different *types* of schools that offer the program (2-year, 4-year, private, state university, etc.). Then, fill in the information below for each school.

Educational Program: _____

School	Type of School	Address	Phone/Website	To order a catalog, contact....

5. What did you learn from this exercise? What other information about Rhode Island schools and educational programs did you find?

Career Research

By now you've explored a variety of careers. Students, choose one occupation you still would like to learn more about. With help from your parent(s), use *Career Anchor* and additional resources like *Choices*, *CX Online*, *CareerOneStop*, the *Occupational Outlook Handbook*, other family members, career resource centers, the Internet, library, career counselors or others to answer the following questions.

Title of Occupation:

1. Why are you interested in this occupation?

2. Give a description of the occupation, including main duties and responsibilities.

3. What are the education and training requirements?

4. Are there other requirements, such as licensure or certification, for this occupation? If yes, what steps must be taken to meet the requirements?

5. Does the occupation match your profile on the interest assessment in *Career Anchor*? If yes, list your interest profile and three other related occupations. If not, what is the difference between your profile and the interest code for this occupation?

6. What are the low-end, median and high-end wages?

7. What is the job outlook for this occupation?

Career Research, continued

8. What are the opportunities for advancement in this field?

9. List at least 3 other occupations that are similar or related to this occupation. Briefly describe their duties and responsibilities.

10. Are there job opportunities in Rhode Island for this occupation? What about in your region of the state? List at least three companies or businesses in your area that are hiring employees for this occupation.

11. What school subjects or courses would be helpful in preparing for this occupation?

12. For the occupation you've selected, will you interact with other people a little or a lot? Explain.

13. Do you have the requirements (ability, skills, interest, etc.) to work in this occupation? Why or why not?

14. Name 3 educational programs related to your occupation. Remember – these educational programs can include classes at private vocational schools, apprenticeship training or military training.

Career Research, continued

15. Find 3 schools or institutions that offer at least 1 of the educational programs you listed in question 14. Provide the street address, website address and phone number for each school.

16. What's the total cost of training for each school you listed above? Be sure to include estimated costs for tuition, materials, books and supplies. Be sure to consider shifts in tuition rates.

17. List 3 resources you can use to learn about financial aid. What are some of the financial resources available to help you pay for the educational training you listed above?

18. Talk to someone employed in your occupation. If you cannot locate anyone, talk to an adult who knows a little bit about that occupation. Ask them at least 5 questions that you still have regarding your chosen occupation. Then, record your questions and answers below.

19. List at least 3 other resources besides *Career Anchor* that you used for this research. What information did each provide about your occupation?

Career Goals

Career Anchor introduces a variety of career opportunities and future options. So, what's next? – a career goal! Your goal(s) may be to narrow your career focus, find a school that will prepare you for the future or apply for financial aid. Whatever your goals, it's helpful to run through the following steps. This process helps you transform a goal into reality. But before you can do that, you need to know what a goal should be.

A GOAL must be:

* **STATED IN CLEAR TERMS**

For example, I want to attend The University of Rhode Island.

* **BELIEVABLE**

You must believe you can reach the desired goal.

* **ACHIEVABLE**

You must have the interest, skills, abilities, strengths and resources (time, money, etc.) to make this goal happen.

* **MEASURABLE**

There must be a way to measure your goal. It must be accomplished either by being observed, accomplished in a certain time frame, or be a quantity that can be calculated.

* **DESIRABLE**

The goal must be something that you truly want to achieve.

Parents and students, list 3 important career goals you intend to achieve. For each goal, explain how it is believable, achievable, measurable, and desirable. Next, fill in 3 actions that will help you achieve your goal. Use *Career Anchor* to help with factual data and ideas for action steps.

Goal 1: _____

Believable: _____

Achievable: _____

Measurable: _____

Desirable: _____

Action 1: _____

Action 2: _____

Action 3: _____

Career Goals, continued

Goal 2: _____

Believable:

Achievable:

Measurable:

Desirable:

Action 1:

Action 2:

Action 3:

Goal 3: _____

Believable:

Achievable:

Measurable:

Desirable:

Action 1:

Action 2:

Action 3:

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- **Ohio Department of Education**
It's About Time; and It's the 11th Hour in Your Teen's High School Career."

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