Strategies for Promoting Usage

Below are strategies to assist you in encouraging teachers, administrators, students, and parents/guardians to use the WISCareers website. These strategies are based on research conducted by Kimbrin Cornelius at the University of Wisconsin-Madison.

TEACHERS AND ADMINISTRATORS

Use active strategies when promoting the site to teachers. Schools that effectively use WISCareers have a high number of teachers using the site with students, and in a wide variety of subject areas. According to our research, active strategies (e.g., an in-service) are much more effective than passive ones (e.g., a memo). However, any action is better than no action. Examples of both active and passive strategies include:

- Encourage teachers and professionals to attend WISCareers Regional Trainings.
- Schedule in-service trainings for your district or school (The Center on Education and Work will lead in-service programming for no charge).
- Create an account for each teacher and professional or provide them with your school’s registration code.
- Meet with new teachers and professionals for individual training.
- Demonstrate WISCareers to all teachers and professionals.
- Email information about the site, including the registration code, to all teachers and professionals.
- Use promotional materials found on the WISCareers Professional site under Site Support and Promoting Usage.
When promoting WISCareers to teachers, focus on the subject areas most likely to involve career development. One of the best ways to encourage career exploration is to integrate career development activities and the website into the curriculum. Teachers in these subject areas may be especially interested in the website:

- English/Language Arts
- Special Education
- FACE
- Agriculture
- Career and Technical Education
- Business Education

Make time to be in the classroom to teach WISCareers. If you generally don’t teach in the classroom, consider pairing up with someone who does. Your success in the classroom may inspire other teachers to follow your lead.

STUDENTS

Use active strategies when promoting the site to students. According to our research, active strategies (e.g., training students in their sophomore English classes) are much more effective than passive ones (e.g., mentioning WISCareers in a school newsletter). However, any action is better than no action. Examples of both active and passive strategies include:

- Create a systematic and organized way to get all students to create an account. (e.g. choose a week when English teachers take every class into the computer lab for this activity).
- Have 8th grade students begin saving items to their ILP/ePortfolio, which can move easily with them to high school and college.
- Include an article on WISCareers in your school newsletter.
- Add a link to WISCareers on your school homepage.
- Place a link to WISCareers on your computer’s desktops.
- Run a career day where students use WISCareers to find a career where they can practice researching and running mock interviews.
- Post registration codes in the library and guidance office.
- Encourage a group of students to make posters promoting WISCareers.

Require students to use the site multiple times in multiple grades. Our research indicates that schools with the highest WISCareers usage require their students to login several times throughout high school. This familiarizes students with the site so they can use it on their own when they have career-related or college-related questions.

Target a grade where the most career guidance occurs, and make a plan that ensures all students will log in. For example, require a resume to be written in all Sophomore English classes or require a completed ILP/ePortfolio for graduation.
**PARENTS AND GUARDIANS**

Partner with parents and guardians to optimize career development success for each of your students. Research suggests that parents play the most significant role in their teen’s career decision making. Ideas for promoting usage with parents include:

- Make WISCareers part of your parent’s night or parent/teacher conferences.
- Plan time for parents to sit with their child in a computer lab to go through the website; have a guidance counselor give demonstrations.
- Invite a WISCareers representative to your event.
- Inform parents about WISCareers in letters, newsletters, and/or emails.
- Include information on your school’s website on pages that parents are likely to visit.
- Plan to have the WISCareers coordinator from your school give a demonstration at the next PTO/PTA meeting.
- Encourage parents to use WISCareers on their own so they may understand the comprehensiveness of the site.
- Give homework requiring students to complete the ILP/ePortfolio with their parents.
- Encourage parents to save grade reports and recognition letters to their children’s ILP/ePortfolio.

**Practical Applications**

Below are practical applications taken directly from counselors and teachers who actively use the WISCareers website. These ideas represent just a few of the ways to use the website.

**IDEAS FOR COUNSELORS TO USE WITH STUDENTS**

- Require students to take three assessments before registering for classes. This helps give direction to selection of courses through increased self-awareness and awareness of occupations.
- To enhance the process listed above, encourage students to focus on the Helpful High School Courses section for each occupation of interest.
- Encourage students to use the Colleges and Schools search in the Education section to find schools that best fit their needs.
- Show students how to use the Financial Aid and Scholarship information to find financial resources for post secondary education and/or training.
- Encourage students to use the Wisconsin Employers database (found in the Job Seeking section) to help them find job shadowing and informational interviewing opportunities.
- Show students with previous job experience (internships, part-time jobs, etc.) how to use the Transferable Career Skills Assessment to link to other related occupations.
- To help students prepare for their summer job search, have them use the Resume Maker and the Cover Letter Writer found in the Job Seeking section.
- Encourage students to go through the Resume and Job Interview tools and activities.
- Help students make the college application process easier by showing them how to use our website to apply to colleges online.
- For those students who are interested in specific programs of study or majors direct them to the School Search to look at all the schools that offer those programs.
• Encourage students to complete their ILP/ePortfolio or require sections of the ILP/ePortfolio to be done before registration or graduation.
• For students looking for alternatives to 2 or 4 year colleges, explore adult apprenticeships options under Education or Occupations.

IDEAS FOR TEACHERS TO USE WITH STUDENTS

• Invite the WISCareers coordinator at your school to give a demonstration of the site to your class, and then have students log in and take an assessment.
• Bring career awareness and your subject area together by using the Classroom Activities feature—search for appropriate activities by grade, subject area, Wisconsin learning standards, and core competencies.
• Require students to take three assessments before registering for classes. This helps give direction to selection of courses through increased self-awareness and awareness of occupations.
• To enhance the process listed above, encourage students to focus on the Helpful High School Courses section for each occupation of interest.
• Show students with previous job experience (internships, part-time jobs, etc.) how to use the Transferable Skills Assessment to link to other related occupations.
• Encourage students to use the Browse Colleges and Schools tool in the Education section to find schools that best fit their needs.
• Show students how to use the Financial Aid and Scholarship information to find financial resources for post secondary education and/or training.
• Have 5th grade through 7th grade students complete Career Planning 1-2-3.
• Use a Treasure Hunt worksheet to make career exploration fun for your students (See website, Promoting Usage, for an example).
• Have students save three occupations of interest in their ILP/ePortfolio and write a report on their favorite one.
• Have students research salary and employment outlook information for an in-depth look at occupations they are interested in.
• Assign students to give a speech about an occupation using WISCareers as a resource.
• Bring in guest speakers to share information about a specific occupation—find potential speakers using the Employers Database.
• Assign students to use the Find Employers tool (found in the Job Seeking section) to help them find job shadowing and informational interviewing opportunities.
• Use the budgeting section to help students get real-world answers about jobs and lifestyles.
• Assign students to build a budget for the current year, and then have them enter the year they were born in the comparison budget area. Have a discussion about expenses, factors that cause inflation, necessities vs. expenses, levels of education and how they affect salary, etc.
• Use the Resume builder to help students prepare a resume.
• In English/Language Arts classes, have students complete a resume and cover letter using the tools in WISCareers.
• Have students complete a group presentation on specific careers or work areas.
• Special Education teachers can use the search feature in Classroom Activities to find activities that meet IEP requirements for vocational education.
• Use WISCareers in the Classroom from home to help you write your lesson plans.
• Require students to complete specific categories in their ILP/ePortfolios.
• Have students do a presentation of their ILP’s/ePortfolios.
• Have students e-mail their ePortfolios to a parent or guardian.
• Assign specific occupations for students to present on.
• Have students watch and participate in the interactive resume and job interview tools.
• Have students do presentations on specific career clusters.
• Encourage students to talk about what they fear most in a career search and help them discuss possible solutions to ease their anxiety.
• Have students explore occupations related to their class work by using the Pick a Career Cluster feature found in Browse Occupations. Below are some suggestions:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Cluster Area</th>
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</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Art, Music, and Drama</td>
<td>Arts</td>
</tr>
<tr>
<td>English/Foreign Language</td>
<td>Health Sciences or Human Services</td>
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<tr>
<td>Science/Health</td>
<td>Health Sciences or Human Services</td>
</tr>
<tr>
<td>FACE</td>
<td>Health Sciences or Human Services</td>
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<tr>
<td>Automotive</td>
<td>Transportation</td>
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<tr>
<td>Business Education</td>
<td>Business</td>
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<tr>
<td>Science</td>
<td>Health Science or Science, Technology, Engineering and Math</td>
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<tr>
<td>Math</td>
<td>Business or Science, Technology, Engineering and Math</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Information Technologies</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Human Services</td>
</tr>
</tbody>
</table>

**IDEAS FOR PARENTS/GUARDIANS TO USE WITH THEIR CHILDREN**

• Use the website to help students get real world answers about jobs and lifestyles.
• Research adult apprenticeships options with your child under Education or Occupations.
• Explore colleges together using the Browse Colleges and Schools under Education.
• Use the Budgeting section to find out how much it will cost students to live on their own.
• Explore occupations that your child is interested in and use the Browse Occupations to find a specific occupation.
• Explore the occupation that you are in and discuss this with your child.
• Looking for money for college? Explore the financial aid/scholarship information available on the website.
• Go over the ILP/ePortfolio with your child.
• Take several assessments with your child.
IDEAS FOR INDIVIDUALS TO USE

• Use the employer database to set up job shadowing and informational interviews.
• Look for a new occupation that relates to your past experience! Take the Transferable Skills Assessment and enter any previous job skills and experiences, including internships, part-time jobs, etc. You may want to try this for several of your past jobs.
• Research adult apprenticeships options under Education or Occupations.
• Use resume builder to create a winning resume.
• Links to America’s Job Bank under Job Seeking for current job openings.
• Complete your ePortfolio.

TIPS FOR USING THE WISCareers USER REPORTS

• Access student’s ILP/ePortfolio to see if an assignment has been completed.
• Report to the school board how many times students have used the site as justification for continuing to financially support the resource.
• Run reports to see what occupations students are choosing. Use this report when presenting to school board or to invite employers to visit.
• In the school newsletter, list the top 5 most popular occupations and colleges accessed by your students on the WISCareers website.
• When you have a college representative planning to visit your school, get a list of students from the user reports who have accessed information on that college and let them know when the representative will be visiting.

CUSTOMIZING THE WISCareers WEBSITE

We can customize the WISCareers website by adding your school’s logo to the student home page. All you need to do is email us (wiscareers@education.wisc.edu) an electronic copy of your logo or, if it is already on your website, send us the website address and we will copy it from there.

Case Studies

Case studies are an effective way to examine and explore career development and career counseling using real world situations. The following case studies are provided to demonstrate specific applications of the WISCareers website for professionals to use with student and adult populations.

CASE STUDY: COLLEGE STUDENT

You are meeting with a client who has been taking general education courses, part-time, at the local two-year UW campus. She has completed over two semesters of coursework. Her GPA is 2.9. She is working part-time at a bakery in town. She needs to make a decision about whether she will go to one of the four year campuses and get her Bachelor’s Degree or get an Associate’s Degree at the two-year campus, working for a few years before getting a 4-year degree. Finances are an issue for her and she has expressed some concern about paying for two more years of school and continuing to work part-time.
She is interested in Human Services. She likes her sociology and psychology courses but has also been intrigued with some of her science-based courses. She has taken nutrition, for example, and enjoyed the course, but feels she can only take an introductory course in chemistry, nothing more advanced. She knows she likes working with people, but doesn’t want to “leave” science. She has done some volunteer work at the food bank in town and liked both the administrative tasks and her direct contact with clients, especially the children. She enjoyed several opportunities she had to talk to some of the families about nutrition, diet, and related topics.

In addition, if she decides to pursue a four year degree, she will need information about financial aid opportunities and procedures. She wants to know what she should do.

What parts of the WISCareers website would you use to help her explore the answers to the questions below?

• How can she define her interests?
• How can she understand more about her skills and abilities?
• What tools and information are available to help her improve her financial situation?
• How can she learn more about the status of the job market in her areas of interest?
• What kinds of jobs could she get with different majors, such as human services, psychology, sociology?
• How can she gain a clearer understanding of the job opportunities available to her, in general and in Wisconsin?
• How can she find job openings in Southwest Wisconsin?

**Issues**

<table>
<thead>
<tr>
<th>Understanding her interests</th>
<th>Sections of WISCareers that could be helpful</th>
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</thead>
<tbody>
<tr>
<td>• Interest Profiler</td>
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<table>
<thead>
<tr>
<th>Understanding her skills and how they transfer</th>
<th>• Transferable Skills Assessment</th>
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<tbody>
<tr>
<td>• Transferable Skills Assessment</td>
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<thead>
<tr>
<th>Improving her financial situation</th>
<th>• Financial Aid &amp; Scholarships</th>
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<tr>
<th>Finding occupations that match her education</th>
<th>• Quick Look-ups: Find Occupations by Majors and Degrees</th>
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<thead>
<tr>
<th>Employment outlook and job search</th>
<th>• Employers information within each occupation</th>
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</thead>
<tbody>
<tr>
<td>• Employers information within each occupation</td>
<td>Links to job banks in Job Seeking</td>
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**CASE STUDY: GROUP OF MIDDLE SCHOOL STUDENTS**

The seventh grade teachers are working on a unit that focuses on the special features of Wisconsin. The goal is to teach about our state, the importance and meaning of being a good citizen, and unique communities and populations in Wisconsin. They call you in on the planning meeting because they also want to include information about the wide variety of careers in Wisconsin.
This is the first time that these particular educators will be teaching a formal unit on careers. They not only need information but they want to be sure that what they teach is connected to their themes including: What is Wisconsin? Who lives in Wisconsin? What kind of work do we do in Wisconsin?

They have an interest in not only covering the topic areas but also in raising questions about how each student sees themselves fitting into the world of work when they complete their schooling.

How can the information in WISCareers assist these teachers?
• What jobs have the greatest annual openings in Wisconsin?
• What are fastest growing occupations in Wisconsin?
• What industries/employers hire people in some of the fastest growing occupations?

### Issues

- Importance of being a good citizen
- Teachers are new to teaching about careers
- Need LMI info for WI
- Students need career development

### Sections of WISCareers that could be helpful

- Look at service/volunteer occupations
- Classroom activities
- Classroom activities
- Free regional training
- Salary info
- Outlook info
- Quick Look-ups: Labor Market Data
- Link to projected Labor Market Information (LMI)
- Career Planning: Explore Module
- Quick Look-ups
- Download workbooks
- Classroom Activities

### CASE STUDY: DISLOCATED WORKER

Karl worked as a tool and die maker for 15 years and was very happy at his job. He got paid well, was respected by his fellow workers, and received excellent benefits. He was in a car accident a few months ago and lost the use of his left arm. He is no longer able to do his job. Karl is devastated by this turn of events. He needs a good paying job but has no idea where to look or how to start.

He has never thought about the skills he has gained either at his job or in the volunteer work that he has done in the community. He has no idea either where else he could use whatever skills he has gained. He just feels overwhelmed when queried about his future.

He doesn’t even know what you mean when you ask him about his “job seeking skills”. He was employed by the same employer for such a long time that he feels very uncomfortable seeking help, going on interviews, putting a resume together or networking with others. He has no idea what to say nor where to begin.
What parts of the *WISCareers* website can help him?

<table>
<thead>
<tr>
<th>Issues</th>
<th>Sections of <em>WISCareers</em> that could be helpful</th>
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</thead>
<tbody>
<tr>
<td>Lacks job seeking skills</td>
<td>• Resume module</td>
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<tr>
<td></td>
<td>• Going to Work workbook</td>
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<td></td>
<td>• Employers Database</td>
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<td></td>
<td>• Classroom Activities</td>
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<tr>
<td>Lacks understanding of how his skills are transferable</td>
<td>• Transferable skills module</td>
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<tr>
<td>Lacks clarity of his interests</td>
<td>• Interest Profiler</td>
</tr>
<tr>
<td>Special needs/accommodations</td>
<td>• Link to O*NET</td>
</tr>
<tr>
<td>Salary issues</td>
<td>• Search for occupations by salary level</td>
</tr>
<tr>
<td>Exploration activities</td>
<td>• Career Planning module</td>
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<tr>
<td></td>
<td>• Compare the Results of Multiple Assessments</td>
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