



Family Tool Kit

A Career Planning Resource
for Families

Produced by
North Carolina Department of Public Instruction
and NC SOICC

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Introduction to Career Planning

The special role of parents.

As a parent, you want the best for your child. You may make personal sacrifices so your child can have the best possible education. You are your child's first teacher and continue to affect the choices your child makes throughout the school years. You may team with educators within the school, community leaders, and faith community to provide opportunities for your child. Each member of the team has a special role to play.

Choosing a career focus.

Career planning is an area in which you have a strong influence with your child. The choice of a career focus in school is a process that affects everything else your child does. Making that choice should not be left to chance. This tool kit is designed to help you assist your child in making good choices about careers.

Career information.

No matter what your child plans to do after high school—whether he chooses to go to college, get a job, enroll in a training program, or join the military—the need for accurate, up-to-date information is critical to making good choices. This tool kit will help you locate high-quality career information.

Start planning now.

It may seem too early to start thinking about careers for your young child, but it is not. Throughout his school years your child will be learning about his unique skills, interests, and goals. Some classes may be exciting to your child and others may not be. All of these courses will teach him something about his future. Sometimes, it is as important to discover what his interests are as it is to learn what he is not interested in. It is important to begin early to help your child plan for the future.

About this Tool Kit.

The activities and information in this tool kit are designed to help you help your child with the career planning process. This process will continue throughout the school years and into adulthood. Many of the skills that your child will learn can be used in managing his future career.

We use the term "parents" throughout this kit to include the adults who play a guiding role in a child's life. "Parents" may include grandparents, aunts, uncles, stepparents, guardians, and other relatives and caring adults. The terms "he" or "him" in some places and "she" or "her" in others, are used alternately throughout this kit, but includes both boys and girls. Also, "son," or "daughter," is used rather than saying "your child."

Elementary School Focus

If your child is in elementary school, she is at the “awareness” level of career development. She is learning about who she is and about how to interact with others. She is also learning why attending school is important in the working world and what her future roles may be like. Research shows that children who receive early career awareness training have:

- **Improved school involvement and performance**
- **Increased personal and interpersonal skills**
- **Improved preparation for careers**
- **Increased career awareness, exploration and planning skills.**

Many elementary age school children learn through self-knowledge. They learn about jobs within their community — especially jobs done by members of your family. School counselors and teachers include career counseling and guidance in the classroom lessons that your child receives every day. Teachers and counselors also make the workplace language a part of everyday discussion with students. For example, they can tell students that being on time to school is similar to being on time for a job and about what will happen if a person is late to either place. These lessons will help your child throughout school and adulthood.

Middle School Focus

The middle school years are an important time for your child to explore his world. Part of that exploration revolves around careers. During middle school years, he will continue to become aware of jobs and careers, but the focus at this level is exploration. He will begin to know himself better by looking at his interests, abilities, personality, values, learning style, and

achievements. Teachers, counselors, and career development coordinators (CDCs) will teach him to search for careers in which employed workers have interests similar to his own. He will read, research, and write about careers. Eventually, he will choose an area to focus on throughout his high school and postsecondary education.

Four-year plans.

Throughout the middle grades, students will learn how to write a four-year high school plan, known as their career development plan (CDP). The career development plan is unique to each school system and to the individual students within the school system. Much attention is given to preparation for writing the career development plan. In most North Carolina schools middle grade students can take exploratory courses, participate in job shadowing, listen to career speakers, and participate in career fairs. They also use Internet technology to locate career resource information and become members of their own Career-Technical Student Organization or Career Exploration Clubs of North Carolina (CECNC).

Future satisfaction and success.

Middle school counselors, career development coordinators (CDCs), and teachers include career development in classroom lessons. They make discussions about the world of work a part of everyday activities. They help your child make connections to what he is learning in class and why he will need to know that information or skill in the future. Your child is provided opportunities to learn, explore, and make good choices so that he will feel satisfied and successful in the future.

High School Focus

Students often graduate from high school without a clear idea of what they can do or want to do for a career. Career planning is life planning. Your child is successful in career planning when he is able to become a full participant in an ever-changing environment. In high school, your teenager will receive opportunities to develop a career focus. He may choose to go to work right after high school graduation or may go to community college or a trade school. Maybe he will join the military or prepare for a career requiring a four-year (or more) college education. As a high school student, he must follow his career development plan. Each year he will review that plan, make any necessary changes to the classes that he has scheduled, and seek opportunities to learn about careers in and out of school.

Your teen needs to continue to be aware of new careers and to explore careers that he is interested in. The focus of high school, however, is planning.

Getting Involved With Children

You have an important role when it comes to helping your child choose a career. Your youngster looks to you for help in figuring out what her talents are and what is important to her. Knowing who she is, is the first step in making good career choices. Tell her when you notice an activity that she enjoys and does well. Ask her what part of an activity was most exciting and interesting. For a young person, play is work. Helping your child think through what she likes best gives her a skill she can use when exploring careers.



Read stories to your child, including those that have a career focus. Talk about jobs that she notices in the community (mail carriers, repair persons, sales people, etc.). Ask what kinds of activities a worker in this job has to do and what she would like and dislike about it. For example, if a person enjoys travel, meeting people, and fixing things, but dislikes working in the hot sun, sitting a lot, and working alone, would she want to be a lifeguard?

Take your child to work with you and let her see, hear, and understand what your job is like. Talk about what you like and do not like about the job. Share work ethics with her. “I have to do this because someone is waiting for this piece to finish a larger project. I am responsible for getting my

part done.” Talk to her about jobs that other people in the family have. Listen to her questions about work.

Learn about jobs that are currently available and about those that are predicted to have increased openings. You will help your child by showing her how to find jobs that are in demand. Your child’s school counselor or career development coordinator (CDC) can show you where to find this information. In North Carolina, the *Career Choices in NC* tabloid contains activities and information you can use. If you like to use the Internet, *NC Careers* (www.nccareers.org), has an interest inventory, and gives you job information, including education and training requirements. It also links with the College Foundation of North Carolina (CFNC), an organization that provides information for making education after high school affordable.

Be aware of courses your child needs to take for particular careers. You can help your child move through the school system, a sometimes-confusing process. She will need to choose the right courses to graduate and to prepare for the next level of education, training or work. Encourage her to ask questions about courses she needs to take and to state her career goals clearly. Becoming comfortable asking questions and speaking up for herself are communication skills your daughter can use throughout her life. (See current graduation requirements in *Appendix I*).

Career Planning With Your Child

Here are ten ways to help your child with the career planning process.



- Find out which career pathways are offered at your child's school. (See North Carolina Career Pathway Descriptions located in the Appendices.)
- Know which tests your child is expected to take and when.
- Ask about work-based learning opportunities. (See Work-Based Learning Opportunities located in the Appendices.)
- Learn to read his transcript, and learn how to interpret test scores.
- Become familiar with Internet career websites and what kinds of information you can get from them. (See Career Development Resources on the Internet located in the Appendices.)
- When your child has identified a career focus, consider finding a trustworthy mentor (an adult) who works in that career area.
- Encourage him to find summer jobs and summer internship opportunities.
- Talk to your child about careers. Turn a trip to the grocery store or a summer vacation into a career lesson by talking about the jobs that are involved.
- Encourage him to keep a journal, scrapbook, or portfolio that reflects his career planning.
- Always have a secure location for the original copies of awards, certificates, and letters of recommendation, test scores, and grade reports.

Activities To Do With Your Child

You are your child's first and best teacher.

To give you some ideas about how to help your child with the career planning process, we have included a number of activities. Most of these activities connect easily with your everyday life, but some require using a computer. Concerned about not having a computer at home? If an activity requires a computer, check with your local library or with your child's school. If you don't know how to use a computer, give your child a chance to teach you. Teaching a skill to someone is one of the best ways to learn things. You will be helping your child gain knowledge and confidence as a result of his helping you.

If you have questions about any of the suggested activities or resources needed to do them, please feel free to call a counselor or career development coordinator (CDC) at your child's school. We hope you will enjoy the time that you spend with your child doing these activities.

Learning is Fun

For most children, school is out in June, but learning does not stop. Time spent curled up in the shade with a book or lying on the cool grass watching an anthill is just a different, less structured way for children to learn.

You can help your child in the process of discovery and learning by making her more aware of her surroundings.

- What cultures are represented in your neighborhood or community?
- Are there ethnic restaurants, shops, or other organizations that support these different cultures?
- What kind of industry is in the area? Are there factory or agricultural tours available?
- Are there opportunities to visit museums or attend the theatre or concerts?

Your most important task is to guide your youngster's summer experiences. Monitor television and computer time, and encourage active involvement in summer learning.

Activity: A Virtual Visit

This activity is designed to encourage children to visit interesting places on the Internet.

Time: One hour

Materials: Computer with Internet access

To Begin:

- Ask your child to choose a place that she has always been curious about.
- Encourage her to think about things that she would like to learn about the place. (Alaska is a favorite choice. Young people are curious about wildlife, schools for children who live in isolated villages, and what other kids do for fun.)
- Together, visit this place on the Internet and seek answers to her questions.
- At the end of the visit, share what you enjoyed about the visit and something new each of you learned.
- Encourage your child to pick a different place each week for a virtual visit.

Finding the Time

Your family passes its values about education and work to your child. Encourage her to explore her own interests within that value system. Giving her time for activities that she likes is one way to help her enter a career that she will find enjoyable and rewarding.

You can help your child become an explorer of the world by encouraging curiosity.

- When your child wants to try a new activity, explain that she must stick with it for a specific period of time. For example, a child learning to play a musical instrument may find practicing boring. If she sticks with it long enough to learn to play a few tunes, however, that attitude may change.
- Monitor your child's scheduled activities. If she has given the activity a chance and is not enjoying it, it may be time to try something else.
- Be sure an activity you are thinking about for your child matches her interests rather than your own.
- A child who shows curiosity or asks questions about an activity is actually showing an interest. For example, a young person who goes into her father's workshop to watch may enjoy taking a carpentry or woodworking class.

Activity: Earning Interest

This activity will help your child understand that her personal interests may lead to a career.

Time: Ongoing

Materials: Related to the activity

To Begin:

- Ask your child to list activities that interest her. You may want to help by giving some examples.
- Discuss which of the activities are not possible to try at this time and cross them off the list.
- Next, decide which activities will cost money and draw a dollar sign next to those on the list.
- Post the list on the refrigerator or a bulletin board.
- Encourage her to choose an activity from the list to try. Explain that the activity should be tried at least twice before deciding if it is enjoyable or not.
- Leave the list posted and check off activities as she tries them.
- Encourage your child to make additions to the list.

Self-Assessment

Through a process of exploring how your child feels about activities and experiences, he comes to know himself and what is important to him.

You can help your child learn this valuable skill by encouraging him to examine the feelings he has about things he experiences. It is recommended that you practice self-assessment with your youngster when he is considering a new activity, making a change in his life, or when he is experiencing vague negative feelings, like anxiety or nervousness. With each passing year, he will make decisions that can affect his future and career. Knowing how to make self-assessments will help your child make good choices.

Activity: Self-Assessment

This activity is designed to give children an opportunity to practice self-assessment.

Time: One hour

Materials: Scenarios described below

To Begin:

- Read the scenarios with your child and take turns answering the self-assessment questions. (You answer based on your own thoughts and feelings and your child does the same.)
- After working through the all the scenarios, use an actual problem or decision from your child's life to review (joining a sports team or giving up an activity, for example). Think of four self-assessment questions that would help him or her make a good decision.

Story #1:

A good friend has invited you for a week of tent camping with her family. You have never been camping before.

- How would you feel about being outdoors 24 hours a day for a week?
- What might be hard for you to do without for a week (for example, fast food, your bed, and hot baths)?
- What activities would you miss out on if you went?
- What appeals to you most about camping?

Story #2:

The school drama teacher has asked you to try out for the lead role in the school play. He thinks you are perfect for the part.

- Picture yourself on stage in front of an audience. What feelings do you have?
- Are you willing to take time after school time to rehearse?
- Would memorizing lines be difficult for you?
- Think of another self-assessing question to ask yourself.

Story #3

Your neighbor has offered you a job babysitting after school three days a week for two hours. She will pay you \$8.50 an hour.

- What after-school activities would you have to give up to take the job?
- How well do you get along with her children?
- What would you like to do with the money you earn?
- Think of another self-assessing question to ask yourself.

Story #4

You and your best friend like hanging out at the city pool during the summer. This year your friend wants the two of you to join the swim team.

- Think of four self-assessing questions to ask.

Self-Esteem

Does your child feel confident, important, and valued? The feelings your child has about herself affect the choices she makes. Choosing careers, a life partner, friends, and activities are all influenced by how people feel about themselves. For example, a young person with low self-esteem is less likely to dream about a challenging career. A child who does not feel confident is less likely to try new experiences that will help her identify interests and talents that can lead to a rewarding career.

You can make a difference in how your child sees herself. Some ways you can help build your child's self-esteem are:

- Celebrate your child's uniqueness. Each child is different and should be valued for who she is.
- Offer genuine praise.
- Allow your child to experience being competent and successful. She should be permitted to make age-appropriate decisions.
- Involve your child in household chores. Children who have responsibilities feel important and valued.

Activity: All About Me

This activity will help your child understand more about herself.

Time: Ongoing

Materials: Questions listed below

- Tell your child that she is going to interview different family members and/or friends in an effort to learn more about herself.
- Show your child the list below. Ask her if there is other information she would like to know.
- After the child has completed the list, talk about what she has learned.

Questions for All About Me:

1. Who came to see me when I was born? (When I came to live here?)
2. What did I look like as a new baby? (When I came to live here?) Was I bigger or smaller than the other babies in the nursery?
3. Who do I remind you of in my family?
4. What was my favorite toy when I was little?
5. What did I do well when I was little? For example: Did I talk early? Smile a lot?
6. What are two things I do well now?
7. What are two things that you like about me now?

Healthy Bodies, Healthy Minds

Today, people have many choices. In the United States, you can choose not only a snack, but a snack that is low in carbohydrates, low fat, natural, organic, sugar free, naturally sweetened, frozen, or in a bag. Many times we have too many choices – whether in a grocery store or at a new college – that can be overwhelming. Sometimes people avoid making decisions, or they make choices without thinking them through. Making decisions can be mentally and physically exhausting.

Making selections at the grocery store can be a challenge. Entire aisles are set aside for cereals, cookies and crackers, and frozen dinners. If you make healthy choices, you can teach your children how to make wise food choices too. Making healthy choices results in:

- Healthy bodies
- Alert minds with an eagerness to learn

If you eat healthy foods, chances are good that your child will eat healthy also. Good eating habits will help your child learn and grow into a healthy, strong adult. (Regular exercise helps too!) Hints for building healthy minds and bodies include:

- Choose clean, fresh foods for snacks. Packaged snacks are often high in fat, sugar, and sodium.
- Model healthy eating habits. Your eating habits will have more impact on your children than anything you say.
- Make going to a fast food restaurant a special treat, not something you do regularly.
- Reward your children for a job well done with favorite activities, not candy.

Activity: Shopping for a Snack

This activity will help your child learn to identify healthy snacks.

Time: One hour or more

Materials: Packages and bottles of your family's usual snacks and drinks, paper and pencil

To Begin:

- Explain to your child that you both are looking at labels on favorite snacks to find out whether they are healthy.
- Point out to him that unhealthy snacks and drinks usually have a lot of sugar, salt, and/or fat near the top of the ingredients list. They also often contain artificial ingredients.
- Have your child make a list of the snacks and write down how much fat, sodium, and sugar is in each snack.
- Take the list to the grocery store and begin to compare the list's snacks and drinks with others you find at the store. For example, chips have a higher fat content than pretzels.
- Point out that fresh fruit and vegetables are healthy because they do not have salt, sugar or fat added.
- Have your child choose two healthy snacks to purchase.

Personal Differences

Usually parents want their children to be like them. As children grow, their looks and personalities may or may not resemble their parents. Although some parents may want their children to be just like them, each child is unique. Discovering “who” your child is can be one of life’s great pleasures. Recognizing that it truly does “take all kinds” makes your relationship with your child a treasure hunt rather than a disappointment.

Some suggestions to help you celebrate who your child is:

- Recognize that ability and personality do not always go together. A child who is great with computers may not be able to sit still in front of a computer screen all day.
- Provide opportunities for your child to try out different activities. Watch her and listen to how much she likes these activities. Help her sort through which parts of the activity she enjoys and which she dislikes and reasons for her choices.
- Respect your child’s personality. Avoid teasing or criticizing a child for being different from family members or “just like” a family member who is not respected.
- As teenagers, kids start getting a sense of who they are apart from the family. If your teen tries out things that you do not like, consider letting her explore these ideas -- as long as she does not put herself or others in danger or break the law or family rules. For example, a teen may announce that she has become a vegetarian, even though your family has meat or poultry with most meals. She could choose from what is on the table or make other foods for herself. Automatically saying “No” to her choice can turn this situation into a power struggle rather than an opportunity to learn.

Activity: We're All Different

This activity encourages your child to explore differences and similarities with other family members.

Time: 30 minutes

Materials: Paper and pencils

To Begin:

- Explain that the two of you will be exploring differences and similarities of family members.
- Together, list each family member on the left side of the paper. You and your child should both be on the list.
- At the top of the list, write different categories of interests, skills, likes and dislikes.
- Do the same yourself.
- Compare your lists looking for similarities and differences.
- Discuss whether one person’s list is better than another’s.

Getting Organized

Some people seem to organize things easily, while others find it difficult. Many people learn organizational skills when they are children. Most adults understand the advantages of being organized, but children need to understand the importance of being organized. Discuss with your child how it helps to be organized. Point out, for example, how nice breakfast is when everyone is ready for school and work. Or remind her that she was able to do something fun in the afternoon because she cleaned her room on Saturday morning. Your child will learn how organizational skills help and will tend to want to be organized as a result.

As a parent, you can greatly influence your child to be more organized.

- Start by teaching your child to pick up after herself.
- Model organization. The more organized you are, the more organized she will be.
- Have a specific place for all items so that everything can be easily found. Key racks and coat hooks, files, shelves, toy boxes, and other tools can help the whole family organize themselves.
- Encourage all family members to put objects where they belong. For example, if your daughter comes home and throws a jacket on the sofa, remind her to hang it on the coat rack rather than doing it yourself.
- Make sure she experiences the benefits of being organized. Point out the time that was saved picking up or looking for an item and how she can use that time having fun.

Activity: Getting Organized

This activity is designed to give young people a chance to experience the benefits of being organized.

Time: 30 minutes

Materials: Containers or other items that will help organize a storage or workspace

To Begin:

- Explain to your child that together you are going to reduce the time you both spend looking for things by each organizing a personal space.
- Start with the space you have chosen and explain your organizational plan to your daughter. For example, if you are organizing a closet, demonstrate how the newly organized closet will help you find things more easily.
- Ask your child to identify a personal space and develop a plan to organize it. For example, if she has a desk she uses for homework, ask her to decide what tools she needs to have available (pencils, paper clips, etc.) and how to store them.
- Allow her to organize her space.
- After she has used the newly organized space, ask her how the organization makes life easier.

Exploring Interests

Ask a twelve-year-old girl who loves horses what she wants to be when she grows up, and she is likely to say “a veterinarian.” Ask a fourteen-year-old boy the same question, and he might say that he wants to be a baseball coach because he plays in a city league. Young people often think of jobs based on their interests. Sometimes the pressure to make good grades, spend time with friends, and live up to their families’ expectations takes kids’ attention away from thinking about a future career. Help your child participate in a variety of activities to give him a better understanding of his interests. This understanding will help him make good career choices. (Also make sure that your child has some “quiet” time to think. Sometimes children are so hurried that they do not have time to reflect on their experiences. Constant “doing” can encourage kids to make quick and easy – but perhaps not wise – decisions.)

Activity: Exploring Interests

This activity is designed to encourage your child to explore a variety of new and different activities.

Time: Ongoing

Materials: Suggested Activities List

- Try a new sport.
- Help a younger child with homework or a craft.
- Try a new art form such as writing poetry, painting or photography.
- Learn to play a musical instrument.
- Research information about a favorite TV or sports star on the Internet.
- Make dinner for the family.
- Take a “How-To” book out of the library and try doing what the book suggests.
- Listen to a new kind of music.

To Begin:

- Share the Suggested Activities List with your child.
- Explain that you will be challenging him to try three of these activities over the next month.
- Be sure to encourage him to choose activities he has not done before.
- Offer to help him when he asks for your help. For example, if your child has never tried cooking and wants to make dinner, then make sure you are available.
- Over the month’s time, check in to see how your son is doing and offer your support.
- After your child has tried an activity, or at the end of the month, ask the following questions:
 1. What did you like about doing each activity?
 2. What did you not like?
 3. Would you like to try it again or continue doing it (as in the case of learning a new instrument)? Why or why not?
 4. What did you learn about yourself from doing this activity?

Decisions, Decisions

Some people have trouble making decisions. Sometimes they make decisions by default. In other words, they take so long to decide that the decision is made for them.

Giving your youngster opportunities to make choices at a very early age will help prepare her for the major life-changing decisions she will face in the future. As she gets older, she should have more and more opportunities to make decisions. You can use a decision-making model, like the one below, to help your child make good decisions.

Decision-Making Model:

- Describe the Problem
- Look at the Options
- Look at Consequences of Choosing Each Option (Pros and Cons)
- Choose the Best (most workable) Option
- Act on the Decision
- Evaluate the Decision

Activity: Let's Pretend

This activity will help your child understand the role decision-making plays in her life.

Time: One hour

Materials: Work sheet on next page, paper and pencil

To Begin:

- Explain to your child that everyone makes decisions every day. Tell her about your work and two decisions you made recently. Discuss the consequences of those decisions. Write the information in the space provided on the work sheet.
- Discuss with your child decisions that teachers make and the consequences of their choices. Write that information in the space provided on the work sheet that follows. As an example, a teacher could assign easy math problems for homework. Consequences of the decision might be:
 - Your child has more time for other activities at home since easy problems take less time than hard ones.
 - Your child isn't ready for next year's math class (if he does not have challenging homework). Harder problems might take longer to complete.
 - Repeat this method using other jobs.
- Ask your child to think about two decisions she made recently. Ask her to write the decisions on a piece of paper and the consequences of those decisions.
- Talk about what can be done when a decision results in negative consequences.
- Go back over the decision-making process.

Worksheet

Your profession _____

Decisions you made recently.

- 1. _____
- 2. _____

Consequences _____
Consequences _____

Teacher

Decisions they make:

- 1. _____
- 2. _____

Consequences _____
Consequences _____

Automobile Mechanic

Decisions they make:

- 1. _____
- 2. _____

Consequences _____
Consequences _____

Doctor

Decisions they make:

- 1. _____
- 2. _____

Consequences _____
Consequences _____

Other (fill in)

Decisions they make:

- 1. _____
- 2. _____

Consequences _____
Consequences _____

Let's Set a Goal

By setting goals you may turn dreams into reality. Try setting goals by looking at what you can and cannot control. Next, list the steps that you need to take in order to achieve your goals. For example, winning the lottery is out of your control, but making a life change or taking on a new challenge is in your control.

What is your goal for your child? Your long-term goal may be that she becomes a successful adult. To achieve that long-term goal, your child must take many small steps. However, we know that youths do not think in terms of the distant future, but rather focus more on the present.

You can help your daughter become goal oriented by helping her set goals in her life. One goal might be to have a successful year in school. A goal should be broken down into small steps that show the progress being made toward the goal. Seeing the successes while working toward a goal can give her energy and encouragement to keep working toward the goal. For example, a good grade on a major project during the first nine weeks of school can inspire the next good grade.

Activity: Let's Set a Goal.

This activity is based on the goal of a successful school year for your child.

Time: Ongoing

Materials: Paper and markers

To Begin:

- Explain to your child that you want to help her be successful in school this year. Discuss any difficulties or challenges that were encountered last year. List one to work on. Write it in the form of a goal. Decide exactly what needs to be done to achieve this goal. For example, if getting homework done caused problems last year, you may want to set a goal of getting all homework turned in on time for this year.
- Have your child list the tasks that must be done to accomplish the goal under the goal statement. Put the list on a bulletin board or the refrigerator as a reminder.
- Agree to go over the list once a week to check on the progress that is being made.
- Let your child choose ways to celebrate her accomplishments as work progresses toward reaching the goal.

Personal Budgeting

High expectations are important to success in the world of work. Children need to learn that money, and the things it can buy, are the result of hard work and careful spending. You can help your child understand and work with his own budget. This will help guarantee a safe and sound future for him no matter what career he chooses.

Often, people learn to manage their money from their families. Use the following suggestions to guide your child toward effective money management.

- Share the family income and expenses with your child. You can teach your child the limits of the money available to the family so that he may be able to understand why he is told that he cannot have expensive items.
- Explain to your child that the way the family spends money is based on family values. For example, you may be putting an amount of money away each month in order to prepare for your child's college education because education is something you value.

Activity: Personal Budgeting

This activity is designed to encourage your child to practice personal budgeting.

Time: Ongoing

Materials: Small notebook and money

To Begin:

- Help your child understand personal budgeting by providing him with an allowance.
- Explain what the allowance should cover. For example, he may pay for lunch at school and weekend activities with friends. Note that the budget should include necessities (lunch for example) and discretionary funds (weekend activities). Be sure to include a small amount that can be put into savings.
- Provide your son with a small notebook to use to keep track of money spent.
- Talk about how to plan for unforeseen expenses, such as an invitation to a party that requires a gift.
- Check monthly to see how his personal budget is working.
- Make adjustments to the allowance or budget as needed.

Work as Part of Life

You have probably noticed how much our world is changing. In the past, young people who dropped out of school or graduated with few skills might get a job that earned a decent income. Today, jobs require more specific skills: Mechanics must understand computers; farmers must use big-business practices to make a good living; and highly skilled technicians operate robots, replacing factory workers. Technological advances enable businesses to employ people in other countries for less money than it costs them to pay American workers.

The job market and the way people search for employment has also changed. The Internet helps us find job opportunities all over the world. Many families who once lived in the same place for generations are now living far apart, reducing opportunities for making personal job contacts through people we know. On the other hand, professionals can work with people all over the world from their “virtual offices.”

While it is not the only or best way to find jobs, the local newspaper’s classified section is one job information source. It is also a practical way to help children think about how careers match who they are and want to become.

Activity: Exploring the Classifieds and Your Future

Time: One hour (Could also be two half-hour discussions: First explore ideal futures and then review the ads.)

Materials: Classified ads, paper, and pencil

To Begin:

- Explain that the classified section of the newspaper is one of many places that people look for jobs.
- Go through the employment section with your child, pointing out the different categories and the kinds of jobs listed in each category.
- Find advertisements for professionals that show an annual salary and others that advertise hourly wages. Help him compare the salaries, taking these factors into account:
 - benefits like insurance, sick and vacation leave, and “flex” time
 - unpredictability of number of hours worked in a job with hourly wages
 - tips
 - take-home pay, which is typically about a third less than the advertised salary
- Ask him to tell you what his *ideal* life would be like when he is an adult. Let him *dream* so that he learns to base his decisions upon what really matters to him. Avoid commenting on his choices. If he needs prompting, ask him the following questions:
 - What will your home be like? Who will live in your home?
 - What hobbies will you have?
 - Will your job be from 9:00 to 5:00, on call, or second or third shift?
 - Will you work indoors, outdoors, or some of both? At home, on the road, or in an office?
 - How much vacation time will you have? What will you do on vacation?
- Have him go through the ads, making one list of requirements for professional jobs and one list of requirements for hourly wage jobs.
- Ask him which jobs seem most interesting. Then find out which requirements he likes and dislikes, listening to his reasons for liking or disliking these characteristics.
- Ask him why professional jobs might pay more than hourly wage positions. Ask what he would have to do to meet the requirements of the jobs he likes.

Anger and Conflict Resolution

Conflicts occur everyday. Some conflicts are small disagreements that can be worked out with little conversation. Others are more difficult and must be talked through to be resolved. Teaching your child this skill will help her function more successfully at home and work. Your child learns how to solve problems from watching you solve problems. You can use these techniques to help your child learn how to resolve conflict:

- Let your child watch you talking through problems.
- Use proper ways to show anger.
- Let your child know that it is okay to express angry feelings but that it is **not** okay to hit someone or call someone names.
- Give her tools she can use to resolve conflicts peacefully. You can be one of those tools, serving as a go-between when friends or siblings argue.
- Teach your child to use “I” messages to express feelings. (See activity below.)
- Stress the fact that she is responsible for her feelings. No one can *make* her feel angry. By learning how to deal with angry feelings properly, she will have a skill that will help her throughout life.
- Wait until you cool down before disciplining your child.

Activity: “I” Messages

This activity will help young people practice using “I” messages.

Time: 30 minutes

Materials: None

Before you begin:

An “I” message is a way to let others know how you feel about their actions without attacking or blaming them. In its simplest form, an “I” message describes the feelings one person has about another person’s actions. You might even think of “I” statements as a way to *own* your feelings rather than blaming someone else for how you feel. For example: “I feel angry when you don’t listen to me.” “When you played video games instead of cleaning your room, I felt mad.”

To Begin:

- Explain to your child that an “I” message is a way to talk about angry feelings without hurting the other person. Choose a time when she is not in the middle of an argument.
- Talk about different hurtful ways we express angry feelings. For example: “Remember when your sister borrowed your sweater without asking? Remember yelling at her and calling her names?”
- Explain that using “I” messages helps us express angry feelings without yelling at or attacking the other person. For example: “When you take something of mine, I feel so angry.”
- Practice using “I” messages with your child, continuing to use examples from her own experiences.
- This skill needs to be practiced. If appropriate, when you witness your child having a dispute, help her to express feelings with “I” messages.
- As your child masters a simple “I” message, introduce the idea of expressing *why* she feels a certain way, maybe adding a positive statement about what she wants. For example: “When you tell me that I need to lose a few pounds in front of my friends, I feel angry and embarrassed because I have toned up my muscles and am eating healthy foods. I do not want you to comment about my weight.”

The World of Work

Work plays an important role in your life as a parent. Ask yourself what helped you choose your work. Maybe you chose a job based on your interests or on the need to keep a roof over your head. Perhaps a family member had a job that sounded like what you wanted to do or what you *never* wanted to do. Your values certainly influenced your choice. Maybe family life was more important to you than working outside the home. On the other hand, you may have believed that a good salary would help you have a more stable home life. The experiences we have in life affect our choices and attitudes about the world of work.

As a child grows, you can expose him to a variety of careers and work settings. You can visit workplaces together and read and talk about different occupations. Perhaps most important, you can encourage your child to learn good work habits and positive attitudes toward work. After all, school is his first job in life. Help him discover that employers have the same expectations about “attendance” as his teachers do. Emphasizing the importance of learning and teaching your child ways to meet school requirements will give him practice in handling demands at work.

Encourage the kinds of habits and behaviors that can help your child become successful in his work as an adult.

- Make sure your child is on time and ready for the school day. Is he rested? Has he had a good breakfast? Is he dressed appropriately for the weather and for school?
- Check homework to be sure it is neat, correct, and complete. Ask your child to talk to you about the assignment. After explaining it to you he will understand his school work better and recognize what he needs to understand better. Your interest will teach him that academic work is important.
- Set aside a specific place for your child to do homework. Children usually learn better in a space that is quiet, well lit, and equipped with the tools he needs for completing the work.
- Give him opportunities to be challenged. Encourage participation in activities that are not necessarily easy so that he can learn how good it feels to accomplish a challenging task.
- Show your child that you have a good attitude about work.
- Let your relationships at home and elsewhere model to him positive ways to solve problems, make good decisions, and communicate well with others. Stress how important it is to have positive relationships with others at school and at work.
- Reward your child for schoolwork that is well done. As a working parent, you may be rewarded with recognition, raises, bonuses, and promotions. You can reward your child with praise, acknowledgment, or special privileges.

Activity: Work and Learning

This activity is designed to help your child understand the link between school subjects and occupations.

Time: One hour

Materials: Reference books from the library or Internet listings describing a variety of occupations, paper and pencil

To Begin:

- Ask your child to write three of her school subjects across the top of a piece of paper.
- Ask her which jobs might use each of these subjects. Brainstorm ideas and list the jobs under the appropriate subject. Write down why you think that occupation would require knowledge of that subject.
- After listing a number of jobs under each subject, use reference books or Internet job search listings from the Career Development Resources on the Internet in the Appendices.
- Discuss other subject areas that are needed in those jobs.

Targeting Work Possibilities

Men and women today have more career options than in the past. Many women now work in traditionally male occupations, serving as chief operating officers of major corporations, lawyers, judges, physicians, telephone line workers, builders, and architects. Opportunities for men have also increased.

In the past, men often avoided choosing traditionally female occupations, such as teaching and nursing, because the jobs usually paid low salaries. Not long ago, Americans expected men to take responsibility for supporting their families, and “women’s work” did not provide a living wage. Today, with more than half of all married women working, men have greater freedom to choose jobs that interest them regardless of pay.

Now, women tend to wait longer to get married. Having less social pressure to marry and/or have children, many women stay in the workforce longer. Laws banning discrimination based on a person’s sex has “evened the playing field,” removing some old barriers to higher-paying leadership roles that used to exist.

These social changes have affected career choices for men and women.

Activity: Targeting Work Possibilities

This activity is designed to give your child the opportunity to explore available work possibilities.

Time: One hour

Materials: Pencil and paper

To Begin:

- Ask your child to list the different jobs available at school, in religious organizations, and within the community.
- Beside each job, ask him to note whether a male or female holds the job.
- Review the list, noting any jobs that are mostly held by either men or women. For example, cosmetologists are more likely to be female. Also, note any changes in traditional roles. For example, religious leaders have traditionally been male, but today many women hold these positions.
- Ask your child to choose a job from the list. Discuss the responsibilities of the job, what your child finds appealing about the work, and what the drawbacks might be.

The Future of Work—Environmental Issues

What types of jobs will exist in the future? How will the availability of natural resources impact the type of work your children and grandchildren do? As natural resources such as forests, oil, gas, and coal supplies decrease, the quality of life and types of jobs available will change.

Technology has already changed how many jobs are performed. Auto mechanics, teachers, and physicians are required to use computers now. Computer programmers and Web page designers (jobs that did not exist before the 1980s) are in great demand. Think of the changes that will happen as our natural resources decrease. Although some people and organizations use solar energy, it is still a fairly new idea in the United States. Solar houses are being introduced in the real estate market, and the auto industry has begun selling hybrid cars that use gasoline and electricity. But will future scientists and engineers need to find other sources of power? Will gasoline engines and oil heaters become outdated? How will architecture and construction jobs change as land becomes scarce?

Our society is attempting to reduce waste and find ways to preserve our resources. Many communities have recycling programs. Some state laws require us to recycle certain products. Grocery stores request customers to return their plastic bags for reuse, and environmentally aware citizens are looking for the recycled mark on products they purchase.

Conservation is something that you can teach your child.

- Help your child develop a respect for her environment by visiting nature preserves and parks.
- Do not allow your child to litter.
- Point out the recycle stickers displayed on many paper, metal, and glass products you have at home.
- Encourage your child to turn off lights and water when they are not using them.

Activity: Recycling

This activity will encourage your child to practice conservation.

Time: Ongoing

Materials: Household waste

To Begin:

- Discuss the importance of natural resources with your child. You may want to talk about the energy sources that are available to us, and how rapidly they are being used up. For example, some experts believe that we could be 30 to 40 years away from using up easily accessible oil resources needed to produce the gasoline that runs our cars.
- Explain that one thing we can do to help protect our resources is to recycle. Tell your child that recycling reuses material to make new products. For example, newspapers, paper bags, and even birthday cards can be made out of used paper.
- Plan to collect household products together that can be recycled.
- Schedule a visit to a recycling center. Learn what happens to the household materials when they are recycled.

Electronic Résumés

The way people apply for jobs has changed in the last decade. In the past, you would take your résumé to a human resources office, fill out an application, and have a face-to-face interview with someone who did the hiring. Increasingly, employers ask for electronic résumés (résumés that are posted on an Internet website or e-mailed). This process may seem impersonal and requires different ways of planning the format of your résumé. Qualifications, experience, and – sometimes – personal interests may determine whether a job seeker will get an interview.

By the time today's middle school children are job-hunting, electronic résumés and – perhaps – electronic interviews will likely be the norm. You can help prepare your child for this new way of job searching by doing the following:

- If you have experience using a computer, show your child that it can be used for a variety of tasks. On the other hand, if you have not used a computer, encourage your child to show you how it works and what it can be used for. You and your child will both learn about technology, communication, and respect for learning. The more comfortable you are with computers, the more likely your child will become skilled with computers.
- Make sure your child has a wide variety of experiences. These experiences will help him understand some of the opportunities available to him in the future.
- Learn – and help your child learn – definitions of technical words.
- Stress writing, reading, and other communication skills. Using a computer to communicate requires writing clearly and understanding what others write.
- Offer your child opportunities to learn new skills. Participating in sports, volunteerism, Scouts, YMCA, and other activities are real world opportunities to decide which skills he likes to use and which work settings he prefers. Learning what he does not want to do is important too. Some of these experiences may even be used on his résumé.

Activity: *Electronic Résumé*

This activity is designed to give your child the opportunity to practice writing a résumé and sending it as an attachment using e-mail.

Time: One hour

Materials: Copy of a family member or friend's résumé and a computer with e-mail access

To Begin:

- Show a résumé to your child. Explain that the résumé describes a person's education, experiences, and skills.
- Help your child write his own résumé on the computer. For example, he may have a seventh grade education, have experience babysitting, and draw well. Include activities that your child has been involved with in the past year or two.
- Ask your child to send his résumé as an e-mail attachment to a family member or friend.
- Have him contact the family member or friend to find out if the e-mail and attachment were received.
- Ask the person if the résumé contained enough information to apply for a specific job.

Paying for Education after High School Graduation

One way to prepare for your child’s education is to save money for it. Some of us have enough money to support post-secondary training, but others will find it more difficult to pay for this education.

You may already know about scholarships available to high school youths. However, other options exist for paying for education after high school. Young people who join the armed services may be able to receive an education or career training at little or no cost. Many industries and organizations offer work-study or co-op programs where young adults can earn money in a field of interest while they attend school. High school counseling offices, libraries, and Internet websites can guide you and your teenager to resources for financial aid.

Activity: Looking at Post-Secondary Options

This activity helps your child explore the different costs of post-secondary education.

Time: One hour

Materials: Computer with Internet access

To Begin:

- Explain to your child that you will both be exploring and learning about educational opportunities that are available after high school graduation.
- Together choose two schools – a state-supported school and a local private school.
- Use the Internet to get as much information on each school as possible. In North Carolina, <http://www.cfnc.org> and <http://www.nccareers.org> are excellent sources for this information. You may also visit the library’s college and career section.
- Working with your child, fill in the chart below.
- Discuss the information. Talk about ways to save money for post-secondary education. Talk about the school she finds most appealing and why.

	State-Supported School	Private School
Name of School		
# of students		
Location		
Activities/facilities Tuition		
Other expenses (examples: room & board; books; travel; phone bills)		

People and Places

Some young people are not ready to continue higher education right after high school. By the time they finish high school, graduates may want some time away from books, testing, and schoolwork.

Your teenager has a number of options. Rather than going back to school immediately, young adults can do volunteer work or work part-time. These experiences often give teens life-changing experiences. They may learn to appreciate different cultures – their customs, language, and food. Experiencing life’s financial and workplace realities may help her understand life without luxuries that she may have taken for granted.

Maybe you have relatives who can give your teen a chance to live away from home and experience new places. This choice is a safe, inexpensive option for young adults who seek new and different experiences. Your teen may even earn money while working in a relative’s business. High school graduates who delay going to college or technical school may want to study abroad. This choice, however, can cost parents a lot of money. You and your family need to explore different kinds of opportunities to find options that best meet your family’s needs.

- Investigate various post-secondary programs available to your teenager. Keep in mind her interests and inclinations as well as the family’s financial limitations, while recognizing that financial aid can help fund college education.
- Show respect for your teen’s individuality by being open to different kinds of post-secondary options.
- Follow her academic and social progress throughout the school years.
- Expose your child to diverse cultures and countries. Go to museums, community events, and library resources. When possible and desired, include time to travel.
- Encourage your teen’s curiosity about things that are new or different.

Activity: People and Places

This activity allows young people to explore a country or culture different from their own. If you have come to this country from another part of the world, then you also have the option of studying the United States.

Time: Flexible

Materials: Computer with Internet and/or library access. Note: *This activity can involve the whole family.*

To Begin:

- Ask family members to go to the atlas or globe to identify a country they would like to know more about.
- Instruct them to research the country using the Internet, the library, and other resources. Explain that they should pretend they are planning a trip to the country and need to know what to expect. For example, they should learn about the language, climate, food and some of the interesting features of the country.
- Family members can be given a week to accomplish this task.
- Share and discuss the findings. Ask the following questions:
 - What did you find interesting about the country?
 - What would you most like to see or do if you visited there?
 - What resources does the country have?
 - What is the greatest need the country has? For example, do they need schools, medical services, help with growing crops?
 - What volunteer opportunities exist in that country?

Volunteerism

Doing volunteer work gives your child the chance to learn new skills. He can volunteer doing something that interests him as a way to explore career possibilities in that field.

Your child can benefit in many ways from serving in volunteer roles. He can learn work and interpersonal skills related to the volunteer work he chooses. He can also benefit tremendously from volunteering with people of diverse cultures and economic groups. Since people often tend to live near and be friends with people who are similar, your child may not know too many people from other cultural groups or who have a different income level. Doing this kind of work will build your child's confidence and teach him the value of helping others. Your son may also make new friends who choose to help each other in the future.

You can model volunteerism by doing volunteer work yourself and involving your child in these activities.

Activity: Be a Volunteer

This activity will guide your child toward volunteer work in the community.

Time: Ongoing

Materials: Local phone book

To Begin:

- With your child, explore volunteer opportunities in your community. Use the phone book to look up non-profit organizations such as nursing homes, Boys and Girls clubs, and hospitals. If you are a member of a religious organization, ask about volunteer opportunities there.
- Together, choose one project for her to try. It should not involve a long-term commitment and should fit with your family's schedule. Note that some young people will be more interested in projects that involve other people their age.
- After the volunteer experience, talk about it with your child. Find out what he liked and disliked about it.
- Discuss the possibility of volunteering for a longer period of time.

Appendices

Appendix 1: NC Course of Study Graduation Requirements*

Content Area	Career Preparation	College Tech Prep** Course of Study Requirements	College/University Prep Course of Study (UNC 4-yr college) Requirements	Occupational Prep** Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I (This requirement can be met with Integrated Math I & II when accompanied with Algebra I EOC)	3 Credits** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	4 Credits (4th credit effective for first time 9th graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III.	3 Credits Occupational Mathematics I, II, III
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits A physical science course, Biology, Earth/Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Government/Economics (Civics and Economics), US History, World Studies*****	3 Credits Government/Economics (Civics and Economics), US History, World Studies*****	3 Credits Government/Economics (Civics and Economics), US History, World Studies***** (2 courses to meet UNC minimum admission requirements - US History & 1 elective)	2 Credits Social Studies I (Government/US History) Social Studies II (Self-Advocacy/Problem Solving)
Second Language	Not Required	Not Required**	2 Credits in the same language	Not required
Computer Skills	No specific course required. Students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required. Students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required. Students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
Health & Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Career/Technical	4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR 4 credits in JROTC; OR 4 credits in an Arts Discipline. Select courses appropriate for an arts education pathway to include an advanced course.	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other requirements****	2 Elective Credits and other credits designated by LEA.	2 Elective Credits and other credits designated by LEA.	3 Elective Credits and other credits designated by LEA.	Occupational Preparation: 6 credits: Occupational Preparation I, II, III, IV**** Elective credits/completion of IEP objectives/Career Portfolio required/No Exit Exam
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements

* Effective for 9th graders for the first time in 2000-01. The additional mathematics credit in college/university prep is for entering 9th graders of 2002-03.

** A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

*** This course of study shall be made available for certain students with disabilities who have an IEP beginning in 2000-2001.

**** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

***** Examples of electives include JROTC and other courses that are of interest to the student.

***** Effective with 9th graders of 2003-04, World History must be taken to meet the requirements of World Studies. 2/10/05

Appendix 2: North Carolina Career Pathway Descriptions

The following career pathways are clusters of careers that are grouped based on an individual's job skills, interests, and strengths.

Arts and Sciences is not a college tech prep pathway, but may be chosen by students who are pursuing a college university course of study.

Agricultural and Natural Resources Technologies deal with sales and marketing of agricultural products such as: agricultural economics; conservation and protection of our natural resources; forest and forest machinery management; production of plants, trees, and shrubs for home and business use; horticultural business management; crop poultry and livestock production and management; animal health care; and providers of supplies and services for all mentioned areas.

Biological and Chemical Technologies are involved in food science, nutrition, agriscience, and environmental science activities. This pathway is concerned with food production, packaging and distribution; quality control, processing and development of food products; food sales and research; research laboratory environments, care for and testing of experimental plants and living cells; conservation and improvement of environmental resources; managing forest crops and forest equipment.

Business Technologies feature careers in all areas of business, including: accounting and finance for businesses and individuals; business administration and management; small business management; entrepreneurship; planning, promoting, merchandising, and selling fashion apparel; processing, managing, and communication of information by computers; directing the transfer of goods and services from producer to consumer; office, project, and human resource management; office administration; sales; and in the marketing of travel, tourism and recreation activities.

Commercial and Artistic Production Technologies employees use state of the art equipment to design and produce newspapers, magazines, reports, advertising information, and other graphic images. Also included in this pathway are careers intended to enhance the beauty or aesthetic qualities of interior spaces.

Construction Technologies involve a wide variety of construction activities. These activities include general carpentry work; cabinet making and installation, framing and hanging of walls, doors, and windows, furniture design and production; installation, repair, and maintenance of electrical systems for buildings and equipment, and building walls, doors, fireplaces, and other structures using a variety of masonry materials and techniques.

Engineering Technologies involve careers using CADD and other complex tools and software to design, draw, and produce computer-generated drawings of environmental and structural models and to control machines used in design and manufacturing. They also design, build, install, and repair developmental and production electronic systems and equipment; produce, process, and market plants, trees, and shrubs for home and commercial use; manage and maintain horticultural businesses; and use computers to generate charts, 3-D graphics, and animations used in engineering, architecture, and science.

Health Sciences workers deliver health care services to individual patients, clients, or groups. They gather information to form diagnoses, develop treatment and care regimens to maintain or improve health; document client/patient care; provide safe and healthy surroundings for the delivery of health care/maintenance; and provide the community with wellness information, resource management, and health education.

Industrial Technologies workers install, maintain, and/or service electrical, mechanical, hydraulic, and plumbing systems; design, manufacture, and market fabrics; and fabricate and repair metal products using metal working and welding processes.

Public Service Technologies workers are involved in occupations such as: cosmetology, food service production, food service management and sales, and early childhood education.

Transport Systems Technologies includes collision repair, rebuilding, and refinishing of automobiles, and maintenance and repair of all transportation vehicles.

Appendix 3: Work-Based Learning Opportunities

Work-based learning provides ways for young people to go beyond the classroom into the community to develop their academic and interpersonal skills. Through these activities, they learn to apply their classroom learning in the real world, an excellent way to get them ready for the transition from school into the world of work. Work-based opportunities include apprenticeships, cooperative education, entrepreneurship, field trips, internships, mentorship, school-based enterprises, service learning, and job shadowing. North Carolina's schools focus on the four experiences below.

Apprenticeship

- Formal arrangement registered with the Department of Labor
- Paid employment on a progressive wage scale
- Must follow a training plan
- Must be supported with related instruction
- Successful completion results in journeyman status and course credit

Cooperative Education

- Formal arrangement
- Paid employment
- Must follow a training plan
- Must have a companion school course
- Successful completion results in course credit
- May be repeated for additional experience and credit

Internship

- Formal arrangement for which high school credit may be given
- May be paid or unpaid
- Must follow curriculum guidelines
- May be repeated if interests change

Job Shadowing

- Informal
- Unpaid
- Lasts one or two days
- May be repeated as interests change

Appendix 4: The Career Planning Process

It is recommended that you have a method to follow when helping your child plan for a future career. The illustration at the bottom of the page is one method to use in this important process. It shows a process to use any time someone wants or needs to make a job change.

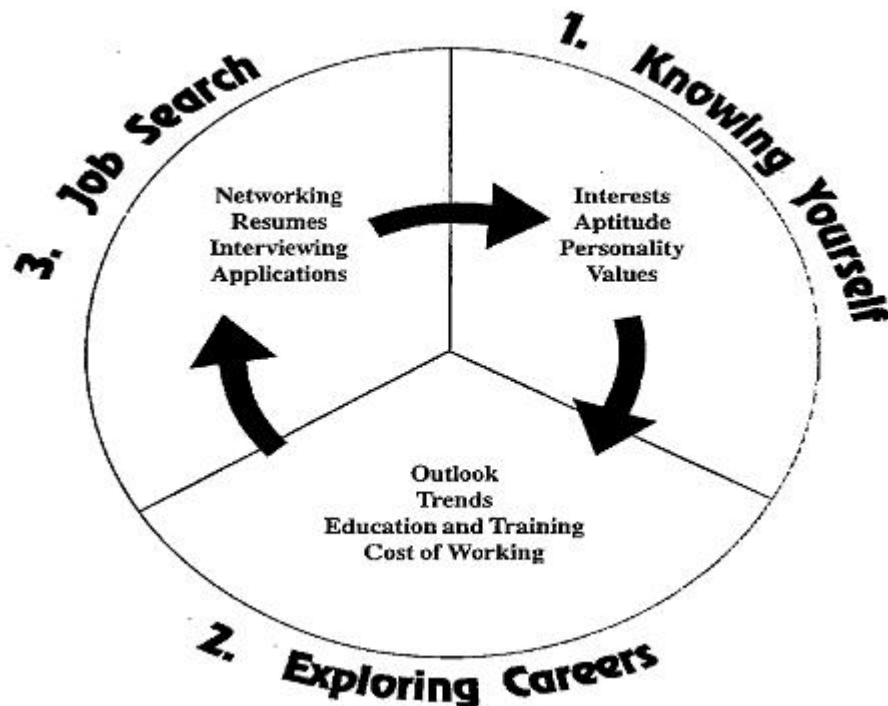
With help from caring adults, many children have time to move through this process in sequence:

1. Spend time discovering who they are: their interests, skills, values, and other personal traits.
2. Focus on exploring careers and education that will prepare them for careers.
3. Find a job and begin to work.

Of course, life is often more complicated than a chart can show. While we have core traits and values that are constant, life gives us new possibilities and challenges every day. As a result, we find new places and ways to use our abilities. We learn new skills, often through life experience outside of a job setting. Difficult times can even bring out talents we *never* knew we had.

Technological advances as well as global, economic, and political issues cause changes in existing careers and the development of entirely new occupations. For example, administrators who now use a computer for correspondence and keeping their schedules require less clerical help. Thus, the demand for secretaries has decreased.

Even ways of searching for a job have changed. Electronic résumés and telephone interviews were almost non-existent prior to the 1990s. Now they are fairly common tools for job seekers to use.



Appendix 5: Career Development Resources on the Internet

Self-Assessment Sites

Career Key

www.careerkey.org/english

Short self-assessment measure, developed by Dr. Larry Jones that provides users a three-letter Holland Code and information about related occupations.

Campbell Interest & Skill Survey (CISS):

www.profiler.com/cgi-bin/ciss/moreform.pl?client=ncs&referrer=assessmentsite&page=index

Online assessment from NCS Pearson, Inc. (\$17.95). Upon payment, test-taker can view results and access CISS Career Planner online.

Keirsey Character Sorter & the Keirsey Temperament Sorter

<http://www.keirsey.com>

Online sorters provide a close estimate of the four-letter *Myers-Briggs Type Indicator* code. Used in career counseling to link personality type with career and life plans.

Sample Budget Worksheet

<http://www.ncsoicc.org/soicc/planning/c1b.htm>

Budget worksheet for examining a person's income and expenses, factors that may influence a person's career choices. From NC SOICC's *Career Choices User's Guide*

Sample Self-Assessment Exercise

<http://www.ncsoicc.org/soicc/planning/c1a.htm>

Short checklist activity. Provides users with estimated three-letter Holland Code and information on occupations with related Holland profiles. From NC SOICC's *Career Choices User's Guide*.

Self-Directed Search

<http://www.self-directed-search.com>

Personalized, online assessment (\$9.95). Developed by Dr. John Holland, vocational theorist who matched individuals with specific types of work environments. Provides three-letter Holland Code.

North Carolina Career Exploration Sites

College Foundation of North Carolina (CFNC)

<http://www.cfnc.org>

College Foundation of North Carolina, non-profit partnership between Pathways of NC, College Foundation Inc., and NC State Education Assistance Authority. Expertise in helping students prepare successfully for college and find best financial aid alternatives.

Career Briefs

<http://www.ncsoicc.org/soicc/info/briefs.htm>

Summaries of occupations in North Carolina from *Career Choices in NC* publication.

College Cost Information

<http://www.ncsoicc.org/soicc/planning/c2c.htm>

Average SAT scores and class rank of incoming freshmen, costs and total enrollment for North Carolina colleges.

Cost of Living

<http://www.ncsoicc.org/soicc/planning/costlvng.htm>

Cost of living comparisons for specific items across cities in NC.

Education & Training Choices After High School

<http://www.ncsoicc.org/soicc/planning/c2b.htm>

Summary of post-secondary training options.

Independent Colleges & Universities

<http://www.ncicu.org>

Provides access to information about NC's private colleges.

North Carolina Careers

<http://www.nccareers.org>

Updated annually, Career Information Website specifically for North Carolina residents. Connects self-assessment (*The Career Key*), occupations, and post-secondary education. Also links to financial aid information at <http://www.cfnc.org> and occupational information from the *Occupational Outlook Handbook*.

North Carolina Community College Systems

<http://www.ncccs.cc.nc.us/index.html>

North Carolina's community colleges and technology center information.

University of North Carolina

<http://www.northcarolina.edu/content.php/system/index.htm>

Links to 16 baccalaureate degree-granting public institutions in the UNC system.

National Career Exploration Sites

ASVAB Program

<http://www.asvabprogram.com/>

ASVAB Career Exploration Program: Dept. of Defense tools to help high school and post-secondary youth learn more about career exploration and planning.

America's Career Infonet

<http://www.acinet.org/acinet/default.asp>

Occupational information to increase understanding of the job market and assistance for the employment search.

Barron's Profiles of American Colleges

<http://www.barronseduc.com/0764175750.html>

Information on more than 1,650 accredited four-year colleges across the United States. Updated with the latest information on enrollments, tuition and fees, academic programs, campus environment, available financial aid, and much more.

Financial Aid

<http://studentaid.ed.gov>

Financial aid assistance.

Free Application for Federal Student Aid (FAFSA)

<http://www.fafsa.ed.gov>

Free Application for Federal Student Aid.

Military Career Guide Online

http://www.todaysmilitary.com/wyg/t11_wyg_militarycareers.php

Leading career information resource for military world of work.

Occupational Outlook Handbook

<http://www.bls.gov/oco/>

Nationally recognized source of career information

Peterson's Education Portal

<http://www.petersons.com>

Portal with nationwide information about member colleges and universities, career schools, graduate programs, distance learning, executive training, private secondary schools, summer opportunities, study abroad, financial aid, test preparation, and career exploration.

Job Search

Employment Security Commission

<http://www.ncesc.com/>

Information for business services, individual employment services, and the labor market.

Job Hunter's Bible

<http://www.jobhuntersbible.com>

Richard Bolles' (*What Color Is Your Parachute?*) site.

Job Star

<http://jobstar.org/index.cfm>

Career guides and salary surveys. JobStar has put together what many consider to be the finest collection of salary surveys online.

JobBank USA

<http://www.jobbankusa.com>

Employment & résumé information.

Monster Board

<http://www.monster.com>

Job search tools.

NC Job Bank

<http://www.ncesc.com>

NC job listings from the Employment Security Commission.

NC Office of State Personnel

<http://www.osp.state.nc.us>

North Carolina government jobs.

Teach4NC

<http://www.teach4nc.org>

Recruiting teaching professionals for NC's public schools. Comprehensive information on traditional and non-traditional ways to become a teacher in North Carolina.

The Riley Guide

<http://www.rileyguide.com>

Comprehensive career and job search clearinghouse.

USA Jobs

<http://www.usajobs.opm.gov>

Worldwide job vacancy information updated daily from a database of more than 17,000 worldwide job openings. Online applications and résumé postings. Most listings are Federal public service jobs.

Family Websites

American School Counselor Association

<http://www.schoolcounselor.org/content.cfm?L1=5>

Resources for “whole child” development, including family involvement in career planning and academic achievement. Also suggestions for working with school counselors.

Career Key: Parent’s Role

<http://www.careerkey.org/english/you/parentsrole.html>

Ways in which you can positively affect your child’s career decisions.

Career Parent Magazine

<http://careerparent.com>

Weekly articles with insights and activities for families.

FamilyEducation.com

<http://www.familyeducation.com/home>

Homework help, parenting tips, expert advice, and 20 electronic newsletters focused on specific topics.

National Resources for Parents of Children with Disabilities

<http://www.washington.edu/doi/Brochures/Parents/naparent.html>

Supports successful participation of individuals with disabilities in academics and careers, especially in traditionally underrepresented fields.

New York City’s Power to Learn

<http://www.powertolearn.com>

Parenting tips about using technology to help kids do well academically .

North Carolina Department of Public Instruction

<http://www.dpi.state.nc.us>

<http://www.ncpublicschools.org/involvement/parents.html>

<http://www.ncpublicschools.org/parents.html>

Public school information: graduation requirements, numerous links to helpful sites for parents and opportunities for family involvement in schools. Some documents are available in Spanish.

Appendix 6: North Carolina Parent Connections

State PTA Office

Supports youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children. Assists parents in developing the skills they need to raise and protect their children. Encourages parent and public involvement in public schools.

North Carolina PTA
Debra Horton, President
Contact: Nellie Taylor, Program Coordinator
3501 Glenwood Avenue
Raleigh, NC 27612-4934

Phone: (919) 787-0534
Toll-Free: (800) 255-0417
Toll-Free Restrictions: NC residents only
Fax: (919) 787-0569
Email: office@ncpta.org
Website: <http://www.ncpta.org/>

State Parent Training and Information Center (Disabilities)

Provides training and information to parents of infants, toddlers, children, and youth with disabilities. Also assists people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities.

Exceptional Children's Assistance Center (North Carolina)
Connie Hawkins, Executive Director
Contact: Mary LaCorte, PTI Director
Suites 102/103
907 Barra Row
Davidson, NC 28036

Phone: (704) 892-1321
Toll-Free: (800) 962-6817
Toll-Free Restrictions: NC residents only
Fax: (704) 892-5028
TTY: (704) 892-1321
Email: information@ecac-parentcenter.org or ecac1@aol.com
Website: <http://www.ECAC-parentcenter.org/>

Parent Resource Center

Helps families get involved in their children's learning. Target areas with high concentrations of low-income, minority, and parents with limited English language skills.

Parent Partners (North Carolina)
Connie Hawkins
Contact: Beverly Roberts, Project Coordinator
Exceptional Children's Assistance Center
Suite 102-103
907 Barra Row
Davidson, NC 28036

Phone: (704) 892-1321
Toll-Free: (800) 962-6817
Toll-Free Restrictions: NC residents only
Fax: (704) 892-5028
Email: ncpirc@aol.com or ecac1@aol.com
Website: <http://www.ecac-parentcenter.org/>

State Coordinator of Education for Homeless Children and Youth

Ensures that all homeless children and youth have equal access to free, appropriate public education, including public preschool education, provided to other children and youth. Develops, reviews, and revises policies to remove barriers to the enrollment, attendance, and success in school of homeless children and youth. Provides them with opportunities to meet the same challenging state content and state student performance standards to which all students are held.

Education for Homeless Children and Youth (North Carolina)
Cynthia Floyd, Homeless Coordinator
State Department of Public Instruction
ALP & Safe Schools/Instructional Support
6350 Mail Service Center
Raleigh, NC 27699-6350

Phone: (919) 807-3942
Fax: (919) 807-3917
Email: cfloyd@dpi.state.nc.us

State Director of Vocational-Technical Education

Administers vocational-technical education programs and services for youth and adults at the state level through federal grants awarded by the Carl D. Perkins Vocational and Applied Technology Education Act.

Career-Technical Education (North Carolina)
Kenneth Smith, State Tech Prep Coordinator
State Department of Public Instruction
6358 Mail Service Center
Raleigh, NC 27699-6358

Phone: (919) 807-3870

Fax: (919) 807-3899

Email: kesmith@dpi.state.nc.us

Website: http://www.ncpublicschools.org/workforce_development/

Notes