

Career Information Center Proposal
By
Barbara Beck
Media Specialist
Warsaw Community High School
Warsaw Community Schools
Warsaw, Indiana
Kosciusko Leadership Academy
April 25, 2000

NO
record

Introduction

Our students face an uncertain future. Workforce trends suggest the average American will change jobs seven to ten times during their working years, and many will make complete career changes four or more times.

Our students must have the knowledge, skills, abilities, and information they need to make successful transitions to the working world. They must be prepared to respond and adapt to the ever changing business environment that will see rapid technological advances and growing foreign competition.

To help our students prepare for the future, Warsaw Community Schools has developed a pilot career program entitled Goals Approach Planning-Success Sequencing. Within this program each grade level would have specific career exploration lessons and activities designed to enhance the entire school curriculum.

Elementary Grades 1-5 would have an assigned Career Path containing three related careers each year and all students would be involved in eight activities per school year relating the specific designated Career Paths. During Grade 6 all the career paths would be revisited in the form of a fair or exhibit.

Middle School Grades 7-8 are when our students would begin to make the transition to high school. Through Goals Approach Planning-Success Sequencing they would gain more in-depth knowledge of the career paths they explored in elementary school. They would also learn about their future choices of extra-curricular activities and electives at Warsaw community High School. Students would learn of the significance of making good choices for class planning as they pertain to graduation requirements and college entrance. They would also learn about the role transcripts and the Gold Card would play in their future.

High School Grades 9-12 would be years of intensive career research, exploration and planning. During these years our students would seek the answers to three critical questions in career planning. "Who am I?", "Where am I going?" and "How do I get there?"

Grade 9 teachers and counselors would direct our students through a self-awareness testing process to help them begin to answer the question "Who am I?" They would also be directed to develop community involvement and build teamwork participation skills with service learning projects.

Grades 10 and 11 are when our students would begin to answer the question "Where am I going?" Grade 10 would provide our students with a mentoring program and allow for more in-depth career research. Grade 11 students would participate in job shadowing and develop future goals to prepare them for higher education and/or immediate employment upon graduation.

Grade 12 students would be involved with creating an action plan that answers the question "How do I get there?" They would become involved with internships, apprenticeships and co-op job opportunities. The students would complete their portfolios and resumes, some would continue to finalize financial aid and college entrance procedures, and others would conduct interviews for post-graduation employment.

A Career Information Center solely dedicated to career development would serve as a hub around which the Goals Approach Planning – Success Sequencing program and other career curriculum activities would occur. It would serve as a vital link to ensure that career development would be seamlessly infused into the entire school curriculum. The Career Information Center's role would be to offer information and a variety of services to students and their parents, to support and increase the instructional capacity of the school by serving as a resource to faculty and staff to connect students progress as they create and implement their career plans.

To develop a Career Information Center facility, a management plan of start-up costs needs to be created. The items of this type of management plan include: program goals and objectives; personnel; activities; materials; a timeline for implementation; and an evaluation plan. The following results of this management plan could be used as a guideline for future grant funding applications.

Career Information Center Program Goals and Objectives

The goal of the Career Information Center is to empower individual students to become the architects of their career development.

To meet this goal, the Career Information Center's objective is to provide students with the relevant information, learning activities, as well as workplace and higher educational opportunities to help them develop the necessary skills to find and hold a good job.

Career Information Center Personnel

Staff positions for a Career Information Center are directly connected to the mission or goal of the center, the space available, funding sources, and services offered. It is vitally important that competent, professionally trained and licensed counselors be available to provide the service of career counseling and curriculum development.

Beyond their specific career counseling and career development skills these counselors will need other desirable workplace skills. These useful skills include: managing a resource collection; job placement; curriculum development; community resource development and coordination; marketing and communication skills; and program evaluation skills. Warsaw Community Schools employ these professionals. However, with the increase in work load, additional counselors may need to be hired.

Additional money must be allotted for the employment of paraprofessionals to support the counselors. These workers can provide the daily clerical tasks necessary for the center's operation. Their tasks might include: reception and answering telephones; scheduling appointments and classes; coordinating and scheduling activities; correspondence; and answering technology questions.

Career Information Center Activities

A Career Information Center within an educational setting must educate students and faculty about their services and promote the expansion of career-related activities into the curriculum. The Career Information Center must seek to contribute to the individual student's career development in several ways.

The Career Information Center must provide information and activities to help students build skills necessary to answer the three critical questions of career development ("Who am I?", "Where am I going?" and "How do I get there?"). It must help the faculty connect course materials to the world of work. Finally, it must help the students apply their knowledge and skills to a variety of real world experiences.

The following is a list of the possible activities, strategies, and techniques that could be used to connect students, faculty and business representatives to the Career Information Center.

- Career assessment testing
- Career counseling
- Career days
- Career-related instruction
- College planning
- College visits
- Community referrals
- Co-op and internship experiences
- Employment advising
- Financial aid advising
- Freshman orientation activities
- Guest speakers
- Inservice activities on career development for staff
- Internships
- Job fairs
- Job market interviews
- Job readiness skills, such as preparing for interviews
- Job shadowing placement
- Mentorship placement
- Occupational and educational information interviews
- On-campus recruiting
- Outplacement counseling

- Panel discussions with experts
- Portfolio design
- Research and evaluation
- Resource materials and databases
- Resume writing
- Self-development activities to raise awareness of skills and interests
- Service learning experiences
- Scholarship assistance
- Student employment bureau
- Study skills
- Teamwork skill enhancement
- Time management skills
- Volunteer employment opportunities

Career Information Center Material Resources

Material resources provide the way students in the Career Information Center answer the three important questions involved in career development "Who am I?", "Where am I going?" and "How do I get there?" These many resources can be categorized into three basic areas of assessment tools, career and labor market information, and strategy-based references. These types of materials must be made available to students in a variety of printed, electronic and video sources.

Assessment tools as resources help students learn more about themselves. These resources help answer the question "Who am I?" Topics include: identifying individual strengths and concerns; conducting an interest and aptitude inventory; fine tuning goals; determining academic skill levels; and measuring personality characteristics.

Career and labor market information resources provide students with complete, accurate, and timely information to make career decisions and form career plans. These materials help the user answer the question "Where am I going?" Topics include: duration and nature of work; work setting and conditions; preparation required; special requirements or considerations; methods of entry; earnings and other benefits; usual advancement possibilities; employment outlook; opportunities for experience and exploration; related occupations; and sources for additional information.

Strategy-based reference resources address the question "How do I get there?" Topics include: identifying and developing workplace skills; positive work habits; test preparation materials; scholarship and financial aid information; college materials; job seeking materials; cover letters; resume writing; interviewing; getting a job and keeping it; recruitment literature; and military materials.

In advance of requesting funding, a budget of start-up costs must be created. The following is a detailed account of the start-up costs for books, electronic sources, equipment, newspapers, periodicals, posters and videos. The total start-up cost for the Career Information Center is \$66,926.75.

<u>BOOKS</u> Title	Cost
2000 Career Choice Set Peterson's <u>Internships</u> <u>Summer Jobs for Students</u> <u>Job Opportunities</u> <u>Hidden Job Market</u> <u>Top 2,500 Employers</u> <u>Media Companies</u> <u>Job Seeker's Almanac</u> <u>Ultimate Job Search Survival Guide</u> ISBN 0-7689-0310-6	\$136.88 10 Vol. Set
2000 Deluxe Test-Prep Set <u>SAT Success</u> <u>SAT Math Flash</u> <u>SAT Word Flash</u> <u>ACT Success</u> <u>ACT English Flash</u> <u>ACT Math Flash</u> <u>Panic Plan for the SAT</u> <u>Panic Plan for the ACT</u> <u>Success with Words</u> <u>PSAT/NMSQT Flash</u>	\$83.63 10 Vol. Set
2001 Deluxe Guidance Set Peterson's <u>College Visits</u> <u>Four-Year Colleges</u> <u>Insider's Guide to College Admissions</u> <u>Scholarships, Grants & Prizes</u> <u>College Money Handbook</u> <u>Competitive Colleges</u> <u>Writing a Winning College Application Essay</u> <u>Vocational and Technical Schools and Programs:</u> <u>East and West</u> ISBN 0-7689-0480-3	\$183.38 10 Vol. Set
<u>America's Top Military Careers: The Official Guide to Occupations in</u> <u>The Armed Forces</u> JIST Works, Inc. ISBN 1-56370-310-6	\$19.95
Career Exploration Package Ferguson Publishing Company <u>Encyclopedia of Careers and Vocational Guidance</u> ISBN 0-89434-274-6 <u>Great Careers in Two Years</u> ISBN 0-89434-285-1 <u>Career Exploration on the Internet</u> ISBN 0-89434-305-X - continued	\$340.60

<u>Exploring Tech Careers</u> ISBN 0-89434-244-4 <u>Exploring Health Care Careers</u> ISBN 0-89434-217-7 <u>50 Cutting Edge Jobs</u> ISBN 0-89434-312-6	
<u>Career Information Center</u> MacMillan Reference USA ISBN 0-02-897472-7	\$275.00 13 Vol. Set
Career Skills Library Ferguson Publishing Company <u>Communication Skills</u> ISBN 0-89434-209-6 <u>Information Management</u> ISBN 0-89434-215-0 <u>Leadership Skills</u> ISBN 0-98434-213-4 <u>Learning the Ropes</u> ISBN 0-89434-216-9 <u>Organization Skills</u> ISBN 0-89434-211-8 <u>Problem-Solving</u> ISBN 0-89434-210-X <u>Self-Development</u> ISBN 0-89434-214-2 <u>Teamwork Skills</u> ISBN 0-89434-212-6	\$99.05 8 Vol. Set
<u>Careers Without College Series</u> Building-Cars-Computers-Emergencies-Entertainment-Fashion-Fitness-Health Care-Kids-Money-Music-Office-Sports Peterson's ISBN 1-56079-575-1	\$119.30 14 Vol. Set
<u>Christian Colleges & Universities</u> Peterson's ISBN 0-7689-0050-6	\$14.95
<u>Chronicle Occupational Briefs</u> Chronicle Guidance Publications, Inc. #506	\$341.25
<u>College Blue Book</u> MacMillan Reference USA ISBN 0-02-865300-9	\$250.00 5 Vol. Set
<u>Colleges with Programs for Students with Learning Disabilities</u> Peterson's ISBN 0-7689-0455-2	\$29.95
<u>Community Service for Teens</u> <u>Caring for Animals</u> <u>Expanding Education and Literacy</u> <u>Caring for the Ill, Poor, and Elderly</u> <u>Increasing Neighborhood Service</u> - continued	\$114.95 8 Vol. Set

<u>Participating in Government</u> <u>Promoting the Arts and Sciences</u> <u>Protecting the Environment</u> <u>Serving with Police, Fire and EMS</u> Ferguson's ISBN 0-89434-235-5	
<u>Creating Your High School Portfolio</u> Chronicle Guidance Publications, Inc. #J5087	\$6.95
<u>Creating Your High School Resume</u> Chronicle Guidance Publications, Inc. #J5176	\$8.95
<u>Dynamite Cover Letters</u> Impact Publications ISBN 1-57023-100-1	\$14.95
<u>Dynamite Resumes</u> Impact Publications ISBN 1-57023-100-1	\$14.95
<u>Encyclopedia of Business Letters, Fax Memos and E-Mail</u> Book-Mart Press ISBN 1-57023-101-X	\$18.99
<u>Game Plan for Getting into College</u> Peterson's ISBN 0-7689-0390-4	\$14.95
<u>How to Get Interviews from Classified Job Ads</u> Random House Value Publishing, Inc. ISBN 0-517-12365-7	\$15.95
<u>Information Interviewing</u> Ferguson Publishing Company ISBN 0-89434-175-8	\$10.95
<u>Inside Scoop on College Life</u> Peterson's ISBN 0-7689-0325-4	\$16.95
<u>Insider's Guide to College Admissions</u> Peterson's ISBN 0-7689-0231-2	\$14.95
<u>Military Careers</u> U.S. Department of Defense DOD 1304.12-L-ASTP-MC	\$40.00
<u>Occupational Outlook Handbook</u> U.S. Department of Labor ISBN 0-89434-351-3	\$16.95
<u>Personal Job Power</u> Peterson's ISBN 1-56079-599-9	\$12.95
<u>Portfolio Power</u> Peterson's ISBN 1-56709-761-4	\$14.95
<u>Professional Degree Programs in the Visual and Performing Arts 2000</u> - continued	\$26.95

Peterson's ISBN 0-7689-0255-X	
Resource Directory Package Ferguson Publishing Company <u>Ferguson's Guide to Apprenticeship Programs</u> ISBN 0-89434-243-6 <u>Volunteer America</u> ISBN 0-89434-169-3 <u>Resources for People with Disabilities</u> ISBN 0-89434-242-8 <u>Pathways to Career Success for Women</u> ISBN 0-89434-281-9 <u>Pathways to Career Success for Minorities</u> ISBN 0-89434-303-3	\$246.25
<u>Smart Parents Guide to College</u> Peterson's ISBN 1-56079-591-3	\$16.95
<u>Summer Opportunities for Kids and Teenagers 2000</u> Peterson's ISBN 0-7689-0271-1	\$29.95
<u>Two Year Colleges 2001</u> Peterson's ISBN 0-7689-0378-5	\$24.95
<u>Ultimate College Survival Guide</u> Peterson's ISBN 0-7689-0390-4	\$14.95
<u>Ultimate High School Survival Guide</u> Peterson's ISBN 0-7689-0010-7	\$14.95
<u>Ultimate New Employee Survival Guide</u> Peterson's ISBN 1-56079-979-X	\$14.95
Total	

<u>ELECTRONIC SOURCES</u>	
Title	
ASVAB	
Career Connexions-Pathfinder	
CHOICES	
Internet	
Total	

<u>EQUIPMENT</u>		
	Title	Cost
6	Bookcase - 18 Inch Deep Four Shelf	\$189.00
1	Camcorder	\$629.00
60	Chairs Set of 5	\$132.00
31	Computer	\$1,215.00
15	Computer Table 30 x 60	\$266.00
1	Desk	\$489.00
1	Desk Chair	\$111.00
2	Filing Cabinet - 4 Drawer	\$159.00
2	Laser Printer	\$1,350.00
4	Literature Rack	\$138.75
1	Media Cart	\$152.00
1	Newspaper and Magazine Easel	\$67.00
1	Overhead Projector	\$321.00
1	Overhead Projector Cart	\$153.00
80	Paper- 10 Reams per Case	\$20.30
1	Presentation Stand	\$69.95
1	Projection Screen	\$306.00
6	Table - Round	\$235.00
4	Toner Cartridge	\$120.00
1	Tripod	\$122.00
1	TV	\$649.00
1	VCR	\$209.00
50	Video Cassettes - VHS - Set of 10	\$11.80
	Total	

<u>NEWSPAPERS</u>	
	Title
	Chicago Tribune
	Fort Wayne Journal Gazette
	Indianapolis Star
	South Bend Tribune
	Wall Street Journal
	Total

PERIODICALS**Title**

Career Choices Newsletter
Ebsco Subscription Services
#181-396-045

Career Development Quarterly
Ebsco Subscription Services
#181-411-414

Career World
Ebsco Subscription Services
#181-651-712

Careers & Colleges
Ebsco Subscription Services
#181-683-376

Total

POSTERS**Title****Cost**

Career Center Promotional Lithographs & Posters
Cambridge Career Products
CCPOST038-G19

\$49.95
10 Prints

Career Planning Lithographs & Posters
Cambridge Career Products
CCPOST041-G19

\$49.95
10 Prints

Motivational Job Search Lithographs & Posters
Cambridge Career Products
#CCPOST24-G19

\$49.95
10 Prints

Total

VIDEOS**Title****Cost**

Careers for 21st Century Video Library
Chronicle Guidance Publications, Inc.
#DELPH100

\$1,699.00
21 Vol. Set

How to Find and Keep a Job
Chronicle Guidance Publishing, Inc.
#JIS100

\$895.00
12 Vol. Set

School to Work: Career Decisions!
Chronicle Guidance Publishing, Inc.
#SWCDV00

\$329.00
5 Vol. Set

Total

Career Information Center Timeline

Locating appropriate funding outside the school corporation will be necessary to supply monies to create the Career Information Center facility. A few possible Indiana funding sources include: School-to-Work Education Services through the Indiana Department of Workforce Development; Indiana High Tech School 2000 Grants through the Indiana Career and Postsecondary Advancement Center (ICPAC); and Kosciusko County Foundation.

Once funding has been secured the timeline for implementation would go very quickly. A possible timeframe would include: four to six weeks for materials to be ordered and shipped; and two weeks to completely set up the facility to be user-ready.

Career Information Center Evaluation Plan

Evaluation is critical to ensure that the Career Information Center meets the needs of the students served. Evaluation also provides the necessary direction for changes and improvements. There should be at least four areas that a Career Information Center attempt to evaluate. They include: quality of service; center usage; center effectiveness; and budget.

Quality of service can be evaluated by surveying students, teachers, administrators, parents and business leaders. A few of the possible ideas to explore could be in the form of the following questions. Is the Career Information Center goal or goals being met? Are the objectives realistic and effective? Do clients believe their individual and corporate needs are being met? Is there sufficient support for career related instruction? Are there sufficient avenues for parental participation in student career goals? What are the strengths and concerns of the Career Information Center? What could possibly be done to improve the Career Information Center?

Facility usage can be measured numerically by counting the numbers of individuals and classes who use the Career Information Center. Usage can also be evaluated upon whether it has convenient hours, accessible and current resources and technology, and if there is sufficient access to a database of local resources.

Center effectiveness can be measured in a variety of ways. Some of these measurements can include: whether the materials cover a wide range of reading levels; qualified and professional staffing; user-friendly and interactive technology; a physically appealing environment with comfortable furniture, a minimum of noise, good lighting, windows, and attractive and colorful wall decorations.

The proper planning and execution of a budget is also crucial to the effective management of every Career Information Center. The managers must be capable of planning for start-up costs and maintaining a yearly operating budget. Measurements include: maximizing use of appropriated monies; demonstrating competency in selecting

acquisition and maintenance of equipment, programs and materials; maintaining records; and investigating a variety of funding sources through grant applications.

Evaluation and improvement must be constant. There are always better ways to serve our students. Students, parents, teachers and staff must be responsive and work together to make the Career Information Center a place of optimum development for the user.

Conclusion

In conclusion, creating a quality, user-friendly Career Information Center that is both comprehensive and multidimensional to accommodate the student's needs is a viable and necessary challenge we must meet. We must empower individual students to become the architects of their career development.

A Career Information Center is a place of hopes and dreams. It is a place where we can help our students explore and connect to the future by identifying their individual needs and then providing developmentally appropriate support, services, and activities. In order to adequately prepare our students and provide them with the skills they need to compete in our local and global economies, we must make the necessary commitment of time and money.

This paper has been an exploration of the basic requirements necessary for the start-up of a Career Information Center. It is a "blueprint" to help interested parties plan for the future. Every school in Kosciusko County could eventually have a Career Information Center. They could eventually be linked together via the Internet to provide a high standard of comprehensive and consistent career and higher educational planning for every student.

Bibliography

American Association of School Librarians and Association for Educational Communications and Technology. 1998. Information Power: Building Partnerships Learning. Chicago, Illinois: American Library Association.

Bottoms, G. and Webb, L.D. 1998. "Connecting the Curriculum to "Real Life." Breaking Ranks: Making It Happen. Reston, Virginia: National Association of Secondary School Principals.

Bureau of Labor Statistics. U.S. Department of Labor. 1998-1999. Occupational Outlook Handbook. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.

Field, S. 1996. 100 Best Careers for the 21st Century. New York: Macmillan General Reference.

Gibson, D.S. January 1997. "Hot Careers for the Class of 2000." Better Homes and Gardens. 30-32.

Indiana Career and Post Secondary Advancement Center. 1999. Directions: Future Planner for 11th Graders. Bloomington, Indiana: Indiana Career and Post Secondary Advancement Center (ICPAC).

Jacobs, H.H. 1999. "Breaking New Ground in High School Integrated Curriculum." Breaking Ranks: Making It Happen. Reston, Virginia: National Association of Secondary School Principals.

Loupe, D. March 2000. "School Construction: Building a Solid Foundation in Technology." E School News. 12-14.

Marsh, M. February 2000. "Teaming Up for Technology Training." Technology & Learning. 32-36.

National Alliance of Business. May 1999. "Business Spurs More Classroom Learning: Learn Math, Science Lessons." Work-America. 3-5.

New, C.C. and Quick, J.A. June 1999. "Steering Your Way to a Winning Grant Proposal." Technology & Learning. 6-11.

Patrik, C. and McKenzie, R. May/June 1999. "Current Trends in Furniture." School Executive. 12-14.

Roger, S. September/October 1996. "Exploring Career Paths Via Technology." Media & Methods. 16-18.

Sargent, J. Summer 1999. "Career Tips for Teens." Occupational Outlook Quarterly. 41.

Schutt, D. 1999. How to Plan and Develop a Career Center. Chicago, Illinois: Ferguson Publishing Company.

Smith, R. March 2000. "When I Grow Up." Electronic School. 42-45.

Software Publishers Association. May/June 1998. "Software Publishers Association's Report on the Effectiveness of Technology in Schools, 1990-1997." Technology Connection. 25-29.

Staffer, N. Summer 1999. "English and Your Career." Occupational Outlook Quarterly. 27-30.

Staffer, N. Summer 1999. "Math and Your Career." Occupational Outlook Quarterly. 31-35.

Staffer, N. Summer 1999. "Science and Your Career." Occupational Outlook Quarterly. 36-40.

Tesar, J. 2000. New View Almanac. Woodbridge, Connecticut: Blackbridge Press, Inc.

WARSAW COMMUNITY PUBLIC LIBRARY

4
3
1



3 3034 00122 2785

Kosciusko Leadership
Academy White Papers
2000

K00-06
2000
c.1