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ABSTRACT

Dykeman and colleagues developed a taxonomy of career development interventions used in United States secondary schools that can help career and technical education (CTE) practitioners evaluate and improve the effectiveness of guidance programs. The interventions include introductory, advising, curriculum-based, and work-based interventions. Introductory interventions awaken students' interest in their own personal and professional growth and are typically adult-controlled, active (hands-on), group activities conducted in school and lasting 2 weeks or less. Introductory interventions include career days, career fairs, and guidance lessons on personal/social development. Advising interventions are designed to give students direction, help them resolve barriers, and help them formulate and sustain plans for their future. Advising interventions can include academic and career counseling, career-focused parent/student conferences, career peer advising/tutoring, career maps, career maturity and interest assessment, Career Passports, and computer-assisted career guidance. Curriculum-based activities are designed to promote core student knowledge and skills. They include career information infused into the curriculum, CTE courses, tech prep, and school-based enterprises. Work-based interventions promote student knowledge and help motivate students through activities involving with worksites. Work-based interventions include youth apprenticeship, mentoring, job shadowing, and internships. Dykeman's

classification gives CTE practitioners a practical, research-based model for evaluating their career development efforts. (Contains 11 references.) (MN)

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In Brief
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Secondary Career Development Interventions

Dykeman and colleagues (2001) have developed a taxonomy of career development interventions used in U.S. secondary schools that can help practitioners evaluate and improve the effectiveness of guidance programs. They consulted career guidance practitioners, researchers, and literature and identified a comprehensive list of 44 interventions. Each intervention was rated on five variables: time (short term/long term), mode (active/passive), control (adult/youth), place (school/community), and size (group/individual). Cluster analysis produced a taxonomy with four types of interventions: introductory, advising, curriculum based, and work based. This *In Brief* describes examples of each type of intervention and how they can be used to achieve desired outcomes.

Introductory Interventions

Introductory interventions awaken students' interest in their own personal and professional growth; typically, they are adult-controlled, active (hands-on) group activities conducted in school and lasting 2 weeks or less. They include career days/fairs, field trips, aptitude assessment, and guidance lessons on personal/social development, career development, or academic planning.

Career Days and Career Fairs. Career days and career fairs can develop students' self-knowledge and knowledge of work and integrate the two meaningfully (Efird and Sherrick 1998; Grant and Jackson 1995). Employer representatives become role models, helping students see the relevance of interests, aptitudes, abilities, and values to career and lifestyle choices. Job descriptions and handouts show connections between different jobs, aptitudes and abilities, and educational experiences. Student questionnaires can help structure interviewing. Students can begin to develop meaningful knowledge about themselves and about work that serves as a basis for personal and professional growth.

Guidance Lessons on Personal/Social Development. Knowledge for Youth about Careers (KYAC) combines 2½ hours of interactive, computer-assisted video (ICAV) with 32 hours of print classroom materials and exercises to prepare high school students to plan for their futures (Bradshaw 1995; *Welcome to KYAC!* 1998). ICAV scenarios stimulate curiosity and interest in personal and professional growth; students role-play characters faced with education and career choices. Subsequent scenes show the consequences of choices made, helping students identify effective and ineffective choices. Classroom sessions expand on ICAV scenarios by helping students assess their own skills, knowledge, and attitudes (KSAs), reinforce effective KSAs, and apply KSAs to real situations in their own lives. The ICAV is considered particularly effective for students who are not motivated to use print materials.

Advising Interventions

Advising interventions "provide direction, resolve impediments, and sustain planfulness in students about their goals for the future" (Dykeman et al. 2001, p. 22). They are most often adult-controlled, school-based individual activities and can be active or passive, long or short term. They include academic and career counseling, career-focused parent/student conferences, career peer advising/tutoring, career maps, career maturity and interest assessment, career libraries/resource centers, career clusters/pathways/majors, career passports/skill certificates, college admissions testing, computer-assisted career guidance, cooperative/dual enrollment, information interviewing, job search preparation, personal/social preparation, portfolios/individual career plans, and referral to external training orcounseling/assessment.

Career Passports. In the Leander Independent School District outside Austin, Texas, Tech Prep Career Passports™ and Pathways provide a coherent sequence of courses to equip students with skills consistent with career goals (Rouse 1995); local employment trends have driven development of 35 Passports in 6 Pathways. Career information activities and aptitude and interest assessment help ninth-grade students identify a career goal, plan, and Passport. Students select subsequent courses and work experiences to support and complement their chosen Passport. Completed Passports contain a transcript, resume, letters of introduction and recommendation, and student work portfolio. Students see them as a tool for providing and sustaining direction in school—"a good road map for achieving your goals" (p. 39)—and as a "great door opener for jobs" (p. 45).

Computer-assisted Career Guidance. DISCOVER, ACT's computer-assisted career guidance program, helps students develop a personal profile, build a career plan based on their personal profile, access crosswalked information about occupations and education, and begin job search and interview preparations (*DISCOVER: Overview* 2001; Taber and Luzzo 1999). Self-assessment helps students discover vocational identify (interests, abilities, personality, and goals) and improve their level of career development (clarification of values, career and self-knowledge, decision making); it may also improve career self-efficacy (confidence in their ability to make successful career decisions). DISCOVER is considered most effective when students also participate in other individual and group exploration, counseling, and planning activities.

Curriculum-Based Interventions

Curriculum-based interventions "promote core student knowledge and skills through means and content relevant to the world of work" (Dykeman et al. 2001, p. 23). They are either adult or student controlled, typically involve active instruction, and are primarily group activities conducted in school and lasting more than 2 weeks. They include career information infused into curriculum, career/technical education (CTE) courses, career skills infused into curriculum, career academies/career magnet schools, school-based enterprises, student clubs/activities, and Tech Prep.

Tech Prep. Tech Prep links occupational and academic instruction in a sequential course of occupationally focused, secondary and postsecondary study to prepare students for both career-oriented postsecondary education and employment, often accompanied by career development activities and workplace experiences (Rouse 1995). Tech Prep coordinators report improved student outcomes, including changes in attitudes, greater focus, re-

newed interest in education, increased awareness of the relevance of classwork to careers, and better understanding of employers' expectations and job requirements. Integrating occupational and academic instruction links work situations with conceptual issues; workplace experiences reinforce curriculum experiences by providing students new insights and motivation in academic subjects.

School-based Enterprises (SBEs). SBEs enable students to gain occupational experience in all aspects of a business like running a radio station or selling homegrown garden produce and home-made dressing (Sanderson 1998; Stasz and Kaganoff 1997). Student ownership builds confidence, responsibility, and organizational skills; working in teams with other students and adults puts interpersonal and communication skills in context. Autonomy and discretion help students develop appropriate decision-making and self-management skills. Just-in-time training, one-on-tutoring, and mentoring show students the reality of learning on the job; teaching other students and communicating with outside audiences, on air or over a sales counter, are foretastes of the workplace. In sum, SBEs allow students to acquire and practice occupational knowledge and skills in the same context in which they'll use them—the world of work.

Work-Based Interventions

Work-based interventions "promote student knowledge and motivation through sustained and meaningful interactions with work sites in the community" (Dykeman et al. 2001, p. 21). They are typically individual activities, away from school, either adult or student controlled, and more than 2 weeks long; instruction is overwhelmingly active. They include cooperative education, internships, job shadowing, job coaching, mentoring, service learning/volunteer programs, work study, and youth apprenticeships.

Youth Apprenticeship. In youth apprenticeship, sustained work-based learning and school-based learning are made meaningful by connecting activities (Hamilton and Hamilton 1997). Challenging work helps students attain both basic knowledge and mastery of procedures and higher-level understanding of underlying principles and concepts; rotating placements and projects provide broad technical competence and knowledge of all aspects of the industry. The workplace sets the context for standards of personal and social competence (reliability, diligence, self-confidence, initiative), learning, and progress. Students can learn from adults as coordinators, managers, coaches, and mentors, resulting in high academic achievement in a "combination of knowledge, communication, problem solving, and technical skill that sounds like a classic definition of the well-educated person" (p. 687). Put together, these elements help students begin an attainable career path with options for both careers and further education.

Mentorship and Job Shadowing. The culminating experience for seniors at the Michael E. DeBakey High School for the Health Professions in Houston is a 12-week preceptorship program, in which students shadow an assigned mentor for 2 hours per day, 4 days per week, at the Texas Medical Center (Roberts 2000). Mentors are assigned based on students' expressed career interests in areas ranging from medical photography to autopsies and surgery. Shadowing the assigned mentor "helps you to realize that the medical world is not TV....The TV picture of what you want is not accurate" (p. 32). Students can see firsthand the need for interpersonal skills like teamwork, communication, and leadership. The preceptorship might either confirm or change initial career interests, but 98% of DeBakey students go on to postsecondary education.

Internship. Students at a Transportation Career Academy Program participate in a full-time, 8-week, paid summer internship at a transportation-related firm (Stasz and Kaganoff 1997). Typically, interns have limited autonomy, clear performance expectations, and frequent feedback; they receive classic just-in-time, show-and-tell worksite training. Interns often face the normal challenges of a busy office—"things were not always where they were supposed to be, some resources must be shared, and sometimes it is hard to find the right answer" (p. 42). Internships involve technical, academic, and generic (e.g., problem-solving, communication) skills; they also provide broadened exposure to the transportation industry and its different occupations and meaningful learning about the interdependence of jobs in work and the importance of attitudes and behaviors like initiative, persistence, attention to detail, and meeting deadlines.

Dykeman et al. (2001) point out that many CTE practitioners presently employ a shotgun approach when programming career development activities. This approach is the result of not have a model through which to organize these activities in a coherent fashion. The problem with a shotgun approach is that a school may overprogram some types of activities and underprogram other types of activities. Thus, valuable CTE personnel and resources are needlessly wasted. Dykeman et al.'s taxonomy gives CTE practitioners a practical, research-based model to use in evaluating their career development efforts.

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