

DELAWARE CAREER COMPASS

STEPS TO HELP YOU
MAKE AN INFORMED
CAREER DECISION



2023-2024 Edition



● EXPLORE YOUR OPTIONS



<https://labor.delaware.gov/divisions/oolmi>





STATE OF DELAWARE
OFFICE OF THE GOVERNOR
 TATNALL BUILDING, SECOND FLOOR
 150 MARTIN LUTHER KING, JR. BOULEVARD SOUTH
 DOVER, DELAWARE 19901



The Honorable John C. Carney
 Governor

Dear Students,

This issue of the *Delaware Career Compass* is a helpful resource for first-time jobseekers and seasoned professionals. I encourage you to use the tools included here as you consider the many opportunities available to you in Delaware, and build a career that is interesting and meaningful to you. The *State of Delaware* remains committed to helping you achieve your professional goals – which will almost certainly evolve with you as you continue to grow up.

The more I meet with Delaware students, the more confident I am in the future of our state. I hope you will continue to use your skills and talents for the betterment of our communities, and I wish you the best of luck wherever your career path may lead.

Sincerely,

John C. Carney
 John C. Carney
 Governor, State of Delaware

Dear Students,

High school is a great time to explore careers and whether you are a freshman or an upperclassman, it is important to think about your future and what you will do once you graduate. The *Delaware Career Compass* is a tool that can help you identify your interests and strengths so that choosing a career is a breeze. The *Compass* also provides information on job prospects, salaries, and skills needed for the careers you have an interest in.

I urge you to take these years to challenge yourself, work, volunteer, or otherwise gain experience in fields that you believe you would like. One of the best ways to choose a career is to ask family members, teachers, and counselors so they can tell you about their personal experiences and the paths they've taken to get to where they are. If you don't know anyone doing a job that you are interested in, YouTube has thousands of videos with people at work.

In the end, it is your dreams and ambitions that are most important. You will follow your own path and honestly...things change...people change. An open mind and flexibility are key to successfully navigating your career. Have fun, learn as much as you can, and make good decisions!

Sincerely,

Karryl D. Hubbard
 Karryl Hubbard
 Secretary



OFFICE OF THE SECRETARY

4425 NORTH MARKET STREET
 WILMINGTON, DELAWARE 19802
 (302) 761-8000 • FAX (302) 761-6621



Karryl Hubbard
 Secretary, Department of Labor

DELAWARE CAREER COMPASS

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You can view/download this publication online at: <https://de.gov/CareerCompass>
There is also an editable PDF file here: <https://de.gov/CareerCompassEditable>

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Christopher Stahl
Delaware Advisory Council on Career & Technical Education

Ethel Belfon / Emmy Backer / Barry Butler
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Delaware Department of Labor

Leigh Weldin / Juliet Murawski / Paula Annesi
Delaware Higher Education Office

Theresa Madl-Young
Delaware Health & Social Services

Laurie Fuski
Jobs for Delaware Graduates, Supervisor

Peg Enslin / Jinni Forcucci / Bart Gill /
Mike Fitzgerald / Lisa Wilson / Andrea Keen
Delaware Department of Education

Stephanie Foster
New Castle County Vocational Technical School District

Sandy Jenkins / Lynette Hollis
/ Carmella Anderson
Delcastle Technical High School

Devan Hall
Georgetown Middle School

Mike Trego
Appoquinimink School District

Bryan Horsey
Office of Work-Based Learning

Jane Hahn
Delaware Department of Human Resources

Michelle Mallard
Odyssey Charter School

Jim Schulte
Newark High School

Cathy Kemp
Caesar Rodney High School

How to Use *This Guide*

Career planning is too important to be left to chance. After all, the decisions you make now will affect the rest of your life. Self-reliance and a positive attitude are your keys to finding opportunities and making career choices that will be right for you and will provide you with rewarding experiences in the world of work. If you want the career of your choice, you must prepare. Career development is a series of steps that will help you get to know yourself and the labor market. But remember that planning for your future is not usually a steady progression up the steps. You will undoubtedly move up and down the steps as your life changes. You can't go wrong if you:

- ✓ Think about life as a journey filled with exciting unknowns.
- ✓ Look for the positive in every situation.
- ✓ Know what you want in life and avoid the quick fix. Stay true to your values and beliefs.
- ✓ Know your strengths and think about them every day.
- ✓ Identify your weaknesses and know that they are limitations, not flaws.
- ✓ Build on your strengths and find ways to reduce your limitations.
- ✓ Learn from your mistakes. Think about what you will do differently the next time.
- ✓ Learn to speak up for yourself and verbalize what you want.



The *Delaware Career Compass* is a step-by-step guide to career planning and is used to help students make informed career decisions. This workbook will help you learn about yourself, the world of work, and how to achieve your career goals. Be sure to follow the steps in order:

STEP 1

Through the activities in this step, you will learn more about yourself; your learning style, your likes, your interests, and your skills. You will also discover your Holland Code and which career clusters you like. This information will help guide you through the labor market information section of the *Compass*.

STEP 2

In this step, you will learn about a variety of occupations. The information is broken down by career cluster and includes information such as where projected job openings will be, how much money you can expect to make in different occupations, and what education or training is needed to get there.

STEP 3

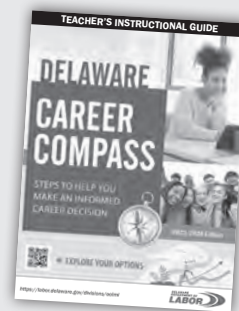
This step combine steps 1 and 2 to help you develop personal and career objectives. It will give you a “reality check” on building a budget and how much money you will need to make to support your desired lifestyle.

STEP 4

This step provides valuable information about making the most of high school and preparing for college or a career. You will investigate options for education and training, and also the necessary steps to seek and keep a new job.

Attention Teachers...

The *Delaware Career Compass Teacher's Guide* serves as a companion to the *Career Compass*. It includes lesson plans and activities to help you incorporate the *Career Compass* into your everyday curriculum. Request your copy today!



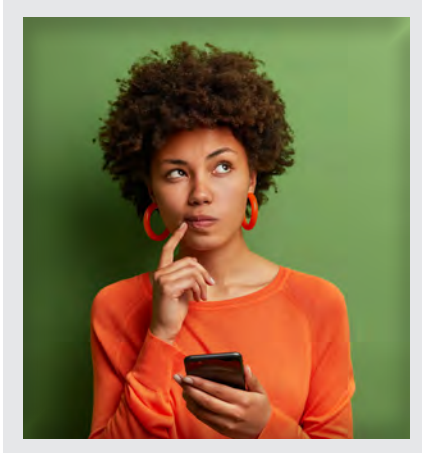
To order, please contact:

Kristie Manley, *Editor & Production Coordinator*
OOLMI/Fox Valley Annex - 19 West Lea Blvd., Wilmington, DE 19802
302-761-8064 or kristie.manley@delaware.gov

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Step 1

Who Am I?



What if you're not sure what kind of job or career you want? What if you have no idea what to do with your life? Rest assured - you're not alone! It takes a lot to develop a career plan and the research begins with YOU.

What makes you unique? A self-assessment is the important first step toward making a good career match. When you have finished the activities in **Step 1**, you will have a better understanding of yourself, and a good idea of what kind of work you might enjoy.

Begin With Your Dream

1. Imagine you are doing your dream job right now. Close your eyes and visualize yourself working. What are the specifics of this job? Answer the questions below to help you determine your dream job.

- Where are you? _____
- What are you doing? _____
- What are you wearing? _____
- Do you own your own business or are you working for someone else? _____
- Are you inside or outside? Office with a view? _____
- Are you using tools or equipment? A computer? A phone? _____
- Are people or animals depending on you? _____
- Do you feel important in your work? _____
- Are you traveling? _____
- What talents are you using? _____
- Do you look satisfied? Why? _____

2. Draw a detailed picture of yourself doing your dream job. Write the name of your dream occupation on the line below.



My dream occupation is: _____

Learn to use O*NET OnLine



Take some time to explore this website. O*NET OnLine has detailed descriptions for almost 1,000 different occupations. Every occupation requires a different mix of knowledge, skills, and abilities, and is performed using a variety of activities and tasks. As you learn more about yourself, use O*Net to find careers that are a good match for you.

Type an occupation title or its SOC* code in the Keyword Search box to research wages, education & training, technology, skills, etc.

O*NET OnLine Home Page: www.onetonline.org

The screenshot shows the O*NET OnLine homepage. At the top left is the O*NET logo and the text 'O*NET OnLine'. To the right is an 'Occupation keyword search' box with a search bar containing 'electrician' and a 'Go' button. Below the logo is a navigation menu with items: Help, Find Occupations, Advanced Searches, O*NET Data, Crosswalks, Share, and Sites. The main content area is divided into several sections:

- O*NET OnLine features:** Includes an 'Introduction' dropdown and an 'Occupation Keyword Search' section with a search bar containing 'dental assistant' and a 'Search O*NET-SOC occupations' button.
- More career sites & resources:** Includes a section titled '"I want to be a..."' with a description and a 'Find your career at My Next Move' button.
- ATTN: VETERANS:** Includes a section for veterans with a dropdown menu for 'Army (MOS)' and a search bar containing '15W', with a 'Go' button and a 'Learn more at My Next Move for Veterans' button.
- ¿Habla español?:** Includes a section for Spanish speakers with a link to 'Mi Próximo Paso' and a 'Visite MI Próximo Paso' button.
- Find Occupations:** A list of categories including Bright Outlook, Career Cluster, Hot Technology, Industry, Job Family, Job Zone, STEM, and All Occupations.

Find occupations by:
 Bright Outlook
 Career Cluster
 Hot Technology
 Industry
 Job Family
 Job Zone
 STEM
 All Occupations

Browse by O*Net Data:
 Abilities
 Interests (Holland Code)
 Knowledge
 Skills
 Work Activities
 Work Context
 Work Styles
 Work Values

Browse Crosswalks:
 Military
 Education
 Occupation Handbook
 SOC
 DOT
 RAPIDS

* The Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories with a total of 867 detailed occupations.

O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.





Learn to use My Next Move

My Next Move is an interactive tool for job seekers and students to learn more about their career options. My Next Move has tasks, skills, salary information, and more for over 900 different careers. Users can find careers through keyword search; by browsing industries that employ different types of workers; or through the O*NET Interest Profiler, a tool that offers personalized career suggestions based on a person's interests and level of work experience.

My Next Move Home Page: www.mynextmove.org

MY NEXT MOVE o-net in-it HOME SEARCH INDUSTRIES INTERESTS

What do you want to do for a living?

"I want to be a ..."

Search careers with key words.

Describe your dream career in a few words:

Examples: doctor, build houses

Search

"I'll know it when I see it."

Browse careers by industry.

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

Browse

"I'm not really sure."

Tell us what you like to do.

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start

Still not sure? Check out careers in these groups:

Bright Outlook Interests Job Prep

Are you a veteran looking for work?
[My Next Move for Veterans](#) helps you find a civilian career similar to your military job.

¿Habla español?
[Mi Próximo Paso](#) incluye tareas, aptitudes, información sobre salarios y más de 900 carreras diferentes.

About the O*NET Interest Profiler

The O*NET Interest Profiler is one of several O*NET Career Exploration Tools developed for career counseling, career planning, and career exploration. The tool is designed to assess an individual's vocational interests. The web-based version of the tool features 60 items which measure six types of Holland occupational interests: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C), collectively called RIASEC. To learn more about the development of this tool, or to download the paper-and-pencil version, visit the O*NET Interest Profiler Short Form page at <https://www.onetcenter.org/IP.html>

Is Self-Employment for Me?

It's a great feeling to be your own boss. If you're motivated, confident, and innovative, starting your own business might be right for you. Being self-employed has its advantages but is also potentially risky. Read more about the advantages and risks of self-employment below. On page 3, *Begin With Your Dream*, you were asked if you saw yourself owning your own business or working for someone else. If you answered that you saw yourself owning your own business, complete the entrepreneurial assessment below and see if you still feel the same way about self-employment.

Advantages of being your own boss:

- Greater income potential
- Flexibility in your work schedule
- Freedom to choose what products and services you provide
- Working for your own interests rather than someone else's leads to more fulfilling and rewarding work

Risks of self-employment:

- Not guaranteed a steady income
- May not have sick/vacation pay or a retirement fund
- Hours may be long, especially when you first get started
- According to the Small Business Association, half of all new businesses fail within the first five years

Questions to ask yourself:

- Is there a market for my product or service?
- What expenses will I have? (be sure to include licensing, taxes, equipment, inventory, rent, advertising, utilities, and insurance)
- How will I find customers?
- What is the best way to advertise and what will it cost?
- Who is my competition? Can I afford to charge less to win customers?
- Do I have money for the start-up costs, or must I rely on bank loans or outside investments?

Entrepreneurial Assessment

Circle the number that best describes your work values. Then add up the total and match it to the key at the bottom.

3 = Strongly Agree 2 = Somewhat Agree 1 = Somewhat Disagree 0 = Strongly Disagree

| | | | |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. I am willing to work 50 hours or more per week regularly. 3 2 1 0 | 6. I would have more financial success by running my own business. 3 2 1 0 | 11. I have a strong desire to achieve positive results even when it requires a great deal of effort. 3 2 1 0 | 16. People trust me and consider me honest and reliable. 3 2 1 0 |
| 2. My family will support me going into business. 3 2 1 0 | 7. I feel a great deal of pride when I complete a project successfully. 3 2 1 0 | 12. I have a good understanding of how to manage a business. 3 2 1 0 | 17. I always try to complete every project I start, regarding of obstacles and difficulties. 3 2 1 0 |
| 3. I am willing to accept both financial and career risks when necessary. 3 2 1 0 | 8. I have a high energy level that can be maintained over a long time. 3 2 1 0 | 13. I can function in uncertain situations. 3 2 1 0 | 18. I am willing to do something even when other people laugh or belittle me for doing it. 3 2 1 0 |
| 4. I don't need all the fringe benefits provided by a conventional job. 3 2 1 0 | 9. I enjoy controlling my own work assignments and making all decisions that affect my work. 3 2 1 0 | 14. One or both of my parents were entrepreneurs. 3 2 1 0 | 19. I make decisions quickly. 3 2 1 0 |
| 5. I would like to take full responsibility for the successes and failures of my business. 3 2 1 0 | 10. I believe that I am responsible for my own successes and failures. 3 2 1 0 | 15. I believe that my abilities and skills are greater than those of most of my coworkers. 3 2 1 0 | 20. I have a good network of friends, professionals, and business acquaintances. 3 2 1 0 |

Now add up your total and refer to this key. My total points are _____.

60-41 You are likely suited to be an entrepreneur.

40-31 You may be suited to be an entrepreneur.

30-0 Self-Employment may not be your best career option.

SOURCE: Adapted from the *Is Self-Employment for You?* assessment in the Montana Career Guide.

What is my Learning Style?

Complete this activity to find out how you learn best.

1. Assign 1, 2, or 3 points to each statement below. (1 pt. = seldom or never) (2 pts. = sometimes) (3 pts. = often)

Column 1

- I remember better if I write it down.
- Looking at a person helps keep me focused.
- I need a quiet place to get my work done.
- When I take a test, I can see the textbook in my head.
- Music or background noise distracts my attention.
- I doodle in the margins of my notebook.
- I have trouble following lectures.
- I react very strongly to colors.
- I like to build things.

_____ TOTAL

Column 2

- My papers and notebooks always seem messy.
- I do not follow written directions well.
- If I hear something, I will remember it.
- Writing has always been difficult for me.
- I often misread words from the text.
- I would rather listen and learn than read and learn.
- Pages with small print are difficult for me to read.
- It's hard for me to interpret others' body language.
- My eyes tire quickly, though my vision check-up is okay.

_____ TOTAL

Column 3

- I start a project before reading the directions.
- I hate to sit at a desk for long periods of time.
- I prefer to see something done and then do it myself.
- I use the trial and error approach to problem solving.
- I like to read my textbook while riding an exercise bike.
- I take frequent study breaks.
- I have a difficult time giving step-by-step directions.
- I enjoy sports and do well at several types of sports.
- I am constantly fidgeting.

_____ TOTAL

2. Total each column. A score of 20 or more indicates a strength in that area.

The learning style with the highest score indicates the most efficient method of information intake for you.



I am a **VISUAL LEARNER** because **Column 1** is my highest score.

I learn best by:

- creating vivid mental images
- working with pictures and colors
- using graphics like films, slides, illustrations, diagrams, and doodles to reinforce learning
- asking for written directions
- visualizing the spelling of words

I might like these jobs:

| | |
|------------------|-----------|
| Graphic Designer | Architect |
| Navigator | Mechanic |
| Surgeon | Webmaster |



I am an **AUDITORY LEARNER** because **Column 2** is my highest score.

I learn best by:

- listening
- using tapes for reading and class lecture notes
- participating in discussions
- having test questions read aloud
- hearing directions

I might like these jobs:

| | |
|------------|--------------|
| Translator | Teacher |
| Counselor | Salesperson |
| Musician | Psychologist |



I am a **KINESTHETIC LEARNER** because **Column 3** is my highest score.

I learn best by:

- hands-on activities
- using physical activity
- performing a variety of tasks like making models, doing lab work, or role-playing
- using computers to reinforce touch

I might like these jobs:

| | |
|----------|--------------|
| Athlete | Firefighter |
| Dancer | Actor |
| Sculptor | Construction |

My preferred learning style is _____

What Do I Like?



I need to answer the question, "What Do I Like?" so I can make a good occupational choice.

I want to do a job I like!



Not everyone thinks and acts the same. We all have different communication styles and behavioral tendencies. The Personality Diversity

Indicator (PDI) App by Equilibria enables you to find out your E-Colors personality style. Become familiar with your Strengths and Potential Limiters as you start your journey towards realizing your potential. The E-Colors process has been used to improve areas such as communication, self-development, teamwork, leadership and risk management. Get more information and download the free App at: <https://www.equilibria.com/>

Complete this activity to find out what you like most.

1. Circle the number for each phrase that describes you.

1. I'd rather make something than read a book.
2. I enjoy problem-solving games and working at puzzles.
3. I like helping other people when they need it.
4. I enjoy learning about new topics by reading about them.
5. I like working with my hands.
6. I like being the leader in a group of people.
7. I prefer to know all the facts before I tackle a problem.
8. I like to take care of other people.
9. I enjoy designing, inventing, and creating things.
10. I enjoy expressing myself through art, music, or writing.
11. I would like a job where I could deal with people all day.
12. I like working with materials and equipment.
13. I enjoy learning new facts and ideas.
14. I find cooperating with others comes naturally to me.
15. I like finding out how things work by taking them apart.
16. I would choose to work with things rather than with people.
17. I can usually persuade people to do things my way.
18. I enjoy building and repairing things.
19. I enjoy the research part of my projects.
20. I like interacting with people.
21. I enjoy thinking up different ideas and ways to do things.
22. I like hearing other people's opinions.
23. I enjoy learning how to use different tools.
24. I find it easy to follow written instructions.

2. Which numbers did you circle in #1?

Circle those same numbers in the three groups below.

A. 1 5 9 12 15 16 18 23

B. 3 6 8 11 14 17 20 22

C. 2 4 7 10 13 19 21 24

3. What does it mean?

The group (A, B or C) with the most circled numbers indicates your area of strongest interest. The group with the second most circled numbers is an area that you find interesting also, but not as much as the first group. Read the description below that corresponds to your area of strongest interest.

A. I LIKE TO WORK WITH MY HANDS

You enjoy using tools and machines, making objects with your hands, maintaining and fixing equipment, and finding out how things work.

B. I LIKE TO WORK WITH PEOPLE

You enjoy caring for and helping others, persuading people, working as part of a team, and leading and supervising others.

C. I LIKE TO WORK WITH INFORMATION

You enjoy expressing yourself through writing, music or art, doing experiments or researching, solving puzzles and problems, and studying and reading.

I like to work with _____

4. Look on the next page to find two occupations that match what you like. Use O*NET OnLine to research them.

Occupation 1 _____

Occupation 2 _____

I like to work with my hands

There are many occupations for those who have a knack for using tools and machines, are curious about how things work, and like to build, operate, and maintain equipment. The occupations below require hands-on skill with things.

| SOC | Occupation Title |
|------------|---------------------------------|
| 39-2011 | Animal Trainers |
| 27-1011 | Art Directors |
| 49-3023 | Auto Service Techs. & Mechanics |
| 49-3021 | Automotive Body Repairers |
| 53-5021 | Captains/Pilots-Water Vessels |
| 35-1011 | Chefs & Head Cooks |
| 29-1011 | Chiropractors |
| 17-3022 | Civil Engineering Technicians |
| 47-2061 | Construction Laborers |
| 29-1292 | Dental Hygienists |
| 29-1021 | Dentists |
| 27-1013 | Fine Artists |
| 19-4092 | Forensic Science Technicians |
| 27-1024 | Graphic Designers |
| 49-9021 | HVAC Mechanics |
| 27-1025 | Interior Designers |
| 37-3011 | Landscaping Workers |
| 17-3027 | Mechanical Engineering Techs. |
| 49-9062 | Medical Equipment Repairers |
| 25-4013 | Museum Technicians |
| 27-2041 | Music Directors/Composers |
| 29-2091 | Orthotists & Prosthetists |
| 29-1123 | Physical Therapists |
| 47-2211 | Sheet Metal Workers |
| 17-1022 | Surveyors |
| 27-3042 | Technical Writers |
| 53-3032 | Heavy Truck Drivers |
| 29-1131 | Veterinarians |
| 29-2056 | Veterinary Technicians |
| 19-1023 | Zoologists |

I like to work with people

There are many occupations in the world of work for people like you who enjoy exercising your people skills such as caring, helping, advising, persuading, and cooperating. The occupations below require people skills.

| SOC | Occupation Title |
|------------|---------------------------------|
| 29-9091 | Athletic Trainers |
| 39-9011 | Childcare Workers |
| 19-3033 | Clinical/School Psychologists |
| 33-3012 | Correctional Officers & Jailers |
| 43-4051 | Customer Service Reps. |
| 29-2042 | Emergency Medical Technicians |
| 29-1215 | Family Medicine Physicians |
| 39-9031 | Fitness Trainers/Aerobics Inst. |
| 11-9171 | Funeral Home Managers |
| 11-9111 | Health Services Managers |
| 31-1121 | Home Health Aides |
| 33-1012 | First-Line Supvrs. of Police |
| 21-1014 | Mental Health Counselors |
| 29-1122 | Occupational Therapists |
| 43-4151 | Order Clerks |
| 29-1071 | Physician Assistants |
| 41-9021 | Real Estate Brokers |
| 41-9022 | Real Estate Sales Agents |
| 39-9032 | Recreation Workers |
| 29-1125 | Recreational Therapists |
| 29-1141 | Registered Nurses |
| 21-1015 | Rehabilitation Counselors |
| 41-9031 | Sales Engineers |
| 11-2022 | Sales Managers |
| 25-2031 | Secondary School Teachers |
| 25-3021 | Self-Enrichment Teachers |
| 21-1023 | Mental Health Social Workers |
| 11-3131 | Training/Development Managers |
| 41-3041 | Travel Agents |
| 35-3031 | Waiters/Waitresses |

I like to work with information

Work today requires people who have the ability to find, classify, organize, and explain information in ways that help others understand it. The occupations below require skill with data and information.

| SOC | Occupation Title |
|------------|--------------------------------|
| 15-2011 | Actuaries |
| 25-4022 | Media Collections Specialists |
| 43-3031 | Bookkeeping Clerks |
| 17-2041 | Chemical Engineers |
| 11-1011 | Chief Executives |
| 13-1031 | Claims Adjusters/Examiners |
| 15-1251 | Computer Programmers |
| 15-1232 | Computer Support Specialists |
| 19-1031 | Conservation Scientists |
| 43-4021 | Correspondence Clerks |
| 13-1051 | Cost Estimators |
| 27-3092 | Court Reporters |
| 33-3021 | Detectives |
| 19-3011 | Economists |
| 27-3041 | Editors |
| 33-2021 | Fire Inspectors |
| 19-2043 | Hydrologists |
| 23-1023 | Judges and Magistrates |
| 23-1011 | Lawyers |
| 25-4022 | Librarians |
| 11-2021 | Marketing Managers |
| 29-2072 | Medical Records Specialists |
| 31-9094 | Medical Transcriptionists |
| 23-2011 | Paralegals & Legal Assistants |
| 29-1051 | Pharmacists |
| 19-2012 | Physicists |
| 43-9081 | Proofreaders & Copy Markers |
| 13-2023 | Real Estate Appraisers |
| 41-9021 | Real Estate Brokers |
| 19-4061 | Social Science Research Assts. |

Visit O*NET for job descriptions: www.onetonline.org 

What Is My Holland Code?

Dr. John Holland reasoned that people work best in environments that match their preferences. He theorized that both people and occupations can be loosely classified into six different groups. Most people are some combination of two or three of these groups. If you choose an occupation that matches your Holland Code, you will be more likely to achieve job satisfaction and success.

ACTIVITY: Discover Your Holland Code

Step 1: To complete the Holland Code activity on this page, check each box that applies to you.

| I am... | | | | | |
|------------------------------------------------|-----------------------------------------|-------------------------------------------------|--------------------------------------|-----------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Practical | <input type="checkbox"/> Scientific | <input type="checkbox"/> Creative | <input type="checkbox"/> Friendly | <input type="checkbox"/> Self-confident | <input type="checkbox"/> Well organized |
| <input type="checkbox"/> Athletic | <input type="checkbox"/> Precise | <input type="checkbox"/> Imaginative | <input type="checkbox"/> Generous | <input type="checkbox"/> Persuasive | <input type="checkbox"/> Efficient |
| <input type="checkbox"/> Mechanically inclined | <input type="checkbox"/> Self-motivated | <input type="checkbox"/> Innovative | <input type="checkbox"/> Helpful | <input type="checkbox"/> Sociable | <input type="checkbox"/> Systematic |
| <input type="checkbox"/> A nature lover | <input type="checkbox"/> Analytical | <input type="checkbox"/> Sensitive or emotional | <input type="checkbox"/> Patient | <input type="checkbox"/> Ambitious | <input type="checkbox"/> Conscientious |
| <input type="checkbox"/> Shy or modest | <input type="checkbox"/> Observant | <input type="checkbox"/> Independent | <input type="checkbox"/> Cooperative | <input type="checkbox"/> Impulsive | <input type="checkbox"/> Accurate |
| <input type="checkbox"/> Persistent | <input type="checkbox"/> Curious | <input type="checkbox"/> Intuitive | <input type="checkbox"/> Idealistic | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Polite |

| I can... | | | | | |
|------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Fix electronic equipment | <input type="checkbox"/> Think abstractly | <input type="checkbox"/> Sketch, draw, paint | <input type="checkbox"/> Teach others | <input type="checkbox"/> Convince others to do things my way | <input type="checkbox"/> Work well within a system |
| <input type="checkbox"/> Play a sport | <input type="checkbox"/> Solve math problems | <input type="checkbox"/> Play a musical instrument | <input type="checkbox"/> Express myself clearly | <input type="checkbox"/> Sell things or promote ideas | <input type="checkbox"/> Keep accurate records |
| <input type="checkbox"/> Work on cars | <input type="checkbox"/> Analyze data | <input type="checkbox"/> Write stories or poems | <input type="checkbox"/> Lead a group discussion | <input type="checkbox"/> Give talks or speeches | <input type="checkbox"/> Use a computer |
| <input type="checkbox"/> Read a blueprint | <input type="checkbox"/> Use a microscope or computer | <input type="checkbox"/> Sing, act or dance | <input type="checkbox"/> Mediate disputes | <input type="checkbox"/> Lead a group | <input type="checkbox"/> Write effective business letters |
| <input type="checkbox"/> Operate tools and machinery | <input type="checkbox"/> Do complex calculations | <input type="checkbox"/> Design fashions or interiors | <input type="checkbox"/> Plan or supervise an activity | <input type="checkbox"/> Initiate projects | <input type="checkbox"/> Operate office machines |
| <input type="checkbox"/> Pitch a tent | <input type="checkbox"/> Conduct research | <input type="checkbox"/> Work independently | <input type="checkbox"/> Offer others guidance | <input type="checkbox"/> Manage people or products | <input type="checkbox"/> Create charts and graphs |

| I like to... | | | | | |
|---------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Work with my hands | <input type="checkbox"/> Use computers | <input type="checkbox"/> Attend concerts or plays | <input type="checkbox"/> Work and socialize with others | <input type="checkbox"/> Make decisions affecting others | <input type="checkbox"/> Work with numbers |
| <input type="checkbox"/> Be physically active | <input type="checkbox"/> Perform lab experiments | <input type="checkbox"/> Paint, sculpt or do ceramics | <input type="checkbox"/> Help people solve problems | <input type="checkbox"/> Run a political campaign | <input type="checkbox"/> Be responsible for details |
| <input type="checkbox"/> Tend to or train animals | <input type="checkbox"/> Solve math or science questions | <input type="checkbox"/> Read fiction and poetry | <input type="checkbox"/> Do volunteer work | <input type="checkbox"/> Start my own business | <input type="checkbox"/> Collect or organize things |
| <input type="checkbox"/> Work outdoors | <input type="checkbox"/> Analyze situations and find solutions | <input type="checkbox"/> Take photographs | <input type="checkbox"/> Work with children or the elderly | <input type="checkbox"/> Be with leaders | <input type="checkbox"/> Follow a budget |
| <input type="checkbox"/> Hunt or fish | <input type="checkbox"/> Do puzzles | <input type="checkbox"/> Decorate | <input type="checkbox"/> Play team sports | <input type="checkbox"/> Work on a sales campaign | <input type="checkbox"/> Keep things neat and organized |
| <input type="checkbox"/> Build or repair things | <input type="checkbox"/> Work independently | <input type="checkbox"/> Work on crafts | <input type="checkbox"/> Organize parties | <input type="checkbox"/> Win awards | <input type="checkbox"/> Play board games |

| | | | | | | | | | | | |
|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|
| | R | | I | | A | | S | | E | | C |
|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|

Step 2: Count the number of checks in each column above and write that total in the blank space at the bottom of each column. Fill in the gray boxes with the letters from the columns with the three largest totals, starting with the highest.

Column 1: R – Realistic
Column 2: I – Investigative
Column 3: A – Artistic
Column 4: S – Social
Column 5: E – Enterprising
Column 6: C – Conventional

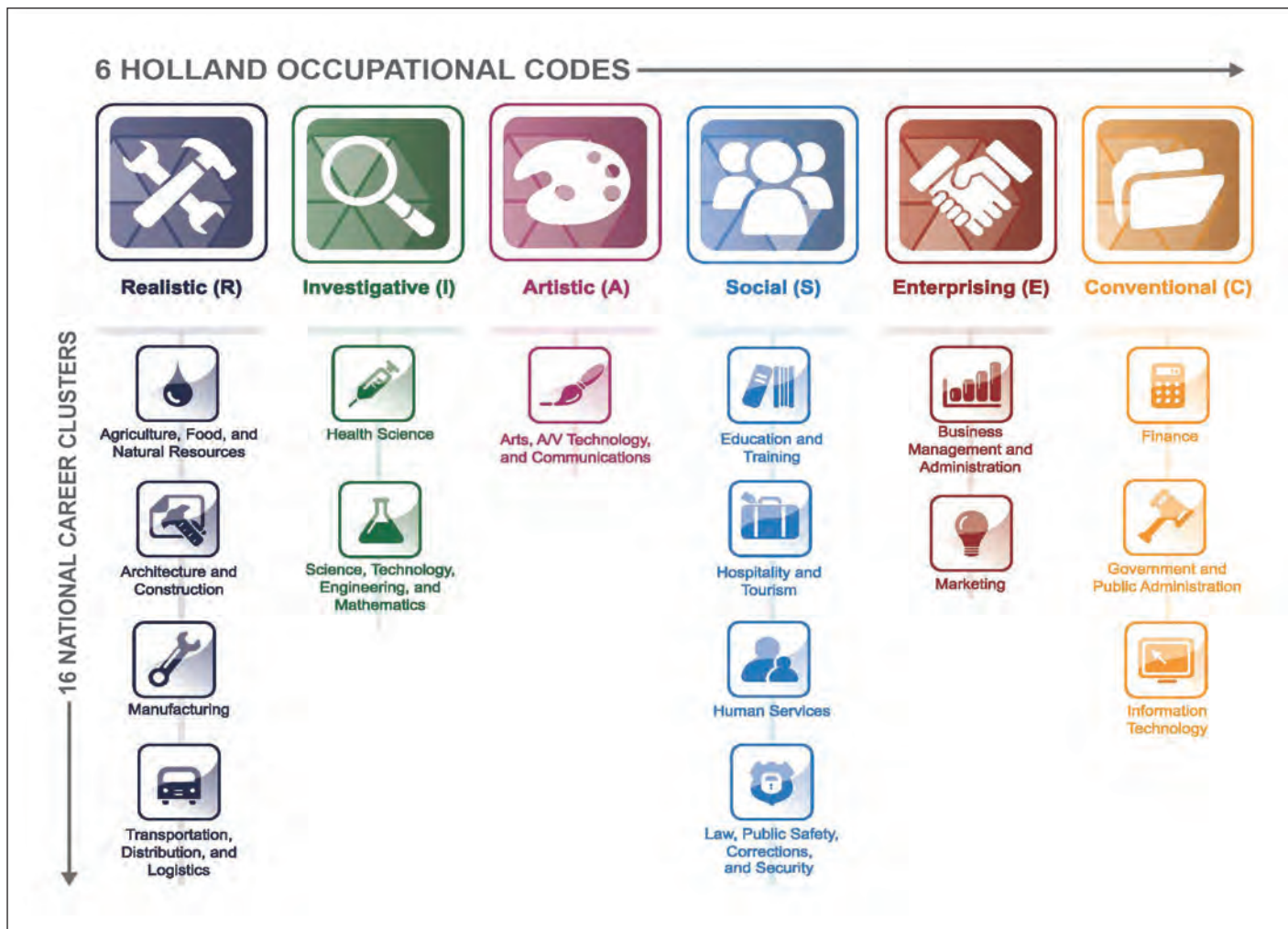
Step 3: Visit O*Net Online (<https://www.onetonline.org/find/descriptor/browse/1.B.1>) for a description of your Holland Code interests. Click on one of the interest categories to enter your Holland Code. Browse the occupations listed and choose two that you would like to research.

Occupation 1 _____

Occupation 2 _____

Match Your Interests to Career Clusters

Career clusters are groups of similar occupations and industries designed to help you better organize your career planning. Based on the letters of your Holland Code from page 10, review the chart below to find out which career clusters may be your best match. Keep in mind that your first letter usually carries the most weight. Find occupations within these Clusters at O*NET OnLine: <https://www.onetonline.org/find/career>



Why is it important to match your Holland (interest) Code to the occupation's code?



Which Career Clusters Do I Like?

This survey lets you rate activities you enjoy, your personal qualities, and school subjects you like. Your answers will help you identify which career clusters are a match for your interests.

1. Put a in the box next to the items that describe you best.

You may check as many or as few boxes as you want. Add the total number of s in each row and write that number in the corresponding box on the right.

| Row | Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total number <input checked="" type="checkbox"/> checked |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 1 | <input type="checkbox"/> Learn how things grow and stay alive <input type="checkbox"/> Make the best use of the earth's natural resources <input type="checkbox"/> Hunt and/or fish <input type="checkbox"/> Be outdoors in all kinds of weather <input type="checkbox"/> Plan, budget, and keep records | <input type="checkbox"/> Self-reliant <input type="checkbox"/> Nature lover <input type="checkbox"/> Physically active <input type="checkbox"/> Planner <input type="checkbox"/> Creative problem solver | <input type="checkbox"/> Math <input type="checkbox"/> Life Sciences <input type="checkbox"/> Earth Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Agriculture | Total |
| 2 | <input type="checkbox"/> Read & follow blueprints and/or instructions <input type="checkbox"/> Picture in my mind what a finished product looks like <input type="checkbox"/> Perform work that requires precise results <input type="checkbox"/> Solve technical problems <input type="checkbox"/> Visit & learn from beautiful, historic, or interesting buildings | <input type="checkbox"/> Curious <input type="checkbox"/> Good at following directions <input type="checkbox"/> Good at visualizing possibilities <input type="checkbox"/> Patient & persistent | <input type="checkbox"/> Math <input type="checkbox"/> Drafting <input type="checkbox"/> Construction Trades <input type="checkbox"/> Electrical Trades/Heat, Air Conditioning & Refrigeration | Total |
| 3 | <input type="checkbox"/> Perform creative, artistic activities <input type="checkbox"/> Perform in front of others <input type="checkbox"/> Read and write <input type="checkbox"/> Play a musical instrument <input type="checkbox"/> Design brochures and posters <input type="checkbox"/> Use video and recording technology | <input type="checkbox"/> Creative & imaginative <input type="checkbox"/> Good communicator <input type="checkbox"/> Curious about new technology <input type="checkbox"/> Relate well to feelings and thoughts of others | <input type="checkbox"/> Art/Graphic Design <input type="checkbox"/> Music <input type="checkbox"/> Speech & Drama <input type="checkbox"/> Journalism/Literature <input type="checkbox"/> Audiovisual Technologies | Total |
| 4 | <input type="checkbox"/> Perform routine, organized activities but can be flexible <input type="checkbox"/> Work with numbers & detailed information <input type="checkbox"/> Be the leader in a group <input type="checkbox"/> Work with computer programs <input type="checkbox"/> Plan my work & follow instructions without close supervision | <input type="checkbox"/> Organized <input type="checkbox"/> Practical and logical <input type="checkbox"/> Patient <input type="checkbox"/> Tactful <input type="checkbox"/> Responsible | <input type="checkbox"/> Computer Applications/Business & Information Technology <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics | Total |
| 5 | <input type="checkbox"/> Communicate with different types of people <input type="checkbox"/> Help others with their homework or to learn new things <input type="checkbox"/> Go to school <input type="checkbox"/> Direct and plan activities for others <input type="checkbox"/> Handle several responsibilities at once <input type="checkbox"/> Help people overcome their challenges | <input type="checkbox"/> Friendly <input type="checkbox"/> Decision maker <input type="checkbox"/> Helpful <input type="checkbox"/> Innovative/Inquisitive <input type="checkbox"/> Good listener | <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Psychology | Total |
| 6 | <input type="checkbox"/> Work with numbers <input type="checkbox"/> Make predictions based on existing facts <input type="checkbox"/> Analyze financial information and interpret it to others <input type="checkbox"/> Handle money with accuracy and reliability <input type="checkbox"/> Take pride in the way I dress and look | <input type="checkbox"/> Trustworthy <input type="checkbox"/> Orderly <input type="checkbox"/> Self-confident <input type="checkbox"/> Logical <input type="checkbox"/> Methodical or efficient | <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Business Law <input type="checkbox"/> Banking/Financial Services | Total |
| 7 | <input type="checkbox"/> Be involved in politics <input type="checkbox"/> Negotiate, defend, and debate ideas and topics <input type="checkbox"/> Plan activities and work cooperatively with others <input type="checkbox"/> Work with details <input type="checkbox"/> Perform a variety of duties that may change often | <input type="checkbox"/> Good communicator <input type="checkbox"/> Competitive <input type="checkbox"/> Service-minded <input type="checkbox"/> Well-organized <input type="checkbox"/> Problem solver | <input type="checkbox"/> Government <input type="checkbox"/> Language Arts <input type="checkbox"/> History <input type="checkbox"/> Math <input type="checkbox"/> Foreign Language | Total |

Survey continues on the next page

| Row | Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total number checked <input type="checkbox"/> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 8 | <input type="checkbox"/> Work under pressure <input type="checkbox"/> Help sick people and animals <input type="checkbox"/> Make decisions based on logic and information <input type="checkbox"/> Respond quickly and calmly in emergencies <input type="checkbox"/> Work as a member of a team | <input type="checkbox"/> Compassionate and caring <input type="checkbox"/> Good at following directions <input type="checkbox"/> Conscientious and careful <input type="checkbox"/> Patient <input type="checkbox"/> Good listener | <input type="checkbox"/> Biological Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Math <input type="checkbox"/> Language Arts <input type="checkbox"/> Occupational Health classes | Total |
| 9 | <input type="checkbox"/> Communicate easily, tactfully, and courteously <input type="checkbox"/> Work with all ages and types of people <input type="checkbox"/> Organize activities in which other people enjoy themselves <input type="checkbox"/> Have a flexible schedule <input type="checkbox"/> Learn about other cultures | <input type="checkbox"/> Tactful <input type="checkbox"/> Self-motivated <input type="checkbox"/> Works well with others <input type="checkbox"/> Outgoing <input type="checkbox"/> Slow to anger | <input type="checkbox"/> Language Arts/Speech <input type="checkbox"/> Foreign Language <input type="checkbox"/> Social Sciences <input type="checkbox"/> Marketing <input type="checkbox"/> Food Services | Total |
| 10 | <input type="checkbox"/> Care about people, their needs, and their problems <input type="checkbox"/> Make friends with different kinds of people <input type="checkbox"/> Listen to other people's viewpoints <input type="checkbox"/> Help people be at their best <input type="checkbox"/> Work with people from preschool age to old age | <input type="checkbox"/> Good communicator/good listener <input type="checkbox"/> Caring <input type="checkbox"/> Non-materialistic <input type="checkbox"/> Intuitive and logical <input type="checkbox"/> Non-judgemental | <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Foreign Language <input type="checkbox"/> Finance <input type="checkbox"/> Family & Consumer Science | Total |
| 11 | <input type="checkbox"/> Work with computers <input type="checkbox"/> Reason clearly and logically to solve complex problems <input type="checkbox"/> Use machines, techniques, and processes <input type="checkbox"/> Read technical materials & diagrams & solve technical problems <input type="checkbox"/> Concentrate for long periods without being distracted | <input type="checkbox"/> Logical/analytical thinker <input type="checkbox"/> See details in the big picture <input type="checkbox"/> Persistent <input type="checkbox"/> Good concentration skills <input type="checkbox"/> Precise and accurate | <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Communications <input type="checkbox"/> Graphic Design <input type="checkbox"/> Computer Tech/Applications | Total |
| 12 | <input type="checkbox"/> Work under pressure or in the face of danger <input type="checkbox"/> Make decisions based on my own observations <input type="checkbox"/> Interact with other people <input type="checkbox"/> Be in positions of authority <input type="checkbox"/> Debate and win arguments | <input type="checkbox"/> Adventurous <input type="checkbox"/> Dependable <input type="checkbox"/> Community-minded <input type="checkbox"/> Decisive <input type="checkbox"/> Optimistic | <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Government/History <input type="checkbox"/> Law Enforcement <input type="checkbox"/> First Aid/First Responder | Total |
| 13 | <input type="checkbox"/> Work with my hands and learn that way <input type="checkbox"/> Put things together <input type="checkbox"/> Do routine, organized, and accurate work <input type="checkbox"/> Perform activities that produce tangible results <input type="checkbox"/> Use hand & power tools & operate equipment/machinery | <input type="checkbox"/> Practical <input type="checkbox"/> Observant <input type="checkbox"/> Physically active <input type="checkbox"/> Step-by-step thinker <input type="checkbox"/> Coordinated | <input type="checkbox"/> Math-Geometry <input type="checkbox"/> Chemistry <input type="checkbox"/> Trade/Industry courses <input type="checkbox"/> Physics <input type="checkbox"/> Language Arts | Total |
| 14 | <input type="checkbox"/> Shop and go to the mall <input type="checkbox"/> Take advantage of opportunities to make extra money <input type="checkbox"/> Make displays and promote ideas <input type="checkbox"/> Give presentations and enjoy public speaking <input type="checkbox"/> Persuade people to buy products or to participate in activities | <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Competitive <input type="checkbox"/> Creative <input type="checkbox"/> Self-motivated <input type="checkbox"/> Persuasive | <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Computer Applications <input type="checkbox"/> Business Education/Marketing | Total |
| 15 | <input type="checkbox"/> Pay attention to details and help things be precise <input type="checkbox"/> Find the answers to questions <input type="checkbox"/> Work in a laboratory <input type="checkbox"/> Figure out how things work and investigate new things <input type="checkbox"/> Experiment to find the best way to do something | <input type="checkbox"/> Detail-oriented <input type="checkbox"/> Inquisitive <input type="checkbox"/> Objective <input type="checkbox"/> Methodical <input type="checkbox"/> Mechanically inclined | <input type="checkbox"/> Drafting/Computer Aided Drafting <input type="checkbox"/> Electronics/Computer Networking <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Tech. Classes/Technology Education | Total |
| 16 | <input type="checkbox"/> Travel <input type="checkbox"/> Drive or ride <input type="checkbox"/> Solve mechanical problems <input type="checkbox"/> Design efficient processes <input type="checkbox"/> Move things from one place to another | <input type="checkbox"/> Realistic <input type="checkbox"/> Mechanical <input type="checkbox"/> Coordinated <input type="checkbox"/> Observant <input type="checkbox"/> Planner | <input type="checkbox"/> Trade & Industry Courses <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Foreign Language | Total |

SOURCE: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

2. The two rows with the highest scores are:


Row # _____ and Row # _____

3. Using the *Career Cluster Titles* list below, find the titles of the two career clusters that correspond to your highest scores.

My two favorite career clusters are:

1. _____

2. _____



| Career Cluster Titles | |
|--------------------------------------------------------------------------|----|
| Row 1 - Agriculture, Food & Natural Resources | 28 |
| Row 2 - Architecture & Construction | 29 |
| Row 3 - Arts, Audiovisual Technology & Communications | 30 |
| Row 4 - Business Management & Administration | 31 |
| Row 5 - Education & Training | 32 |
| Row 6 - Finance | 33 |
| Row 7 - Government & Public Administration | 34 |
| Row 8 - Health Science | 35 |
| Row 9 - Hospitality & Tourism | 36 |
| Row 10 - Human Services | 37 |
| Row 11 - Information Technology | 38 |
| Row 12 - Law, Public Safety, Corrections & Security | 39 |
| Row 13 - Manufacturing | 40 |
| Row 14 - Marketing, Sales & Service | 41 |
| Row 15 - Science, Technology, Engineering & Mathematics | 42 |
| Row 16 - Transportation, Distribution & Logistics | 43 |

4. Next to each cluster listed above is a page number.

Use the tables on the pages specified to find occupations associated with your two highest scoring clusters.

Two occupations I will research are:

1. _____

2. _____



Improving your basic skills that need work can make you a valuable employee.

What Basic Skills Do I Have?

The skills below can be used in almost every workplace situation. They are often called transferable skills because they are not limited to any one academic discipline or knowledge area but are applicable to many occupations.

1. Check your skill level (Can Do or Needs Work) for each phrase below. Then make a plan to improve the areas that need work.

Can Needs
Do Work

Communication Skills

- ___ ___ I know how to explain my ideas to others.
- ___ ___ I ask appropriate questions.
- ___ ___ I'm a good listener.
- ___ ___ I'm able to interpret written instructions well.

Thinking Skills

- ___ ___ I evaluate situations logically.
- ___ ___ I reason well and make objective judgments.
- ___ ___ I know how to make informed decisions.
- ___ ___ I know how to use technology effectively.

Adaptability Skills

- ___ ___ I have a positive attitude toward change.
- ___ ___ I recognize and respect other people's differences.
- ___ ___ I think of new ways to get the job done.
- ___ ___ I handle transitions easily.

Learning Skills

- ___ ___ I'm interested in learning more about my areas of career interest.
- ___ ___ I know how to find and read information when I need it.
- ___ ___ I want to continue learning throughout my life.

Two skills I have that I'm very proud of are:

1. _____
2. _____

Can Needs
Do Work

Organizational Skills

- ___ ___ I have the ability to set goals in my work life as well as my personal life.
- ___ ___ I work neatly and accurately.
- ___ ___ I handle interruptions and changes and still meet goals.
- ___ ___ I plan and manage my time.

Personal Skills

- ___ ___ I'm honest.
- ___ ___ I'm motivated/enthusiastic about what I do.
- ___ ___ I'm reliable and dependable.
- ___ ___ I'm courteous and respectful.

Interpersonal Skills

- ___ ___ I get along with people.
- ___ ___ I respect the ideas of others.
- ___ ___ I support other people's decisions.
- ___ ___ I help others with their problems.
- ___ ___ I accept authority.
- ___ ___ I know how to work on a team.

Two skills I will work on are:

1. _____
2. _____

What Are My Work Values?

What is important to you in a job? Do you prefer to work with little supervision? Do you get bored if you have to do the same thing everyday or are you comfortable with a routine? How about the need to have a sense of accomplishment? Do you like to have people recognize your accomplishments? What about fairness in the workplace? The activity below will help you clarify the aspects of work that are most important to you. You should use your results for career exploration purposes only. Talk to your school counselor or a teacher for more help on how to use this tool.



1. Read each statement in the table below to complete the following sentence. Keep in mind as you read them that the next step is to sort them in order of importance.

"For my ideal job it is important that ..."

| | | | |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| I <input type="checkbox"/> ...I could try out my own ideas. | A <input type="checkbox"/> ...I make use of my abilities. | B <input type="checkbox"/> ...I would be treated fairly by the company. | N <input type="checkbox"/> ...the job would provide for steady employment. |
| R <input type="checkbox"/> ...I could do something different every day. | J <input type="checkbox"/> ...I could work alone. | G <input type="checkbox"/> ...my pay would compare well with that of other workers. | O <input type="checkbox"/> ...I could do things for other people. |
| C <input type="checkbox"/> ...I could be busy all the time. | K <input type="checkbox"/> ...I would never be pressured to do things that go against my sense of right and wrong. | H <input type="checkbox"/> ...my co-workers would be easy to get along with. | P <input type="checkbox"/> ...I have supervisors who would back up their workers with management. |
| D <input type="checkbox"/> ...the job would provide an opportunity for advancement. | L <input type="checkbox"/> ...I could receive recognition for the work I do. | Q <input type="checkbox"/> ...I have supervisors who train their workers well. | S <input type="checkbox"/> ...the job would have good working conditions. |
| E <input type="checkbox"/> ...I could give directions and instructions to others. | M <input type="checkbox"/> ...I could make decisions on my own. | F <input type="checkbox"/> ...the work could give me a feeling of accomplishment. | T <input type="checkbox"/> ...I could plan my work with little supervision. |

2. Write one letter from the above table in each box of the table at the top of the next page. Place each letter in the column that best matches how important it is for you to have a job like the one that is described. Put exactly 4 letters in each column. It may be helpful to check the box within each lettered box above so you know that you have already used it.

FOR EXAMPLE:

- If "A" (...I make use of my abilities) describes something that is more important to you than the statements in the other lettered boxes, write an "A" anywhere in Column 5.
- On the other hand, if "A" is less important to you when compared with the other statements, write "A" anywhere in Column 1.
- If statement "A" is neither the most important nor the least important, write it in one of the other columns (4, 3, or 2) that best matches how you feel.

Sort the statements

Helpful Tip:

After you place letter in the grid above, put a check in the corresponding box on the previous page so that you remember you have placed that letter.

| Sort the statements | | | | |
|---------------------|----------|----------|----------|-----------------|
| Most Important | | | | Least Important |
| Column 5 | Column 4 | Column 3 | Column 2 | Column 1 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

3. Calculate your scores

a. Your score for each statement is the same as the number of the column you put it in. The letters in Column 5 each get a score of 5, the letters in Column 4 each get a score of 4, and so on.

b. Assign a score to every letter.

FOR EXAMPLE:

If you put letter "A" in column 3, then put a 3 next to "A" in the Achievement box at right.

| ACHIEVEMENT | |
|---------------------|---------------|
| Statement | Column Number |
| A | |
| F | + |
| TOTAL | = |
| Multiply TOTAL by 3 | x 3 |
| Achievement Score | = |

| INDEPENDENCE | |
|---------------------|---------------|
| Statement | Column Number |
| I | |
| M | + |
| T | + |
| TOTAL | = |
| Multiply TOTAL by 2 | x 2 |
| Independence Score | = |

| RECOGNITION | |
|---------------------|---------------|
| Statement | Column Number |
| D | |
| E | + |
| L | + |
| TOTAL | = |
| Multiply TOTAL by 2 | x 2 |
| Recognition Score | = |

4. Add the numbers in each Column and write the TOTAL in the space provided.

5. Multiply each TOTAL (except for WORKING CONDITIONS) by the number provided and write your result next to the "=" sign.

| RELATIONSHIPS | |
|---------------------|---------------|
| Statement | Column Number |
| H | |
| K | + |
| O | + |
| TOTAL | = |
| Multiply TOTAL by 2 | x 2 |
| Relationships Score | = |

| SUPPORT | |
|---------------------|---------------|
| Statement | Column Number |
| B | |
| P | + |
| Q | + |
| TOTAL | = |
| Multiply TOTAL by 2 | x 2 |
| Support Score | = |

| WORKING CONDITIONS | |
|--------------------------|---------------|
| Statement | Column Number |
| C | |
| G | + |
| J | + |
| N | + |
| R | + |
| S | + |
| Working Conditions Score | = |

6. Write your scores from the previous page next to the matching work value below.

7. Your top two scores indicate the values that are the most important to your job happiness. Read their descriptions and then write down your top two values below.

| | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ACHIEVEMENT | If Achievement is your highest work value, look for jobs that let you use your best abilities. Look for work where you can see the results of your efforts. Explore jobs where you can get the feeling of accomplishment. |
| INDEPENDENCE | If Independence is your highest work value, look for jobs where they let you do things on your own initiative. Explore work where you can make decisions on your own. |
| RECOGNITION | If Recognition is your highest work value, explore jobs with good possibilities for advancement. Look for work with prestige or with the potential for leadership. |
| RELATIONSHIPS | If Relationships is your highest work value, look for jobs where your co-workers are friendly. Look for work that lets you be of service to others. Explore jobs that do not make you do anything that goes against your sense of right and wrong. |
| SUPPORT | If Support is your highest work value, look for jobs where the company stands behind its workers and where the workers are comfortable with management's style of supervision. Explore work in companies with a reputation for competent, considerate, and fair management. |
| WORKING CONDITIONS | If Working Conditions is your highest work value, consider pay, job security, and good working conditions when looking at jobs. Look for work that suits your work style. Some people like to be busy all the time, or work alone, or have many different things to do. Explore jobs where you can take best advantage of your particular work style. |

My top two work values are:

1. _____ 2. _____

8. Now that you know your most important work values and have read their descriptions, you are ready to find the occupations that are linked with them. To help you identify occupations that you will likely find satisfying, use the *Browse O*Net Data by Work Values* feature found on the O*Net website here: https://www.onetonline.org/find/descriptor/browse/Work_Values/. Each list shows the occupations that link best with one of the 6 Work Values. Are you interested in any of the occupations that fall under your most important work values area? How about your second and third highest interest area?

Use O*Net OnLine to search for occupations that match your work values.
https://www.onetonline.org/find/descriptor/browse/Work_Values/

Look for the *Browse by O*Net Data* heading:

Search by *Work Values*

Browse by O*NET Data

- Abilities
- Interests
- Knowledge
- Skills (Basic)
- Skills (Cross-Functional)
- Work Activities
- Work Context
- Work Styles
- Work Values

SMART Goal Setting

Goal setting is a helpful way to build the career you want. By setting objectives and creating a clear road map for how you'll reach your intended target, you can decide how to apply your time and resources to make progress. Without goals, it can be difficult to determine how to get a certain job, promotion or other milestones you want to achieve. Choose a goal for yourself and answer the questions in each section below. Be sure to double check your answers against the SMART Goal Checker.

My goal:

Why my goal is really important to me?

What resources are needed to complete this goal?

SMART Goal Checker

Is my goal...

- Specific - is it clear what action I have to take?*
- Measurable - will I know exactly when I have completed my goal? Will I be able to track my progress?*
- Attainable - is it possible if I make the required effort?*
- Relevant - is it in line with my larger life vision?*
- Timed - have I set a precise attainment date and time?*

What action steps are needed to complete this goal?

| <u>ACTION</u> | <u>DUE DATE</u> |
|---------------|-----------------|
| <hr/> | <hr/> |
| <hr/> | <hr/> |
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What I Have Learned About Myself

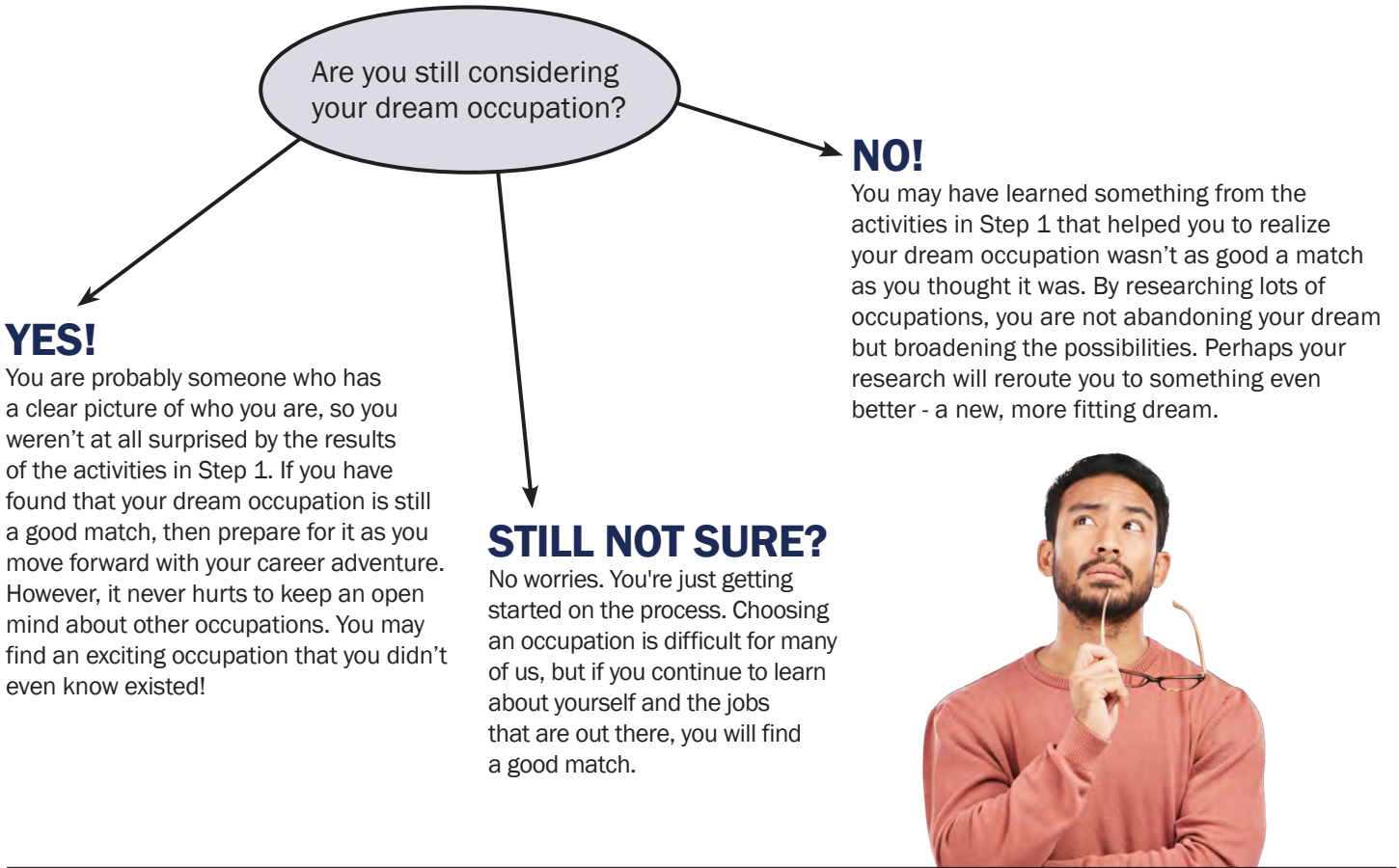
Fill in the table below with your answers from the informal assessments you completed on pages 3-18. The page numbers where your answers can be found are referenced in the first column.



| Page # | Activity Summary | | |
|--------|---------------------------------------------------------------------------|--|--|
| 3 | My dream occupation is: | | |
| 7 | My preferred learning style is: | | |
| 8 | I like to work with: | | |
| 8 | Two occupations I researched that match <i>What I Like</i> are: | | |
| 10 | My three Holland Code letters are: | | |
| 10 | These 3 letters stand for: | | |
| 10 | Two occupations I researched that match my <i>Holland Code</i> are: | | |
| 14 | My two favorite career clusters are: | | |
| 14 | Two occupations I researched that are in my favorite career clusters are: | | |
| 15 | My two strongest basic skills are: | | |
| 15 | Two basic skills I will work on are: | | |
| 18 | My top two work values are: | | |

What I Have Learned About Myself

Occupation Summary



After completing Step 1, I am considering the following occupations:

My original dream occupation: _____

A new dream occupation: _____

Occupation: _____

Occupation: _____

Now go on to Step 2



Step 2

What's Out There?

In **Step 1**, you learned about yourself and the kind of work you want to pursue. This section explores Delaware's labor market, including entry wages and education and/or training required. One of the most basic uses of labor market information is to help people who are unsure of what they want to do pick out potential career fields. It is important to learn as much as you can about the occupations that interest you. When you are finished with this step, you will have a wealth of occupational information to use in your career decision-making process.

Exploring the World of Work

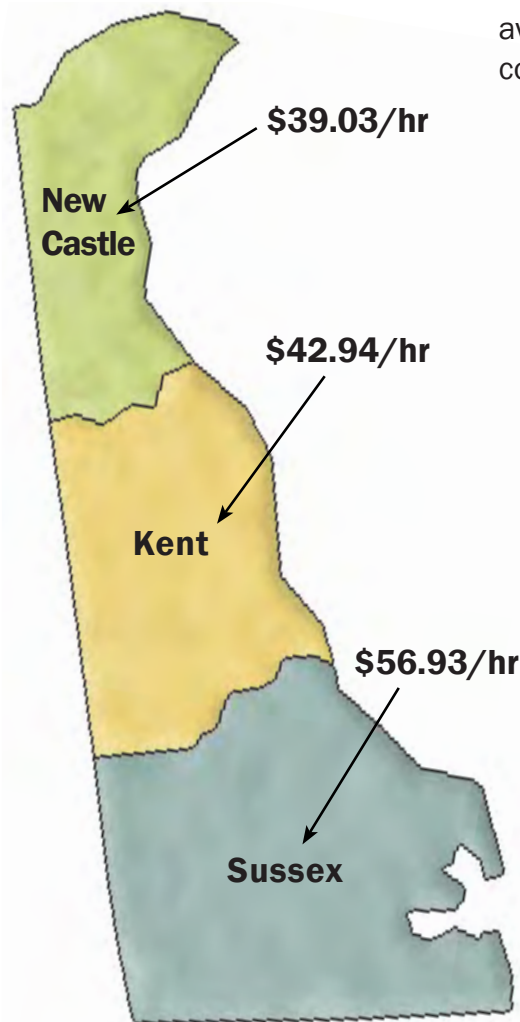
The world of work is changing faster than ever. It's unlikely that you will stay with one employer for your entire career. In fact, by the age of thirty, you may have already had work experience with a number of different companies.

In these changing times, YOU must be the manager of your own career. It is important to understand the labor market and to know where you can find the latest information in order to make informed decisions throughout your life.

Here are just a few questions that labor market information can answer for you:

- Which occupations are growing?
- What wages can I expect for the jobs that interest me?
- What education or training is needed to be fully qualified for the jobs that interest me?
- What basic skills are needed for the occupations that interest me?
- Does it matter in which industry I choose to work?
- Does it matter where I choose to live?

This step will reveal some current facts about Delaware's labor market, and it will also provide resources and websites that you can use to explore your future employment needs.



Did you know...

Chiropractors (SOC Code 29-1011) average hourly wages vary from county to county?

DO THE MATH:

New Castle County:
 $\$39.03 \times 2,080 = \$81,182/\text{yr}$

Kent County:
 $\$42.94 \times 2,080 = \$89,315/\text{yr}$

Sussex County:
 $\$56.93 \times 2,080 = \$118,414/\text{yr}$

**average hourly wage x 2,080 hours = average annual wage (2,080 = 40 hours/week x 52 weeks)*



This information may or may not be important to you, but having it gives you the power to make an educated decision.

Labor Market Information (LMI)

Career Clusters

The U.S. Department of Education developed 16 groups, or clusters, as a way to link school and work, helping you to choose a curriculum which is best suited to your career plans. The graph below shows how many annual job openings each cluster is projected to have from 2020–2030.

Through 2030, the **Hospitality & Tourism** cluster is expected to generate the most job openings, 10,556 annually, while the **Arts, Audio/Video Technology & Communications** cluster is expected to generate the fewest, at just under 200 job openings annually.

Science Technology, Engineering & Mathematics (STEM) is the highest-paying cluster; its occupations paid an average wage of \$103,427 in 2020. **Hospitality and Tourism** had the lowest average wage; this cluster’s occupations paid an average wage of \$28,968 in 2020.

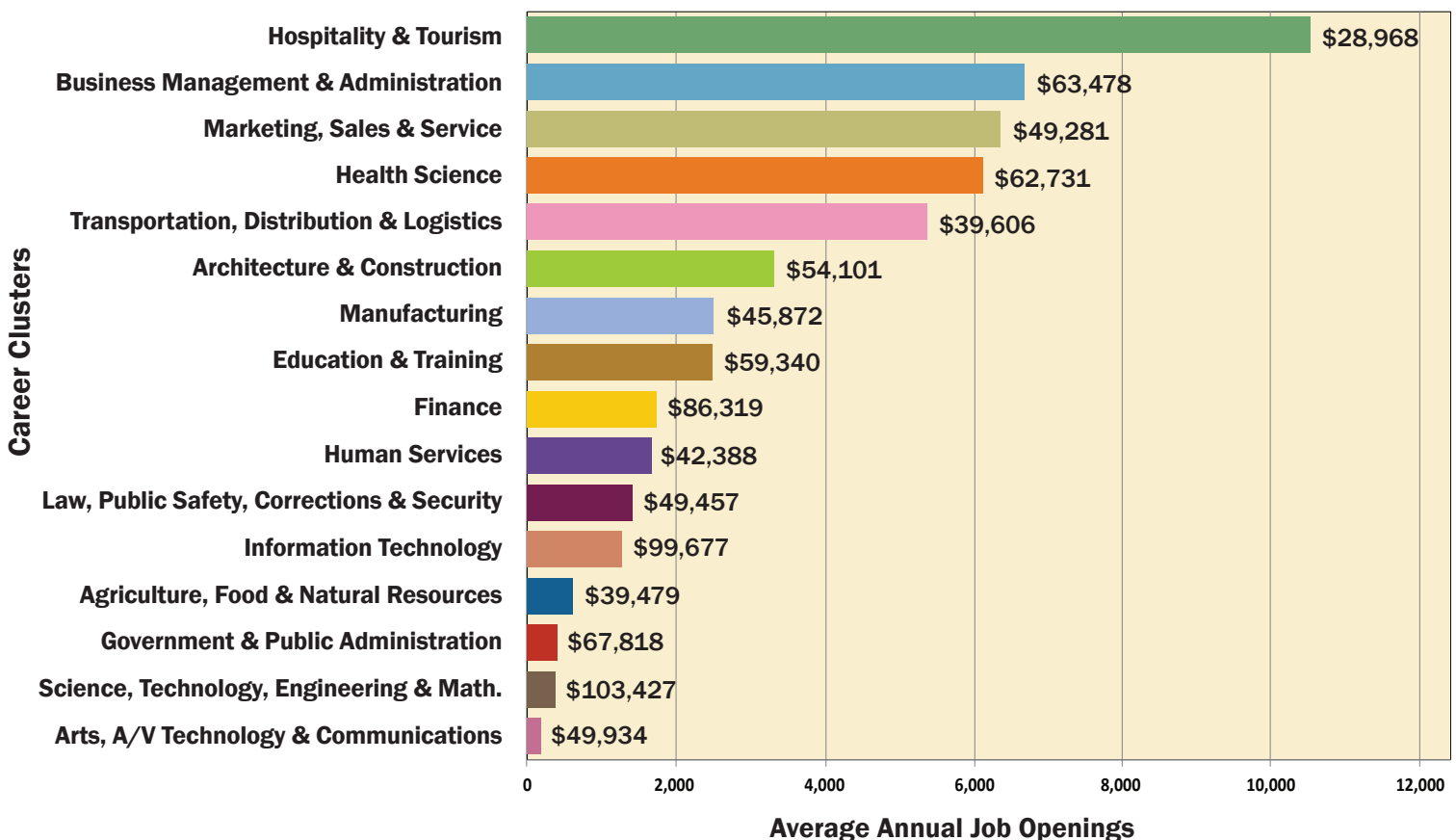
LMI Resources

- <https://labor.delaware.gov/divisions/oolmi/>
- www.bls.gov
- www.dol.gov
- www.careeronestop.org

If you have trouble finding the information you need, please give the **Office of Occupational and Labor Market Information** a call: (302) 761-8055

If you would like to order hard-copy LMI publications, please contact Kristie Manley: (302) 761-8064

Delaware Average Annual Job Openings by Career Cluster, 2020 – 2030
Average Annual Wages by Career Cluster, 2020



SOURCE: Delaware Department of Labor in cooperation with the U.S. Department of Labor, BLS

Understanding the Delaware Career Matrix

The information within the Delaware Career Matrix, found on pages 28-43, is organized by the 16 US Department of Education Career Clusters. If the occupations you want to explore are not listed in the matrix, use O*NET OnLine (www.onetonline.org) or the Bureau of Labor Statistics (www.bls.gov) to find them. Use the reference key below to help you understand the information that is being provided in the tables on the following pages.



| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--------------|----------|----------------|------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |

1 Holland Code (interest code) - The Holland Code represents personality characteristics that can be matched to occupational characteristics. To remind yourself of your Holland Code, see page 10.

NOTE: Although it is typical to describe an occupation with a three-letter Holland Code, some occupations have 1, 2, 3, or even 4 letters to describe the work environment. This is because some occupations are heavily weighted toward one characteristic and others are more inclined toward an equal distribution of several types. Do you have one characteristic that is much stronger than the others?

R - Realistic (Doers) **I** - Investigative (Thinkers) **A** - Artistic (Creators) **S** - Social (Helpers) **E** - Enterprising (Persuaders) **C** - Conventional (Organizers)

2 SOC Code - 2018 Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, and/or disseminating data. All workers are classified into one of over 860 occupations according to their occupational definitions. Use the SOC code when looking for occupations at www.bls.gov or www.onetonline.org.

3 2020 Mean Wage (\$) - The mean (average) wage per occupation is based on the data collected by the Occupational Employment Statistics program. Additional wage information (**including entry level wages**) can be found in the **Delaware Wages 2020**, published by the Delaware Department of Labor, Office of Occupational & Labor Market Information. <https://de.gov/Wages2020>

4 Occupation Title - Job titles are from the Occupational Employment & Wage Statistics (OEWS) Program or the O*NET Classification System.

5 2020 Est. Empl. - 2020 estimated employment from the Delaware Department of Labor. These data are updated and published every two years by the Office of Occupational & Labor Market Information.

6 2030 Est. Empl. - 2030 projected employment from the Delaware Department of Labor. These data are updated and published every two years by the Office of Occupational & Labor Market Information.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--------------|----------|----------------|------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |

7 Education - The abbreviations in this column represent the typical level of education most workers need to enter the occupation.

PhD/Prof: Doctoral or professional degree: a doctorate usually requires at least 3 years of full-time academic work beyond a bachelor's degree. A professional degree also usually requires at least 3 years of full-time academic study beyond a bachelor's.

Mast: Master's degree: usually requires 1 or 2 years of full-time academic study beyond a bachelor's.

Bach: Bachelor's degree: generally requires at least 4 years, but not more than 5 years, of full-time academic study beyond high school.

Assoc: Associate's degree: usually requires at least 2 years but not more than 4 years of full-time academic study beyond high school.

VocEd: Postsecondary vocational training: programs lead to a certificate or other award, but not a degree. The certificate is awarded by the educational institution and is the result of completing formal postsecondary vocational training.

HS: High school diploma or equivalent.

NFE: No formal education credential is needed.

NOTE: Complete definitions for these classifications can be found at: <https://www.bls.gov/emp/documentation/education/tech.htm>

8 Work experience in a related occupation - For some occupations, work experience in a related occupation may be a typical method of entry. The majority of occupations in this category are first-line supervisors or managers of service, sales, and production occupations. This metric is meant to capture work experience that is commonly considered necessary by employers, or is a commonly accepted substitute for other, more formal types of training or education. Occupations are assigned one of the following three categories that deal with length of time spent gaining related work experience:

5+ (more than 5 years)

<5 (less than 5 years)

None

9 Typical on-the-job training needed to attain competency - This category encompasses any additional training or preparation that is typically needed, once employed in an occupation, to attain competency in the skills needed in that occupation.

Int/Res: Internship/Residency: training that involves preparation in a field such as medicine or teaching, generally under supervision in a professional setting, such as a hospital or classroom.

App: Apprenticeship: a formal relationship between a worker and sponsor that consists of a combination of on-the-job training and related occupation-specific technical instruction in which the worker learns the practical and theoretical aspects of an occupation.

LOJT: Long-term on-the-job training: more than 12 months of on-the-job training or, alternatively, combined work experience and formal classroom instruction.

MOJT: Moderate-term on-the-job training: skills needed for a worker to attain competency in an occupation that can be acquired during 1 to 12 months of combined on-the-job experience and informal training.

SOJT: Short-term on-the-job training: 1 month or less.

None

Delaware Occupations: Most Total Annual Openings

| SOC Code | Occupation Title (Find occupation definitions at: www.onetonline.org) | Estimated Empl. 2020 | Projected Empl. 2030 | Total Annual Job Openings | Avg. Hourly Entry Wage 2020 | Education | Years Work Exp. in a Related Occ. | On-the-job training |
|----------|-------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|---------------------------|-----------------------------|-----------|-----------------------------------|---------------------|
| 35-3023 | Fast Food and Counter Workers | 11,097 | 13,152 | 2,664 | \$9.75 | NFE | None | SOJT |
| 41-2011 | Cashiers | 13,041 | 12,165 | 2,191 | \$10.27 | NFE | None | SOJT |
| 41-2031 | Retail Salespersons | 11,179 | 12,235 | 1,727 | \$10.56 | NFE | None | SOJT |
| 31-1120 | Home Health and Personal Care Aides | 8,433 | 11,784 | 1,554 | \$11.11 | HS | None | SOJT |
| 35-3031 | Waiters and Waitresses | 5,736 | 7,094 | 1,373 | \$9.53 | NFE | None | SOJT |
| 37-2011 | Janitors and Cleaners, Except Maids and Housekeeping Cleaners | 8,846 | 9,244 | 1,238 | \$11.03 | NFE | None | SOJT |
| 53-7065 | Stockers and Order Fillers | 6,626 | 7,537 | 1,185 | \$10.59 | HS | None | SOJT |
| 43-4051 | Customer Service Representatives | 8,499 | 8,137 | 1,009 | \$13.88 | HS | None | SOJT |
| 29-1141 | Registered Nurses | 11,656 | 13,348 | 818 | \$27.12 | Bach | None | None |
| 31-1131 | Nursing Assistants | 4,854 | 5,555 | 698 | \$13.82 | VocEd | None | None |
| 35-2014 | Cooks, Restaurant | 2,843 | 4,376 | 674 | \$10.46 | NFE | <5 | MOJT |
| 43-3031 | Bookkeeping, Accounting, and Auditing Clerks | 6,270 | 6,076 | 658 | \$15.56 | HS | None | MOJT |
| 43-6014 | Secretaries and Administrative Assistants, Except Legal, Medical, and Executive | 7,100 | 6,420 | 654 | \$14.94 | HS | None | SOJT |
| 43-6013 | Medical Secretaries | 5,022 | 5,770 | 650 | \$13.82 | HS | None | MOJT |
| 43-9061 | Office Clerks, General | 5,899 | 5,748 | 648 | \$10.98 | HS | None | SOJT |
| 53-7062 | Laborers and Freight, Stock, and Material Movers, Hand | 4,434 | 4,818 | 642 | \$10.90 | NFE | None | SOJT |
| 35-2021 | Food Preparation Workers | 3,269 | 3,641 | 626 | \$9.80 | NFE | None | SOJT |
| 15-1256 | Software Developers and Software Quality Assurance Analysts and Testers | 5,996 | 7,235 | 601 | \$41.84 | Bach | None | None |
| 51-3022 | Meat, Poultry, and Fish Cutters and Trimmers | 4,882 | 5,086 | 593 | \$12.64 | NFE | None | SOJT |
| 53-3032 | Heavy and Tractor-Trailer Truck Drivers | 4,822 | 5,265 | 592 | \$17.38 | VocEd | None | SOJT |

Delaware's Fastest Growing Occupations

| SOC Code | Occupation Title (Find occupation definitions at: www.onetonline.org) | Estimated Empl. 2020 | Projected Empl. 2030 | Average Annual Job Growth Rate | Avg. Hourly Entry Wage 2020 | Education | Years Work Exp. in a Related Occ. | On-the-job training |
|----------|-------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|--------------------------------|-----------------------------|--------------|-----------------------------------|---------------------|
| 29-1171 | Nurse Practitioners | 763 | 1,181 | 4.5% | \$41.98 | Mast | None | None |
| 35-2014 | Cooks, Restaurant | 2,843 | 4,376 | 4.4% | \$10.46 | NFE | <5 | MOJT |
| 39-9031 | Fitness Trainers and Aerobics Instructors | 1,059 | 1,567 | 4.0% | \$10.92 | HS | None | SOJT |
| 29-1071 | Physician Assistants | 450 | 626 | 3.4% | \$43.61 | Mast | None | None |
| 39-2021 | Nonfarm Animal Caretakers | 1,035 | 1,361 | 2.8% | \$10.38 | HS | None | SOJT |
| 25-2011 | Preschool Teachers, Except Special Education | 2,032 | 2,624 | 2.6% | \$11.02 | Assoc | None | None |
| 11-9021 | Construction Managers | 753 | 972 | 2.6% | \$45.65 | Bach | None | MOJT |
| 31-9097 | Phlebotomists | 453 | 582 | 2.5% | \$15.61 | VocEd | None | None |
| 13-2061 | Financial Examiners | 857 | 1,097 | 2.5% | \$30.21 | Bach | None | LOJT |
| 39-5012 | Hairdressers, Hairstylists, and Cosmetologists | 2,130 | 2,678 | 2.3% | \$10.43 | VocEd | None | None |
| 29-1123 | Physical Therapists | 975 | 1,220 | 2.3% | \$34.61 | PhD/ prof | None | None |
| 31-9092 | Medical Assistants | 2,761 | 3,420 | 2.2% | \$13.02 | VocEd | None | None |
| 35-3031 | Waiters and Waitresses | 5,736 | 7,094 | 2.1% | \$9.53 | NFE | None | SOJT |
| 27-4021 | Photographers | 249 | 301 | 1.9% | \$13.49 | HS | None | MOJT |
| 47-2061 | Construction Laborers | 2,377 | 2,869 | 1.9% | \$14.06 | NFE | None | SOJT |
| 39-9011 | Childcare Workers | 921 | 1,108 | 1.9% | \$9.69 | HS | None | SOJT |
| 29-1011 | Chiropractors | 162 | 194 | 1.8% | \$29.69 | PhD/ prof | None | None |
| 29-2040 | Emergency Medical Technicians and Paramedics | 965 | 1,141 | 1.7% | \$16.59 | VocEd | None | None |
| 33-2011 | Firefighters | 437 | 516 | 1.7% | \$17.20 | VocEd | None | LOJT |
| 47-2111 | Electricians | 2,356 | 2,749 | 1.6% | \$18.35 | HS | None | App |



CAREER CLUSTER 1

Agriculture, Food & Natural Resources

Production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products or resources.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| IRC | 17-2081 | \$88,284 | Environmental Engineers | 172 | 173 | Bach | None | None |
| IRA | 19-1013 | \$66,830 | Soil and Plant Scientists | 74 | 77 | Bach | None | None |
| RIE | 19-1032 | \$60,728 | Foresters | 11 | 11 | Bach | None | None |
| RIC | 17-3025 | \$58,426 | Environmental Engineering Technicians | 41 | 44 | Assoc | None | None |
| ERC | 45-1011 | \$53,192 | First-Line Supervisors of Farming, Fishing, and Forestry Workers | 217 | 223 | HS | <5 | None |
| RIC | 19-4021 | \$52,925 | Biological Technicians | 162 | 163 | Bach | None | None |
| RCI | 51-8031 | \$50,943 | Water and Wastewater Treatment Plant and System Operators | 244 | 252 | HS | None | LOJT |
| R | 53-7081 | \$47,422 | Refuse and Recyclable Material Collectors | 253 | 311 | NFE | None | SOJT |
| R | 45-2091 | \$44,290 | Agricultural Equipment Operators | 234 | 249 | NFE | None | MOJT |
| RIC | 19-4010 | \$42,762 | Agricultural and Food Science Technicians | 68 | 67 | Assoc | None | MOJT |
| RCI | 49-3041 | \$42,635 | Farm Equipment Mechanics and Service Technicians | 148 | 157 | HS | None | LOJT |
| R | 37-3012 | \$32,671 | Pesticide Handlers, Sprayers, and Applicators, Vegetation | 146 | 149 | HS | None | MOJT |
| R | 45-2093 | \$32,534 | Farmworkers, Farm, Ranch, and Aquacultural Animals | 1,150 | 1,051 | NFE | None | SOJT |
| RCS | 39-2021 | \$27,205 | Nonfarm Animal Caretakers | 1,035 | 1,361 | HS | None | SOJT |

HOBBIES & ACTIVITIES

- Gardening
- Hunting / Fishing
- Recycling projects
- Volunteer at an animal shelter

GROUPS & CLUBS

- Future Farmers of America (FFA)
- 4-H program

RELATED CLASSES

- Math
- Life Science
- Earth Science
- Chemistry
- Agriculture

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>



CAREER CLUSTER 2

Architecture & Construction

Designing, planning, managing, building and maintaining the built environment.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|-----------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ERC | 11-9021 | \$132,931 | Construction Managers | 753 | 972 | Bach | None | MOJT |
| RIC | 17-2051 | \$92,867 | Civil Engineers | 848 | 907 | Bach | None | None |
| RIC | 49-9051 | \$79,597 | Electrical Power-Line Installers and Repairers | 367 | 396 | HS | None | LOJT |
| AIE | 17-1011 | \$78,604 | Architects, Except Landscape and Naval | 189 | 198 | Bach | None | Int |
| RCI | 17-1022 | \$65,203 | Surveyors | 95 | 93 | Bach | None | Int |
| R | 47-2221 | \$64,987 | Structural Iron and Steel Workers | 332 | 399 | HS | None | App |
| RCI | 47-2152 | \$61,063 | Plumbers, Pipefitters, and Steamfitters | 1,174 | 1,345 | HS | None | App |
| AER | 27-1025 | \$59,223 | Interior Designers | 167 | 184 | Bach | None | None |
| RCI | 47-2111 | \$58,409 | Electricians | 2,356 | 2,749 | HS | None | App |
| R | 47-2041 | \$55,576 | Carpet Installers | 223 | 222 | NFE | None | SOJT |
| RCI | 49-9021 | \$53,952 | Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 1,613 | 1,779 | VocEd | None | LOJT |
| REC | 47-2051 | \$52,036 | Cement Masons and Concrete Finishers | 391 | 421 | NFE | None | MOJT |
| RCI | 47-2031 | \$50,068 | Carpenters | 2,380 | 2,755 | HS | None | App |
| RC | 47-2081 | \$45,083 | Drywall and Ceiling Tile Installers | 195 | 223 | NFE | None | MOJT |
| RCI | 47-2181 | \$44,676 | Roofers | 306 | 347 | NFE | None | MOJT |
| RCA | 47-2141 | \$40,281 | Painters, Construction and Maintenance | 890 | 1,050 | NFE | None | MOJT |
| RCE | 47-2061 | \$38,887 | Construction Laborers | 2,377 | 2,869 | NFE | None | SOJT |
| RCA | 37-3011 | \$36,251 | Landscaping and Groundskeeping Workers | 3,903 | 4,235 | NFE | None | SOJT |

HOBBIES & ACTIVITIES

- Model building
- Drawing
- Help out at a local park
- Habitat for Humanity volunteer

GROUPS & CLUBS

- Technology Student Association (TSA)
- SkillsUSA
- Math club

RELATED CLASSES

- Math
- Physical Science
- Art
- Computer
- Drafting

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oelmi/publications/>



CAREER CLUSTER 3

Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|-------------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| EAC | 27-2012 | \$66,148 | Producers and Directors | 47 | 48 | Bach | <5 | None |
| AER | 27-1024 | \$57,488 | Graphic Designers | 416 | 437 | Bach | None | None |
| AEI | 27-3023 | \$56,547 | News Analysts, Reporters, and Journalists | 103 | 85 | Bach | None | None |
| AEC | 27-3041 | \$56,461 | Editors | 201 | 183 | Bach | <5 | None |
| RCE | 51-5111 | \$54,061 | Prepress Technicians and Workers | 46 | 41 | VocEd | None | None |
| RIC | 27-4011 | \$52,012 | Audio and Video Equipment Technicians | 70 | 79 | VocEd | None | SOJT |
| RIC | 49-2022 | \$51,635 | Telecommunications Equipment Installers and Repairers, Except Line Installers | 351 | 344 | VocEd | None | MOJT |
| ARE | 27-4021 | \$43,438 | Photographers | 249 | 301 | HS | None | MOJT |
| RCA | 51-5113 | \$41,359 | Print Binding and Finishing Workers | 51 | 52 | HS | None | MOJT |
| RCE | 51-5112 | \$37,607 | Printing Press Operators | 255 | 278 | HS | None | MOJT |
| AER | 27-1023 | \$31,795 | Floral Designers | 90 | 74 | HS | None | MOJT |

HOBBIES & ACTIVITIES

- Photography
- Writing
- Singing
- Playing an instrument

GROUPS & CLUBS

- Technology Student Association (TSA)
- Yearbook Committee
- School newspaper
- Theater

RELATED CLASSES

- Art
- Graphic Design
- Music
- Speech / Drama
- English

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oelmi/publications/>



CAREER CLUSTER 4

Business Management & Administration

Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|---------------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ECI | 11-3021 | \$171,134 | Computer and Information Systems Managers | 1,692 | 1,829 | Bach | 5+ | None |
| ECS | 11-1021 | \$155,859 | General and Operations Managers | 4,188 | 4,537 | Bach | 5+ | None |
| ESC | 11-3121 | \$150,926 | Human Resources Managers | 410 | 430 | Bach | 5+ | None |
| ESC | 11-3131 | \$141,119 | Training and Development Managers | 81 | 86 | Bach | 5+ | None |
| EC | 11-3010 | \$131,104 | Administrative Services and Facilities Managers | 798 | 855 | Bach | <5 | None |
| ICE | 15-2031 | \$91,325 | Operations Research Analysts | 705 | 838 | Bach | None | None |
| SAC | 13-1151 | \$71,073 | Training and Development Specialists | 1,082 | 1,185 | Bach | <5 | None |
| ECS | 13-1071 | \$70,347 | Human Resources Specialists | 2,191 | 2,353 | Bach | None | None |
| ECS | 13-1121 | \$53,984 | Meeting, Convention, and Event Planners | 362 | 387 | Bach | None | None |
| CRE | 43-5052 | \$52,887 | Postal Service Mail Carriers | 1,050 | 1,083 | HS | None | SOJT |
| CR | 43-5041 | \$49,693 | Meter Readers, Utilities | 99 | 92 | HS | None | SOJT |
| CES | 43-6014 | \$41,347 | Secretaries and Administrative Assistants, Except Legal, Medical, and Executive | 7,100 | 6,420 | HS | None | SOJT |
| ECS | 43-4051 | \$40,857 | Customer Service Representatives | 8,499 | 8,137 | HS | None | SOJT |
| CES | 43-3051 | \$40,481 | Payroll and Timekeeping Clerks | 498 | 434 | HS | None | MOJT |
| CRE | 43-9021 | \$34,412 | Data Entry Keyers | 415 | 321 | HS | None | SOJT |
| CES | 43-4171 | \$28,523 | Receptionists and Information Clerks | 2,376 | 2,424 | HS | None | SOJT |
| CRS | 43-4121 | \$25,014 | Library Assistants, Clerical | 415 | 434 | HS | None | SOJT |

HOBBIES & ACTIVITIES

- Help run a fundraiser
- Read business magazines, blogs or newspapers

GROUPS & CLUBS

- Business Professionals of America (BPA)
- Speech or Debate clubs
- Student Council
- Junior Achievement

RELATED CLASSES

- Math
- Computer
- Language Arts
- Economics

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>



CAREER CLUSTER 5

Education & Training

Planning, managing and providing education and training services, and related learning support services.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|-----------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ESC | 11-9032 | \$118,580 | Education Administrators, Elementary and Secondary School | 937 | 961 | Mast | 5+ | None |
| SIC | 25-1021 | \$93,952 | Computer Science Teachers, Postsecondary | 145 | 147 | PhD/prof | None | None |
| SAI | 25-1081 | \$73,745 | Education Teachers, Postsecondary | 226 | 233 | PhD/prof | <5 | None |
| SIA | 25-1111 | \$73,232 | Criminal Justice and Law Enforcement Teachers, Postsecondary | 43 | 45 | PhD/prof | None | None |
| SAI | 25-1123 | \$72,975 | English Language and Literature Teachers, Postsecondary | 363 | 365 | PhD/prof | None | None |
| SIA | 25-2058 | \$69,604 | Special Education Teachers, Secondary School | 731 | 748 | Bach | None | None |
| SAE | 21-1012 | \$67,529 | Educational, Guidance, School, and Vocational Counselors | 1,319 | 1,419 | Mast | None | None |
| SAC | 25-2021 | \$66,142 | Elementary School Teachers, Except Special Education | 4,428 | 4,515 | Bach | None | None |
| SIA | 25-9031 | \$65,347 | Instructional Coordinators | 989 | 1,051 | Mast | 5+ | None |
| SAE | 25-2022 | \$64,718 | Middle School Teachers, Except Special and Career/Technical Education | 2,341 | 2,386 | Bach | None | None |
| SAE | 25-2012 | \$62,997 | Kindergarten Teachers, Except Special Education | 263 | 270 | Bach | None | None |
| ASC | 27-3091 | \$55,577 | Interpreters and Translators | 48 | 63 | Bach | None | None |
| CSE | 25-4031 | \$41,394 | Library Technicians | 243 | 238 | VocEd | None | None |
| SAE | 25-2011 | \$29,369 | Preschool Teachers, Except Special Education | 2,032 | 2,624 | Assoc | None | None |

HOBBIES & ACTIVITIES

- Work in a library
- Coach a sports team
- Volunteer for a literacy program

GROUPS & CLUBS

- Educators Rising
- Speech club
- Tutoring

RELATED CLASSES

- Social Studies
- Math
- Science
- Language Arts

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>



CAREER CLUSTER 6

Finance

Planning, services for financial and investment planning, banking, insurance, and business financial management.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|--------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ECS | 11-3031 | \$176,634 | Financial Managers | 2,344 | 2,689 | Bach | 5+ | None |
| ECS | 41-3031 | \$94,602 | Securities, Commodities, and Financial Services Sales Agents | 1,634 | 1,680 | Bach | None | MOJT |
| CEI | 13-2053 | \$88,859 | Insurance Underwriters | 246 | 245 | Bach | None | MOJT |
| CEI | 13-2011 | \$81,989 | Accountants and Auditors | 5,275 | 5,615 | Bach | None | None |
| CEI | 13-2031 | \$76,608 | Budget Analysts | 129 | 131 | Bach | None | None |
| EC | 41-3021 | \$65,042 | Insurance Sales Agents | 1,688 | 1,879 | HS | None | MOJT |
| CE | 43-4011 | \$60,557 | Brokerage Clerks | 226 | 201 | HS | None | MOJT |
| CES | 43-9041 | \$45,527 | Insurance Claims and Policy Processing Clerks | 694 | 726 | HS | None | MOJT |
| CES | 43-4131 | \$42,267 | Loan Interviewers and Clerks | 1,064 | 1,026 | HS | None | SOJT |
| CES | 43-3011 | \$40,878 | Bill and Account Collectors | 1,093 | 967 | HS | None | MOJT |
| CER | 43-3071 | \$34,168 | Tellers | 1,282 | 1,037 | HS | None | SOJT |

HOBBIES & ACTIVITIES

- Work on fundraisers
- Mock stock market
- Keep track of how you spend your money

GROUPS & CLUBS

- Business Professionals of America (BPA)
- DECA
- Club treasurer
- Junior Achievement

RELATED CLASSES

- Math
- Computer
- Economics
- English

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oelmi/publications/>



CAREER CLUSTER 7

Government & Public Administration

Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|--------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ECS | 11-9131 | \$85,199 | Postmasters and Mail Superintendents | 39 | 40 | HS | <5 | MOJT |
| CIR | 13-1041 | \$82,932 | Compliance Officers | 1,438 | 1,490 | Bach | None | MOJT |
| ECI | 13-2061 | \$81,233 | Financial Examiners | 857 | 1,097 | Bach | None | LOJT |
| IEA | 19-3051 | \$65,903 | Urban and Regional Planners | 195 | 209 | Mast | None | None |
| CE | 13-2081 | \$62,697 | Tax Examiners and Collectors, and Revenue Agents | 105 | 102 | Bach | None | MOJT |
| RCI | 47-4011 | \$61,721 | Construction and Building Inspectors | 526 | 535 | HS | 5+ | MOJT |
| CE | 13-2020 | \$55,978 | Property Appraisers and Assessors | 99 | 109 | Bach | None | LOJT |
| SCE | 43-4061 | \$38,915 | Eligibility Interviewers, Government Programs | 106 | 114 | HS | None | MOJT |
| CER | 43-4031 | \$37,504 | Court, Municipal, and License Clerks | 843 | 863 | HS | None | LOJT |

HOBBIES & ACTIVITIES

- Attend city council meetings
- Join student organizations or clubs

GROUPS & CLUBS

- Student Council
- Speech or Debate clubs
- JROTC (high school)

RELATED CLASSES

- Government
- History
- Language Arts
- Math

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>



CAREER CLUSTER 8

Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|----------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ISR | 29-1218 | \$287,159 | Obstetricians and Gynecologists | 122 | 134 | PhD/prof | None | Int |
| ISR | 29-1215 | \$222,930 | Family Medicine Physicians | 589 | 652 | PhD/prof | None | Int |
| IS | 29-1221 | \$189,040 | Pediatricians, General | 149 | 157 | PhD/prof | None | Int |
| ICS | 29-1051 | \$131,555 | Pharmacists | 845 | 883 | PhD/prof | None | None |
| IRS | 29-1131 | \$112,540 | Veterinarians | 256 | 291 | PhD/prof | None | None |
| SIR | 29-1171 | \$112,233 | Nurse Practitioners | 763 | 1,181 | Mast | None | None |
| SIR | 29-1123 | \$97,260 | Physical Therapists | 975 | 1,220 | PhD/prof | None | None |
| SIR | 29-1011 | \$86,939 | Chiropractors | 162 | 194 | PhD/prof | None | None |
| SR | 29-1292 | \$86,279 | Dental Hygienists | 546 | 623 | Assoc | None | None |
| IRS | 29-2033 | \$84,420 | Nuclear Medicine Technologists | 82 | 94 | Assoc | None | None |
| SIC | 29-1141 | \$74,330 | Registered Nurses | 11,656 | 13,348 | Bach | None | None |
| ISE | 29-1031 | \$63,492 | Dietitians and Nutritionists | 164 | 189 | Bach | None | Int |
| RSC | 29-2055 | \$52,001 | Surgical Technologists | 285 | 328 | VocEd | None | None |
| SIR | 29-2040 | \$45,529 | Emergency Medical Technicians and Paramedics | 965 | 1,141 | VocEd | None | None |
| CS | 43-6013 | \$37,003 | Medical Secretaries | 5,022 | 5,770 | HS | None | MOJT |
| CRS | 29-2052 | \$35,208 | Pharmacy Technicians | 1,274 | 1,430 | HS | None | MOJT |
| RI | 29-2056 | \$34,569 | Veterinary Technologists and Technicians | 416 | 463 | Assoc | None | None |
| SCR | 31-1131 | \$32,982 | Nursing Assistants | 4,854 | 5,555 | VocEd | None | None |

HOBBIES & ACTIVITIES

- Student manager or trainer for a sports team
- Hospital or nursing home volunteer

GROUPS & CLUBS

- Future Health Professionals (HOSA)
- Science clubs
- 4-H program

RELATED CLASSES

- Life Science
- Physical Science
- Math
- Language Arts
- Health / wellness

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>



CAREER CLUSTER 9

Hospitality & Tourism

Management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|---------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| EC | 11-9071 | \$109,970 | Gaming Managers | 14 | 16 | HS | <5 | None |
| ECR | 11-9051 | \$77,849 | Food Service Managers | 667 | 840 | HS | <5 | None |
| ECS | 11-9081 | \$75,446 | Lodging Managers | 78 | 88 | HS | <5 | None |
| ERA | 35-1011 | \$57,878 | Chefs and Head Cooks | 436 | 578 | HS | 5+ | None |
| ECS | 41-3041 | \$50,040 | Travel Agents | 127 | 134 | HS | None | MOJT |
| RCI | 39-2011 | \$40,786 | Animal Trainers | 89 | 109 | HS | None | MOJT |
| RCE | 37-2011 | \$30,086 | Janitors and Cleaners, Except Maids and Housekeeping Cleaners | 8,846 | 9,244 | NFE | None | SOJT |
| REA | 35-2014 | \$29,880 | Cooks, Restaurant | 2,843 | 4,376 | NFE | <5 | MOJT |
| SEA | 39-9032 | \$29,822 | Recreation Workers | 702 | 864 | HS | None | SOJT |
| SE | 39-6012 | \$28,288 | Concierges | 36 | 42 | HS | None | MOJT |
| CER | 35-3011 | \$27,763 | Bartenders | 1,944 | 2,573 | NFE | None | SOJT |
| SE | 39-7010 | \$27,535 | Tour and Travel Guides | 189 | 201 | HS | None | MOJT |
| SEC | 35-3031 | \$26,789 | Waiters and Waitresses | 5,736 | 7,094 | NFE | None | SOJT |
| CES | 43-4081 | \$25,943 | Hotel, Motel, and Resort Desk Clerks | 426 | 459 | HS | None | SOJT |
| RC | 35-2021 | \$25,275 | Food Preparation Workers | 3,269 | 3,641 | NFE | None | SOJT |
| RCS | 37-2012 | \$25,240 | Maids and Housekeeping Cleaners | 1,731 | 1,840 | NFE | None | SOJT |
| ECR | 39-3091 | \$23,602 | Amusement and Recreation Attendants | 1,388 | 1,850 | NFE | None | SOJT |
| ESC | 35-9031 | \$22,095 | Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop | 1,374 | 1,781 | NFE | None | SOJT |

HOBBIES & ACTIVITIES

- Referee a sports activity
- Family vacation planning
- Help fix meals

GROUPS & CLUBS

- Family, Career & Community Leaders of America, Inc. (FCCLA)
- School events planning committee

RELATED CLASSES

- Social Science
- Language Arts
- Physical Education
- Health

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CAREER CLUSTER 10

Human Services

Preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|--------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ISA | 19-3031 | \$80,026 | Clinical, Counseling, and School Psychologists | 623 | 677 | PhD/prof | None | Int |
| ESC | 11-9151 | \$69,746 | Social and Community Service Managers | 900 | 996 | Bach | <5 | None |
| SEA | 21-1091 | \$68,773 | Health Educators | 223 | 251 | Bach | None | None |
| SIA | 21-1022 | \$52,954 | Healthcare Social Workers | 631 | 711 | Mast | None | Int |
| SIA | 21-1023 | \$51,714 | Mental Health and Substance Abuse Social Workers | 379 | 426 | Mast | None | Int |
| CES | 13-2071 | \$49,311 | Credit Counselors | 102 | 109 | Bach | None | MOJT |
| SAI | 21-1018 | \$48,563 | Substance Abuse, Behavioral Disorder, and Mental Health Counselors | 602 | 806 | Bach | None | None |
| SEA | 21-1021 | \$40,392 | Child, Family, and School Social Workers | 1,317 | 1,504 | Bach | None | None |
| SER | 39-4021 | \$37,652 | Funeral Attendants | 122 | 122 | HS | None | SOJT |
| S | 21-1094 | \$37,283 | Community Health Workers | 224 | 262 | HS | None | SOJT |
| SIA | 21-1015 | \$36,177 | Rehabilitation Counselors | 386 | 438 | Mast | None | None |
| SRE | 39-9031 | \$35,904 | Fitness Trainers and Aerobics Instructors | 1,059 | 1,567 | HS | None | SOJT |
| AES | 39-5012 | \$35,656 | Hairdressers, Hairstylists, and Cosmetologists | 2,130 | 2,678 | VocEd | None | None |
| RA | 51-6052 | \$29,250 | Tailors, Dressmakers, and Custom Sewers | 84 | 90 | NFE | None | MOJT |
| RCE | 51-6011 | \$25,177 | Laundry and Dry-Cleaning Workers | 608 | 655 | NFE | None | SOJT |
| SAC | 39-9011 | \$23,431 | Childcare Workers | 921 | 1,108 | HS | None | SOJT |
| RCE | 39-5093 | \$21,929 | Shampooers | 235 | 297 | NFE | None | SOJT |

HOBBIES & ACTIVITIES

- Babysitting
- Help with a food or clothing drive
- Volunteer at a hospital or nursing home

GROUPS & CLUBS

- Family, Career & Community Leaders of America, Inc. (FCCLA)
- 4-H program

RELATED CLASSES

- Social Science
- Language Arts
- Physical Education / Wellness
- Math

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>



CAREER CLUSTER 11

Information Technology

Building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|-------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| CIE | 15-1241 | \$127,338 | Computer Network Architects | 583 | 583 | Bach | 5+ | None |
| ICR | 15-1256 | \$115,578 | Software Developers and Software Quality Assurance Analysts and Testers | 5,996 | 7,235 | Bach | None | None |
| CIR | 15-1212 | \$115,415 | Information Security Analysts | 738 | 932 | Bach | <5 | None |
| CIR | 15-1211 | \$97,151 | Computer Systems Analysts | 2,340 | 2,407 | Bach | None | None |
| CIE | 15-1245 | \$96,514 | Database Administrators | 856 | 935 | Bach | None | None |
| ICR | 15-1251 | \$90,932 | Computer Programmers | 768 | 673 | Bach | None | None |
| IRC | 15-1244 | \$81,250 | Network and Computer Systems Administrators | 1,105 | 1,130 | Bach | None | None |
| CIR | 15-1257 | \$79,365 | Web Developers and Digital Interface Designers | 389 | 441 | Bach | None | None |
| REC | 15-1231 | \$66,111 | Computer Network Support Specialists | 450 | 472 | Assoc | None | None |
| RCI | 15-1232 | \$61,870 | Computer User Support Specialists | 1,675 | 1,789 | HS | None | None |

HOBBIES & ACTIVITIES

- Puzzles, video & board games
- Computer clubs
- Create websites

GROUPS & CLUBS

- Technology Student Association (TSA)
- Business Professionals of America (BPA)
- Yearbook Committee

RELATED CLASSES

- Computer Technology
- Math
- Science
- Language Arts
- Art

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>



CAREER CLUSTER 12

Law, Public Safety, Corrections & Security

Planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|---------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ESC | 23-1023 | \$123,244 | Judges, Magistrate Judges, and Magistrates | 115 | 117 | PhD/prof | 5+ | SOJT |
| REC | 33-3051 | \$77,007 | Police and Sheriff's Patrol Officers | 1,617 | 1,793 | HS | None | MOJT |
| EC | 33-9021 | \$68,619 | Private Detectives and Investigators | 333 | 341 | HS | <5 | MOJT |
| EIS | 23-1021 | \$65,714 | Administrative Law Judges, Adjudicators, and Hearing Officers | 74 | 74 | PhD/prof | 5+ | SOJT |
| CRE | 33-2021 | \$56,706 | Fire Inspectors and Investigators | 101 | 105 | VocEd | 5+ | MOJT |
| IRC | 19-4092 | \$51,927 | Forensic Science Technicians | 26 | 28 | Bach | None | MOJT |
| CIE | 23-2011 | \$51,871 | Paralegals and Legal Assistants | 1,662 | 1,817 | Assoc | None | None |
| CER | 43-6012 | \$50,355 | Legal Secretaries | 1,108 | 849 | HS | None | MOJT |
| RS | 33-2011 | \$46,966 | Firefighters | 437 | 516 | VocEd | None | LOJT |
| CRE | 43-5031 | \$45,989 | Police, Fire, and Ambulance Dispatchers | 228 | 268 | HS | None | MOJT |
| RCE | 33-3041 | \$42,611 | Parking Enforcement Workers | 41 | 28 | HS | None | SOJT |
| RCE | 33-3011 | \$34,451 | Bailiffs | 95 | 92 | HS | None | MOJT |
| SER | 33-9091 | \$31,443 | Crossing Guards | 421 | 505 | NFE | None | SOJT |
| RCE | 33-9032 | \$30,493 | Security Guards | 3,027 | 3,390 | HS | None | SOJT |
| RSE | 33-9092 | \$24,857 | Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers | 285 | 412 | NFE | None | SOJT |

HOBBIES & ACTIVITIES

- Speech
- Swimming
- Field trip to a courthouse, police or fire station

GROUPS & CLUBS

- Debate Team
- Science clubs
- Mock trials

RELATED CLASSES

- Social Science
- Language Arts
- Health / Wellness
- History

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>



CAREER CLUSTER 13

Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|----------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| RIC | 51-8012 | \$95,900 | Power Distributors and Dispatchers | 64 | 61 | HS | None | LOJT |
| RIC | 17-3023 | \$64,654 | Electrical and Electronics Engineering Technicians | 60 | 62 | Assoc | None | None |
| IRC | 19-4031 | \$63,238 | Chemical Technicians | 556 | 564 | Assoc | None | MOJT |
| RIC | 49-9041 | \$60,777 | Industrial Machinery Mechanics | 920 | 1,078 | HS | None | LOJT |
| RCI | 51-4041 | \$57,848 | Machinists | 296 | 314 | HS | None | LOJT |
| RCI | 49-2098 | \$56,585 | Security and Fire Alarm Systems Installers | 192 | 237 | HS | None | MOJT |
| IR | 17-3027 | \$55,643 | Mechanical Engineering Technicians | 37 | 37 | Assoc | None | None |
| RCI | 51-4121 | \$55,292 | Welders, Cutters, Solderers, and Brazers | 604 | 685 | HS | None | MOJT |
| R | 49-9094 | \$49,657 | Locksmiths and Safe Repairers | 37 | 36 | HS | None | LOJT |
| RCA | 51-7011 | \$45,813 | Cabinetmakers and Bench Carpenters | 243 | 274 | HS | None | MOJT |
| RIC | 51-9081 | \$44,566 | Dental Laboratory Technicians | 117 | 133 | HS | None | MOJT |
| RCI | 49-9031 | \$42,847 | Home Appliance Repairers | 86 | 93 | HS | None | MOJT |
| RCE | 51-3021 | \$42,434 | Butchers and Meat Cutters | 163 | 166 | NFE | None | LOJT |
| RC | 49-9071 | \$42,328 | Maintenance and Repair Workers, General | 3,245 | 3,414 | HS | None | MOJT |
| RCA | 51-6031 | \$31,525 | Sewing Machine Operators | 97 | 95 | NFE | None | SOJT |
| RC | 51-3099 | \$30,259 | Food Processing Workers, All Other | 194 | 201 | NFE | None | MOJT |
| RCI | 51-9198 | \$29,595 | Helpers–Production Workers | 295 | 300 | HS | None | SOJT |

HOBBIES & ACTIVITIES

- Team sports
- Read computer and technical magazines
- Basic home repairs
- Car repairs / maint.

GROUPS & CLUBS

- Technology Student Association (TSA)
- SkillsUSA

RELATED CLASSES

- Math
- Physical Science
- Language Arts
- Industrial Technology

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CAREER CLUSTER 14

Marketing, Sales & Service

Planning, managing and performing marketing activities to reach organizational objectives.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|-----------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ECS | 11-2022 | \$166,172 | Sales Managers | 999 | 1,071 | Bach | <5 | None |
| ECA | 11-2021 | \$164,939 | Marketing Managers | 1,082 | 1,159 | Bach | 5+ | None |
| ERI | 41-9031 | \$122,667 | Sales Engineers | 39 | 40 | Bach | None | MOJT |
| ECI | 41-4011 | \$107,413 | Sales Reps., Wholesale and Manufacturing, Technical and Scientific Products | 1,068 | 1,123 | Bach | None | MOJT |
| IEC | 13-1161 | \$89,244 | Market Research Analysts and Marketing Specialists | 2,333 | 2,769 | Bach | None | None |
| EC | 41-9021 | \$76,229 | Real Estate Brokers | 44 | 49 | HS | <5 | None |
| ECA | 41-3011 | \$70,803 | Advertising Sales Agents | 244 | 222 | HS | None | MOJT |
| EAS | 27-3031 | \$65,318 | Public Relations Specialists | 1,043 | 1,094 | Bach | None | None |
| ECS | 11-9141 | \$61,931 | Property, Real Estate, and Community Association Managers | 891 | 912 | HS | <5 | None |
| ECS | 41-9022 | \$49,488 | Real Estate Sales Agents | 1,017 | 1,156 | HS | None | MOJT |
| ECR | 41-2022 | \$36,492 | Parts Salespersons | 788 | 849 | NFE | None | MOJT |
| CES | 41-2021 | \$34,368 | Counter and Rental Clerks | 1,008 | 1,113 | NFE | None | SOJT |
| AER | 27-1026 | \$29,272 | Merchandise Displayers and Window Trimmers | 720 | 774 | HS | None | SOJT |
| ECS | 41-2031 | \$28,590 | Retail Salespersons | 11,179 | 12,235 | NFE | None | SOJT |
| CER | 41-2011 | \$24,283 | Cashiers | 13,041 | 12,165 | NFE | None | SOJT |

HOBBIES & ACTIVITIES

- Help with class or team fundraisers
- Help plan a school event

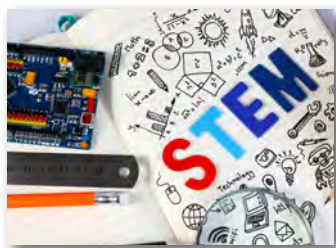
GROUPS & CLUBS

- Business Professionals of America (BPA)
- DECA
- Boy or Girl Scouts
- Student government

RELATED CLASSES

- Language Arts
- Computers
- Math

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CAREER CLUSTER 15

Science, Technology, Engineering & Mathematics

Providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| EIR | 11-9041 | \$158,564 | Architectural and Engineering Managers | 391 | 390 | Bach | 5+ | None |
| IRC | 17-2041 | \$131,627 | Chemical Engineers | 360 | 364 | Bach | None | None |
| IRC | 17-2071 | \$111,944 | Electrical Engineers | 465 | 482 | Bach | None | None |
| IRC | 19-2031 | \$110,460 | Chemists | 1,061 | 1,046 | Bach | None | None |
| IRC | 17-2141 | \$106,039 | Mechanical Engineers | 588 | 602 | Bach | None | None |
| IR | 19-2032 | \$101,026 | Materials Scientists | 67 | 68 | Bach | None | None |
| CI | 15-2041 | \$98,081 | Statisticians | 124 | 158 | Mast | None | None |
| ICE | 17-2112 | \$97,964 | Industrial Engineers | 598 | 638 | Bach | None | None |
| IR | 19-1029 | \$95,433 | Biological Scientists, All Other | 37 | 38 | Bach | None | None |
| ICE | 19-3011 | \$78,261 | Economists | 21 | 23 | Mast | None | None |
| IRA | 19-3092 | \$68,281 | Geographers | 18 | 18 | Bach | None | None |
| IR | 19-1022 | \$67,450 | Microbiologists | 85 | 85 | Bach | None | None |
| CI | 19-4061 | \$60,673 | Social Science Research Assistants | 62 | 64 | Bach | None | None |
| IRC | 19-2041 | \$60,340 | Environmental Scientists and Specialists, Including Health | 306 | 320 | Bach | None | None |
| EIR | 19-1031 | \$57,497 | Conservation Scientists | 91 | 95 | Bach | None | None |
| REI | 19-4071 | \$32,277 | Forest and Conservation Technicians | 18 | 18 | Assoc | None | None |

HOBBIES & ACTIVITIES

- Attend Science fairs
- Read scientific / technical journals
- Building model airplanes

GROUPS & CLUBS

- Technology Student Association (TSA)
- Science camps
- Math clubs
- 4-H program

RELATED CLASSES

- Physical Science
- Math
- Computers

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>



CAREER CLUSTER 16

Transportation, Distribution & Logistics

The movement of people, materials, and goods by road, pipeline, air, rail, and water, and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

| Holland Code | SOC Code | 2020 Mean Wage | Occupation Title | 2020 Est. Empl. | 2030 Proj. Empl. | Education | Years work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------------|---------------------|
| ECR | 11-3071 | \$137,459 | Transportation, Storage, and Distribution Managers | 312 | 333 | HS | 5+ | None |
| REI | 53-2012 | \$106,509 | Commercial Pilots | 288 | 301 | HS | None | MOJT |
| ERC | 53-5021 | \$68,890 | Captains, Mates, and Pilots of Water Vessels | 77 | 79 | VocEd | <5 | None |
| RCI | 49-3011 | \$68,840 | Aircraft Mechanics and Service Technicians | 373 | 387 | VocEd | None | None |
| RCI | 49-2091 | \$67,888 | Avionics Technicians | 63 | 65 | Assoc | None | None |
| R | 49-3042 | \$56,168 | Mobile Heavy Equipment Mechanics, Except Engines | 455 | 506 | HS | None | LOJT |
| RCI | 53-3032 | \$47,970 | Heavy and Tractor-Trailer Truck Drivers | 4,822 | 5,265 | VocEd | None | SOJT |
| RCI | 49-3031 | \$47,400 | Bus and Truck Mechanics and Diesel Engine Specialists | 577 | 624 | HS | None | LOJT |
| RIC | 49-3023 | \$47,190 | Automotive Service Technicians and Mechanics | 1,957 | 1,972 | VocEd | None | SOJT |
| CES | 43-3021 | \$45,235 | Billing and Posting Clerks | 1,675 | 1,732 | HS | None | MOJT |
| CER | 43-5032 | \$41,832 | Dispatchers, Except Police, Fire, and Ambulance | 613 | 632 | HS | None | MOJT |
| RC | 53-7051 | \$41,329 | Industrial Truck and Tractor Operators | 4,272 | 4,935 | NFE | None | SOJT |
| RCE | 53-3033 | \$38,662 | Light Truck or Delivery Services Drivers | 3,240 | 3,636 | HS | None | SOJT |
| CE | 43-5011 | \$36,505 | Cargo and Freight Agents | 125 | 130 | HS | None | SOJT |
| RSE | 53-3011 | \$30,449 | Ambulance Drivers and Attendants, Except Emergency Medical Technicians | 94 | 109 | HS | None | MOJT |
| R | 43-5021 | \$29,954 | Couriers and Messengers | 536 | 525 | HS | None | SOJT |
| RC | 49-3093 | \$26,078 | Tire Repairers and Changers | 182 | 199 | HS | None | SOJT |
| RCE | 53-6021 | \$24,730 | Parking Lot Attendants | 300 | 343 | NFE | None | SOJT |

HOBBIES & ACTIVITIES

- Repairing cars or equipment
- Paper routes
- Play sports
- Traveling

GROUPS & CLUBS

- SkillsUSA
- Math & Science clubs

RELATED CLASSES

- Math
- Physical Science
- Economics
- Foreign Language

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov. This table displays only selected occupations. For a complete listing, view the Delaware 2030 publication at <https://labor.delaware.gov/divisions/oolmi/publications/>

Step 3

How Do I Decide?

In **Step 1**, you looked at your interests, skills, and work values. In **Step 2**, you looked at Delaware's overall labor market. Now it's time to ask yourself some more questions. How much education or training do you need or want? What wages do you hope to make? Where do you want to live? Combine all that you have learned in Steps 1 and 2 with what you will learn in Step 3 to refine your occupational choices.



How Much Education Do I Need or Want?

How much education would you like to attain now, or eventually?

Ask yourself:

- Will more education help me meet my occupational goals?
- Will it be worth it to me financially?
- What kind of education suits my personality and learning style?

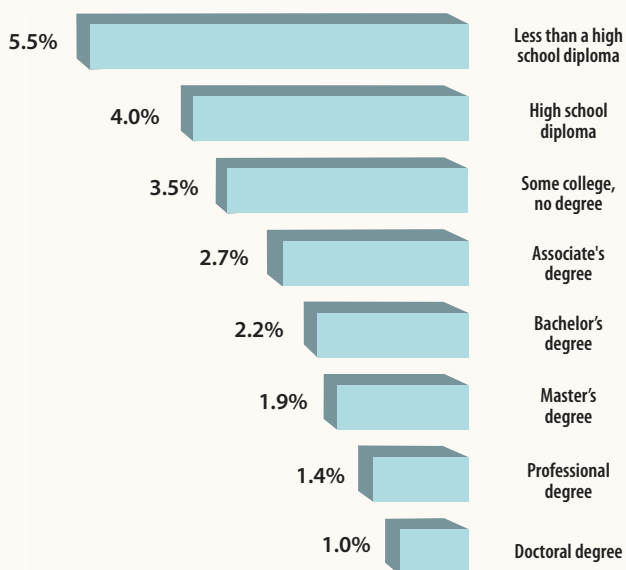


Add your desired level of education or training to the **Occupation Comparison Chart** on page 50 – Column 1 (My Profile), Row 7 (Education).

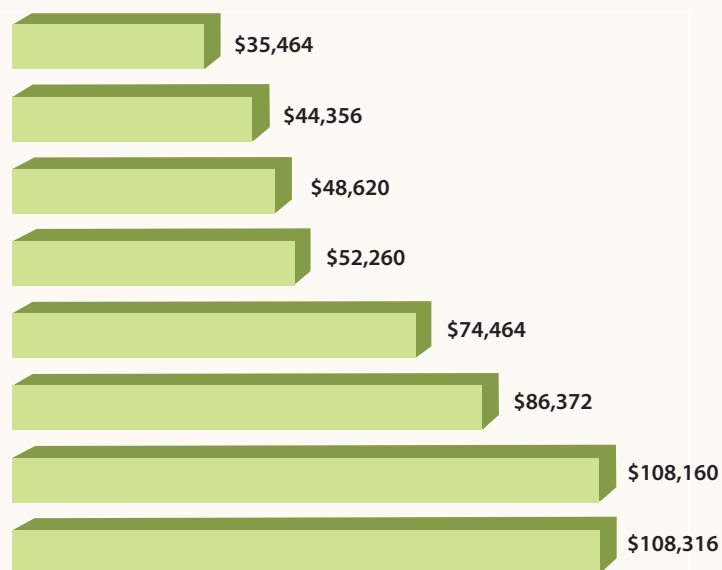
Education Pays in Higher Earnings and Lower Unemployment Rates

Something else to consider is that the unemployment rate is inversely related to the amount of education you have attained. The more education you have, the less likely you are to be unemployed.

National Unemployment Rate in 2022



Median Annual Earnings in 2022, U.S.



Education Level

NOTE: Data are for persons 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey

Education Pays!

One major benefit of a college degree is having more higher-paying jobs to choose from. As you browse occupations throughout the planning process, take note that some occupations require additional training or preparation (once employed in the occupation) to attain competency in the skills needed in that occupation. For some occupations, work experience in a related occupation may be a typical method of entry.

Thinking About Going Pro?

Many young people dream of the fame in the sports world. However, the number of people aspiring to these glamorous jobs far outnumbers the actual openings. According to the NCAA, more than 480,000 students compete as NCAA athletes, and only a select few within each sport move on to compete at the professional or Olympic level. Even if you do get drafted, there is no guarantee that you will become rich and famous. And what if you have a career-ending injury?

NCAA Eligibility Requirements

To play Division I or II sports, you have to qualify academically. To meet the minimum requirements for student athletes enrolling in college, you must do the following:

- Graduate from high school
- Earn a minimum Grade-Point Average (GPA) in core courses to compete in your first year of college
 - 2.3 GPA is required for Division I and 2.2 GPA is required for Division II. Division III schools set their own admissions and academic requirements.
- Complete 16 Core Courses (For Division I, 10 of your 16 NCAA-approved credits must be completed before the start of your seventh semester. A list of Core Courses can be found at NCAA.org)

* In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements. [Source: NCAA.org, January 2023]

Have a Back-Up Plan

If you are passionate about a sport, do not give up on your dream! But be realistic and have a backup plan. There are several occupations that will allow you to work in professional sports and stay close to the game. Below are just a few examples of sports-related careers you may want to check out. Find more details on these occupations at www.onetonline.org.

- Coaches and Scouts
- Athletic Trainers
- Physical Therapists
- Sports Psychologists
- Broadcaster/Journalists
- Reporters and Correspondents
- Public Relations Specialists
- Photographers



Your Money

What happens when you leave home, get your own place, and have to start paying all of the bills on your own...such as rent, groceries, phone and electric bills? Reality will set in! If you're not careful, you'll find it tough to pay all of your bills and still afford a social life and leisure activities. However, developing a budget can help. Try working through the budget activity on the next two pages.

Reality Check

This activity was designed to help you understand your personal financial needs based on your desired lifestyle. In general, after deducting your monthly expenses, taxes and savings, your take home pay should be greater than your expenses. Keep your personal needs in mind as you complete this activity.




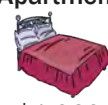



















Directions:

Step 1 - Write down the annual entry wages of your desired occupation.*

\$ _____

Step 2 - Under each category below, choose the option that best applies to your desired lifestyle and write the amount on the line in the totals column.

*To find wage information, go to: www.onetonline.org. Enter your occupation into the **Occupation keyword search** box at the top right of the screen. Choose your occupation from the generated list. Scroll to the bottom of the **Summary** tab and under the header, **Wages and Employment Trends**, choose the state in which you are interested. Your first job will most likely fall into the Annual Low category. You will earn more with experience.

| | 4-Bedroom Apartment | 3-Bedroom Apartment | 2-Bedroom Apartment | 1-Bedroom Apartment | Totals |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------|
| Housing Assuming you won't be living with your parents, you'll need a place to stay. You can reduce costs by living with roommates. |  \$487 <small>(per person)</small> |  \$564 <small>(per person)</small> |  \$643 <small>(per person)</small> |  \$1,060 | \$ _____ |
| Utilities Monthly bills are sometimes included with rent, but homeowners must pay for utilities. | All Utilities (Electric/Gas/Energy/Water/Garbage) | | | | \$ _____ |
| |  \$320 <small>(could be split with roommates)</small> |  |  |  | \$ _____ |
| Communication You can save money by skipping a landline or cable, or by finding a good deal on bundled services. Add all that apply. | Phone  \$110 | Internet/TV  \$80 | | | \$ _____ |
| Food Some people like to cook and others like to dine out. Most do a little of each. Choose one or enter your own estimate. | Eat at Home  \$275 | Home/Dine Out  \$425 | Mostly Dine Out  \$575 | Enter Your Own \$ _____ | \$ _____ |
| Transportation You need to get to and from work and play. Car payments vary depending on the vehicle, and the length of the loan. | Bike/Walk  \$20 | Public Transportation  \$60 | Personal Vehicle  \$765 | \$ _____ | |
| Clothes Many occupations require a professional wardrobe. Others require specialized items such as steel-toe work boots. | Minimal New Clothes  \$30 | A Few Basics  \$50 | I like Clothes  \$65 | I love Clothes!  \$105 | \$ _____ |
| Health Care You can buy health insurance to cover your medical expenses or pay out-of-pocket for medical, dental, and vision visits. | Insurance (Health Care/Dental/Vision) | | | | \$ _____ |
| |  \$280 |  |  | \$ _____ | |

Entertainment

Do your hobbies mainly involve a library card, or a season ski pass? Entertainment usually comes with a price tag.

Make Your Own Fun

 \$110

Mainly Hang Out

 \$160

Hang Out/Go Out

 \$230

Mainly Go Out

 \$340

Totals

\$ _____

Personal Care

Personal care items include things such as haircuts, makeup, grooming supplies, and gym memberships.

Low

 \$40

Medium

 \$55

High

 \$75

Pamper Yourself

 \$110

\$ _____

Miscellaneous

Do you have pets? How often do you buy a new computer? Do you like to travel? What about unexpected expenses?

Low

 \$115

Medium

 \$170

High

 \$285


Higher

 \$ _____

\$ _____

Student Loans

Student debt is a fact of life for most graduates. Typical monthly payments are listed by degree type.

No Debt

 \$0

Associate's Degree

 \$155

Bachelor's Degree

 \$340

Graduate Degree

 \$730

\$ _____

Source: Format adapted from the Montana Career Guide.

Step 3 - Total your monthly expenses.

Total Personal Expenses \$ _____

Step 4 - Divide your annual salary (on page 46) by 12 to convert it to gross monthly wages.

Gross Monthly Wages \$ _____

Step 5 - Add Federal & State Taxes and Social Security.

For Federal and State tax amounts, see the bracket below to determine your tax percentage rate based on the annual salary you selected for Step 1 on page 48. Social Security is 6.2% of your monthly wages.

Federal Tax \$ _____

State Tax \$ _____

Social Security \$ _____

Total Taxes \$ _____

Step 6 - Add in Savings (5% of monthly wages) Although this is not a mandatory monthly deduction, try to get into the habit of putting aside savings every month.

Savings \$ _____

Step 7 - Add together your Total Personal Expenses, Total Taxes, and Savings to determine your Total Monthly Expenses.

Total Monthly Expenses \$ _____

Step 8 - Subtract your Total Monthly Expenses from your Gross Monthly Wages to determine your Net Take Home Pay.

Net Take Home Pay \$ _____

2023 Delaware Tax Bracket (Single) Marginal Tax Rate (%)

| | |
|---------------------|-------|
| \$2,000 – \$4,999 | 2.2% |
| \$5,000 – \$9,999 | 3.9% |
| \$10,000 – \$19,999 | 4.8% |
| \$20,000 – \$24,999 | 5.2% |
| \$25,000 – \$59,999 | 5.55% |
| \$60,000+ | 6.6% |

2023 Federal Tax Bracket (Single) Marginal Tax Rate (%)

| | |
|-----------------------|------------------------------------------------|
| \$0 – \$11,000 | 10% of the taxable income |
| \$11,001 – \$44,725 | \$1,100 plus 12% of the amount over \$11,000 |
| \$44,726 – \$95,375 | \$5,147 plus 22% of the amount over \$44,725 |
| \$95,376 – \$182,100 | \$16,290 plus 24% of the amount over \$95,375 |
| \$182,101 – \$231,250 | \$37,104 plus 32% of the amount over \$182,100 |
| \$231,251+ | \$52,832 plus 35% of the amount over \$231,250 |

Reality Check Review

How does your budget look? Do you have any money leftover or will you need to cut your expenses? Based on what you have learned, write your desired wage under **Column 1 (My Profile)** on **Row 8 (Entry Wage)** of the **Occupation Comparison Chart** on page 50.

Based on this exercise, I would like to earn an entry wage of:

\$ _____

Where Do I Want to Live?

Once you figure out your budget, you will need to think about where you want to live. Ask yourself some basic questions to help you decide:

- Do I want to live near my family?
- Do I want to live somewhere where it is cold and snowy in the winter?
- Do I want to live near the beach?
- Is getting the job I want more important than where I live?



If where you live is important to you, write your two favorite locations under Column 1 (My Profile) on Row 9 - Job Location(s) - of the Occupation Comparison Chart on page 50.

Consider the cost of living in your decision-making. Look at the table below to see how the cost of goods and services varies in different locations across the United States.

| City and State | 2 BR Apt Rent /month | Home Energy /month | Gas regular /gallon | Doctor Office Visit | Men's Haircut, No Styling | Dry Cleaning, 2 pc. Suit | Whole Milk half gal. | White Bread 24 oz. | Eggs dozen | Corn Flakes 18 oz. | Bananas /per lb. | Cheese Pizza 12" |
|----------------------|----------------------|--------------------|---------------------|---------------------|---------------------------|--------------------------|----------------------|--------------------|------------|--------------------|------------------|------------------|
| Delaware | | | | | | | | | | | | |
| Dover | 1,542 | 187.26 | 3.95 | 102.50 | 19.17 | 13.00 | 2.46 | 3.59 | 2.42 | 4.61 | 0.60 | 10.99 |
| Wilmington | 1,904 | 145.31 | 3.89 | 125.17 | 28.64 | 18.33 | 3.40 | 3.73 | 2.62 | 5.16 | 0.64 | 11.37 |
| Northeast | | | | | | | | | | | | |
| Boston, MA | 3,747 | 257.12 | 4.32 | 165.83 | 41.53 | 15.82 | 3.13 | 4.87 | 2.81 | 5.50 | 0.72 | 12.99 |
| Washington, DC | 3,220 | 217.29 | 3.98 | 129.71 | 41.95 | 13.48 | 2.91 | 3.70 | 2.62 | 5.16 | 0.72 | 11.99 |
| Manhattan, NY | 4,569 | 183.24 | 4.15 | 121.36 | 27.59 | 16.12 | 3.04 | 4.13 | 3.09 | 6.20 | 0.98 | 13.41 |
| Philadelphia, PA | 1,542 | 208.88 | 4.19 | 136.17 | 21.66 | 12.89 | 2.57 | 4.47 | 2.47 | 5.47 | 0.65 | 11.07 |
| Baltimore, MD | 1,868 | 186.11 | 3.67 | 80.00 | 23.96 | 10.89 | 2.45 | 4.09 | 2.54 | 4.93 | 0.65 | 12.66 |
| Southeast | | | | | | | | | | | | |
| Lynchburg, VA | 983 | 213.34 | 3.53 | 140.97 | 13.00 | 11.38 | 2.34 | 3.45 | 1.69 | 4.71 | 0.49 | 11.88 |
| Louisville, KY | 1,315 | 196.70 | 4.13 | 82.50 | 16.87 | 19.57 | 1.51 | 3.78 | 1.48 | 4.27 | 0.55 | 12.66 |
| Atlanta, GA | 1,551 | 134.75 | 3.87 | 115.86 | 24.88 | 12.59 | 1.94 | 3.87 | 1.87 | 4.54 | 0.54 | 11.13 |
| Orlando, FL | 1,766 | 154.33 | 3.83 | 98.00 | 28.37 | 15.61 | 2.67 | 3.98 | 2.44 | 4.30 | 0.64 | 9.60 |
| North Central | | | | | | | | | | | | |
| Waterloo, IA | 923 | 148.68 | 3.54 | 130.00 | 17.14 | 13.00 | 2.20 | 3.66 | 2.03 | 4.14 | 0.55 | 10.96 |
| Chicago, IL | 2,889 | 156.43 | 4.32 | 165.67 | 31.97 | 13.50 | 2.29 | 3.98 | 2.66 | 6.11 | 0.64 | 12.83 |
| Wichita, KS | 978 | 165.13 | 3.75 | 106.36 | 22.46 | 15.72 | 2.05 | 3.67 | 1.95 | 4.86 | 0.56 | 11.85 |
| South Central | | | | | | | | | | | | |
| Denver, CO | 1,841 | 137.08 | 3.72 | 106.00 | 25.18 | 16.91 | 2.07 | 3.91 | 2.07 | 4.34 | 0.55 | 11.82 |
| Dallas, TX | 1,563 | 215.79 | 3.39 | 141.13 | 30.00 | 14.15 | 2.34 | 4.00 | 2.12 | 5.00 | 0.55 | 10.59 |
| Phoenix, AZ | 2,083 | 187.70 | 4.30 | 99.00 | 19.25 | 12.02 | 2.06 | 3.76 | 2.51 | 4.41 | 0.60 | 12.15 |
| West | | | | | | | | | | | | |
| Anchorage, AK | 1,516 | 232.37 | 4.49 | 228.37 | 27.63 | 16.68 | 2.85 | 4.74 | 2.16 | 6.09 | 0.91 | 12.47 |
| San Francisco, CA | 3,585 | 267.64 | 5.42 | 174.07 | 26.74 | 15.72 | 3.38 | 5.04 | 3.83 | 5.74 | 0.89 | 14.77 |
| Boise, ID | 1,640 | 127.16 | 4.43 | 140.88 | 23.62 | 18.22 | 2.21 | 3.49 | 1.69 | 4.91 | 0.60 | 11.19 |
| Portland, OR | 2,636 | 157.38 | 4.72 | 142.04 | 39.58 | 17.73 | 2.88 | 3.79 | 2.75 | 5.07 | 0.72 | 12.64 |
| Honolulu, HI | 3,589 | 309.47 | 5.03 | 168.32 | 17.49 | 23.77 | 4.32 | 5.58 | 4.32 | 6.19 | 1.30 | 14.99 |

NOTE: Data are taken from the C2ER Cost of Living Index, 2023 First Quarter Data, published May 2023.

A goal without a plan is just a wish.

Antoine de Saint-Exupéry

You Need a Plan...a Career Plan!

Whether you think you will continue your education after high school or maybe pursue other career training options, you are going to need a plan. Remember, for as much of your life as you will likely spend at your future job, it is really important that you enjoy the work as much as possible. Even if your career choice requires several more years of education after high school, that's a small investment of time to be able to do something you want the rest of your life. Fill out the **Career Plan** below to help get you moving in the right direction.

1. MY OCCUPATIONAL GOAL:

2. MY POST-SECONDARY GOALS: (What will I do after I graduate high school to prepare for my occupational goal?)

* Check all the boxes below for goals that apply to you and then list the tasks you must accomplish in order to meet your occupational goal.

GOAL: I will need more formal education.

What degree(s) or certificate(s) will I need to pursue? How many years will this take? Which schools offer this degree? How will I pay for it?

TASKS

GOAL: I will need vocational or on-the-job training.

What training do I actually need? How long will it take? Where can I get this training? Can I apprentice? Is there financial aid available?

TASKS

GOAL: I will go straight to work.

Where do I want to work? Be specific. What's the application process? Who do I know that could help me?

TASKS

GOAL: I will build more skills & experience.

I could volunteer, job shadow, hold occupational interviews, work part-time, take an internship, etc. How exactly will you build your skills and experience?

TASKS

GOAL: I will build character and maintain my health.

I could join professionals or student organizations, take leadership roles, define my values, play sports, exercise regularly and eat healthy foods. What exactly do I plan to do?

TASKS

GOAL: I will build my personal & professional network.

I can add people who work in my chosen field and those who are supportive in my personal life. Where will I store this information and how will I maintain it?

TASKS

How Do I Match Up?

Complete this chart to evaluate all that you have learned about yourself and the world of work.



Column 1
Complete this column with information you have discovered about yourself. Use the page numbers and resources provided.

Columns 2 & 3

Complete these columns for the two occupations you want to compare. Fill in each cell using the information you have found through your research. If you are missing any information, you know where to find it! www.onetonline.org

Occupation Comparison Chart



| | | Column 1 | Column 2 | Column 3 |
|---|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------|--------------|
| | Job Attribute | My Profile | Occupation 1 | Occupation 2 |
| 1 | Occupation Title | my name date | | |
| 2 | Holland Code (RIASEC) (Interest code) | p. 10 | | |
| 3 | Career Clusters | p. 14 | | |
| 4 | Basic Skills (www.onetonline.org) | p. 15 | | |
| 5 | Work Values | p. 18 | | |
| 6 | Job Openings/Growth (from pp. 26 & 27 or www.onetonline.org) | <i>Are you looking for an occupation that is growing? How important is it to you? Keep this in mind.</i> | | |
| 7 | Education | p. 44 | | |
| 8 | Entry Wage | p. 47 | | |
| 9 | Job Location(s) | p. 48 | | |

O*NET does not classify occupations by likes (hands, people, information) or learning styles (visual, auditory, kinesthetic/tactile), but you can probably guess where most occupations fall. Keep those preferences in mind, as well.

What Is My Best Match?

Analysis

Occupation Comparison Chart

1. On the previous page in Columns 2 & 3, circle each item that matches or is pretty close to matching your personal profile in Column 1.

NOTE: If your Profile Holland Code is AIR and the Code for one of your occupations is AIS, that's still a very close match. It might also be a close match if the A and I are switched (IAR), unless your Artistic personality is extremely dominant. Use your judgment.

2. Now determine which of the two occupations from the chart matches your personal profile better. Complete the sentence at the bottom of this page – *This occupation is my best match so far:* – with the name of that occupation.

3. Complete the second sentence – *I am also considering this occupation:* – with another occupation if you believe it could also be a good match.

4. If you are not satisfied with your results, fill out the *Occupation Comparison Chart* again. This time, use two different occupations that you identified in Steps 1 – 3 to see how well they match your profile. Or you may want to research different occupations from O*Net. It's possible that the best match for you is an occupation that, at this time, you don't even know exists.

Reality Check

Do you still want to consider your dream occupation from Step 1?

If your dream occupation didn't make it to this page as a good match, but you're not ready to let it go, then it's worth researching in the real world. Written activities are great tools to help you determine patterns and to set a course, but they shouldn't be used alone to drive your decision-making. See if you can interview someone, or volunteer, or intern in your dream job to gain a better understanding of what the occupation really entails. It will be worth it to you in the long run.

What to do if your dream job is not a good match after all:

1. Enjoy your dream as an avocation. You may enjoy writing but you don't have the self-discipline required to make a living as a novelist. Find a more suitable occupation for your day job, but don't give up your writing. It may take you a long time, but if you keep working at it, your novel will be finished one day.

2. Find a different occupation in the same field of interest.

What if you don't have the talent to make it as a professional athlete? You might find career satisfaction as a coach, a trainer, an agent, a team marketing specialist, a sports writer, or a field maintenance worker. There are

many occupations in which you can indulge your love of sports and still earn a good living.

3. Consider the same occupation in a different environment.

If you have dreamt of becoming a teacher, but you realize you're not cut out to teach in a classroom, consider other teaching environments. Perhaps you could tutor students privately or teach online classes. Determine which kind of environment you do enjoy and research teaching jobs that fulfill that need.



What Next?

Everything you've done thus far in the *Delaware Career Compass* has been on paper or on the computer. The activities and research have provided you with occupational patterns to get you started on your career adventure, but nothing can take the place of going into the real world to try out jobs firsthand.

This occupation is my best match so far: _____

I am also considering this occupation: _____

Go on to Step 4

NEXT »

Step 4

How Do I Do It?

In **Step 1**, you looked at your interests, skills, and work values. In **Step 2**, you looked at Delaware's overall labor market. In **Step 3**, you chose the occupation most suited to your self-assessment. **Now comes the fun part!** It's time to take your goals and turn them into reality. Whether you're looking for additional training or education, looking into the military, or thinking about employment, this step will provide you valuable assistance.



SECTION 1: High School and Career & Technical Education

Make the Most of High School

1. Take a variety of classes to discover what you're good at and what interests you. Take a chance – try something new.
2. Consider Career & Technical Education (CTE). Join a CTE student organization.
3. Appreciate the diversity of your classmates. Learn to work with all types of people. Move out of your comfort zone.
4. Choose a career pathway that matches your interests and skills.
5. Take advantage of extracurricular activities that interest you. Try sports, clubs, music, community theater, scouts, babysitting, lawn care, photography, etc., to learn new skills, build character, and practice responsibility.
6. Get really, really good at something – anything.
7. Volunteer to work in a job that you think might be a good career match. What you perceive about an occupation is very often different from the reality of it.
8. Find a summer job that will provide you with more insight into the world of work and how you fit in.
9. Make mindful decisions. Think about the person you want to become and the place you want to fill in this world because you are shaping that person right now.



What is Career & Technical Education?

Technical jobs are very much in demand today. Career & Technical Education (CTE) is dedicated to providing secondary students with the education and skills they need to be successfully employed after graduation or to advance to postsecondary education.

CTE includes a wide variety of programs that are designed to equip you with career and life skills. As a CTE student, you can explore career options, gain close insight into a number of fields, prepare for a wide range of occupations, earn college credit while you're still in high school, and experience on-the-job work-based learning. Students who successfully complete these programs can continue their education and enter high-skill, high-wage, high-demand careers.

Career & Technical Education in Delaware High Schools



Delaware's goal is for every high school graduate to be college or career ready, and there are multiple avenues available for each student to achieve that. The old separate paths where some students went to public or private high schools to prepare for college while others went to a vocational school to prepare directly for work are no longer as distinct. Now, all public and most charter schools offer a variety of career and technical education (CTE) pathways where students can get real work experience and earn certificates employers look for when hiring, as well as prepare for college. Vocational-technical (Vo-Tech) schools focus primarily on career readiness, but also prepare students for further post-secondary education.

On the following pages, a listing of career programs offered in the comprehensive, charter, and Vo-Tech schools is provided. Descriptions of these programs can be found online at: <https://laborfiles.delaware.gov/dcrn/extra/Career-Program-Descriptions.pdf> or by scanning the QR code on this page. The Delaware Department of Education (DOE) staff have developed state-model programs which should be essentially the same at each school where a particular program is offered. Individual schools can also develop their own programs which become approved programs when certified by DOE. These programs can all be found in the tables below. Individual schools may also have other individual programs which are too numerous to list in their entirety here. You can find more information about the offerings in each school/district by visiting <https://delawarepathways.org/pathways-programs/>.



Career Programs Offered in Comprehensive & Charter Schools

| PROGRAM NAME | HIGH SCHOOLS WHERE OFFERED |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agriculture, Food & Natural Resources | |
| Agricultural Power and Engineering | Dover, Sussex Central, Lake Forest, Smyrna, Christiana |
| Agricultural Structures & Engineering | Sussex Central, Milford, Smyrna, Woodbridge |
| Animal Science & Management | Appo, Middletown, Caesar Rodney, Cape Henlopen, Dover, Christiana, Odessa, William Penn, Delmar, Lake Forest, Laurel, Milford, McKean, Smyrna, Woodbridge |
| Biotechnology | MOT Charter, Newark Charter |
| Biotechnology Laboratory Technician | Newark Charter |
| Environmental and Natural Resource Science (ENRS) | Dover, William Penn, McKean, Seaford, Polytech |
| Food Science | Milford, Odyssey Charter |
| Natural Resource Management | Appo, Middletown, Cape Henlopen, Odessa, Smyrna, Sussex Central |
| Plant Science | Appo, Middletown, Caesar Rodney, Cape Henlopen, Christiana, William Penn, Delmar, Lake Forest, Laurel, Milford, McKean, Odessa, Smyrna, Woodbridge |
| Architecture & Construction | |
| Architectural Engineering Technology (AET) | Caesar Rodney, Dover, A.I. DuPont, Sussex Tech |
| Building Trades | William Penn |
| Carpentry Cabinetry and Design | Cape Henlopen |
| Construction Machinery Operator | Appo, Middletown, Odessa |
| Construction Technology | William Penn |
| HVAC Technician | Woodbridge, Laurel |
| Arts, Audiovisual Technology & Communications | |
| Digital Business Communication | MOT Charter |
| Digital Communication Technology | Appo, Middletown, Brandywine, Mount Pleasant, Caesar Rodney, Dover, Sussex Academy, Newark, William Penn, Delmar, Lake Forest, Laurel, Milford, A.I. DuPont, Cab Calloway, Odessa, Seaford, Smyrna, Odyssey |
| Digital Media | William Penn |
| Digital Media & Imaging | MOT Charter |
| Fashion & Apparel | Cape Henlopen, Glasgow |
| Business Management & Administration | |
| Academy of Business Information & Management (AOBIM) | Caesar Rodney, Odyssey Charter, Glasgow, William Penn, Lake Forest, Las Americas ASPIRA, A.I. DuPont, DMA, Smyrna |
| ECHS Business Management | Early College High |
| Junior Achievement | Seaford |

| PROGRAM NAME | HIGH SCHOOLS WHERE OFFERED |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Education & Training | |
| Early Childhood Teacher Academy | Appo, Middletown, Brandywine, Concord, Mount Pleasant, Dover, Odessa, Caesar Rodney, Howard, Laurel, Polytech, William Penn, McKean, Smyrna, Sussex Tech |
| Education and Leadership | Appo, Middletown, Odessa |
| K-12 Teacher Academy | Appo, Middletown, Caesar Rodney, Cape Henlopen, Dover, Early College, Howard, Great Oaks Charter, Glasgow, William Penn, Delmar, Indian River, Sussex Central, Laurel, Milford, Polytech, A.I. DuPont, McKean, Seaford, Smyrna, Woodbridge, Las Americas ASPIRA, Delcastle, Early College High, Odessa, Odyssey |
| Finance | |
| Academy of Finance (AOF) | Appo, Middletown, Caesar Rodney, Dover, DSCYF, Glasgow, William Penn, Delmar, Indian River, Sussex Central, Lake Forest, Laurel, Milford, A.I. DuPont, Smyrna, Woodbridge, Newark, Odessa |
| Accounting | Smyrna |
| Health Science | |
| Academy of Allied Health at DSU | Early College High |
| Allied Health | Appo, Middletown, Cape Henlopen, Great Oaks Charter, Christiana, Delmar, Odessa, Indian River, Sussex Central, Milford, Smyrna, Odyssey Charter, Woodbridge, Delcastle |
| Healthcare Technician | William Penn |
| Nurse Assisting | Dover, Indian River, Conrad, Great Oaks Charter, Woodbridge, DAPSS |
| Patient Care Assistant | Brandywine, Caesar Rodney, Concord, McKean, Milford, Mount Pleasant, Woodbridge |
| Public & Community Health | Appo, Middletown, Great Oaks Charter, Christiana, Lake Forest, Milford, Odessa, Seaford, Las Americas ASPIRA |
| Hospitality & Tourism | |
| Culinary & Hospitality Management | Appo, Middletown, Brandywine, Mount Pleasant, Caesar Rodney, Dover, Odessa, Cape Henlopen, William Penn, Lake Forest, Laurel, Delcastle, Hodgson, Howard, St. Georges, Polytech, McKean, Seaford, Smyrna, Ferris School & Cleveland White |
| Hospitality & Tourism Management | Sussex Tech, Milford |
| Hospitality Management: Lodging, Travel, and Tourism | Sussex Tech |
| Information Technology | |
| Cisco Networking Academy | Polytech, Hodgson, Howard, Sussex Tech |
| Computer and Information Sciences | Sussex Central |
| Computer Science | Appo, Middletown, Brandywine, Concord, Mount Pleasant, Caesar Rodney, Cape Henlopen, Early College High, First State Military Academy, MOT Charter, Newark Charter, Odyssey Charter, Christiana, Newark, William Penn, Indian River, Milford, Conrad, Dickinson, Smyrna, Sussex Academy, Odessa, Woodbridge, Las Americas ASPIRA, DAPSS, Glasgow |
| IT Support Specialist | William Penn |
| Manufacturing | |
| Industrial Maintenance Mechanic | Dover, Kent County Secondary Intensive Learning Center |
| Manufacturing Engineering Technology | Caesar Rodney, MOT Charter, Delmar, Lake Forest, McKean |

| PROGRAM NAME | HIGH SCHOOLS WHERE OFFERED |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Marketing, Sales & Service | |
| Marketing Today | Brandywine, Concord, Mount Pleasant, Caesar Rodney, Glasgow, William Penn, Newark, MOT Charter, McKean, Newark Charter, A.I. DuPont, Seaford, Smyrna, Sussex Central, Cape Henlopen |
| Science, Technology, Engineering & Mathematics | |
| Biomedical Science | Brandywine, Odyssey, Glasgow, Laurel, Conrad, First State Military Academy, Delcastle |
| BSD Design & Engineering | Brandywine, Concord, Mount Pleasant |
| Engineering | Appo, Middletown, Newark Charter, Sussex Academy, Christiana, Glasgow, Newark, William Penn, Indian River, Milford, Hodgson, Odessa, Polytech, Dickinson, Smyrna, Sussex Academy |
| Transportation, Distribution & Logistics | |
| Automotive Technology | Delcastle, Hodgson, Howard, St. Georges, Polytech, Sussex Tech, McKean |
| Capstone for ALL Pathways | |
| Work Based Learning Practicum | Appo, Middletown, Odessa, Brandywine, Concord, Delcastle, Hodgson, Howard, St. Georges, Mount Pleasant, Dickinson, Caesar Rodney, Cape Henlopen, Dover, William Penn, Milford, A.I. DuPont, Cab Calloway, McKean, Seaford, Smyrna, Sussex Tech, Woodbridge, Conrad, Lake Forest, Delmar, Laurel, Kent County Secondary Intensive Learning Center, Odyssey |

Career Programs Offered in Vo-Tech Schools

| PROGRAM NAME | DELCASTLE | HODGSON | HOWARD | ST. GEORGES | POLYTECH | SUSSEX TECH |
|--------------------------------------------------|-----------|---------|--------|-------------|----------|-------------|
| BUSINESS, COMMUNICATIONS, & COMPUTERS | | | | | | |
| Academy of Finance and Business | | | X | | | |
| Broadcast Media | | | | | X | |
| Business, Finance and Marketing | | | | | | X |
| Business Technology | X | | | | | |
| Cisco Networking Academy | | X | | | X | X |
| Digital Media | X | | | | | |
| Digital Publishing and Print Design | | | | | | X |
| Graphic Arts | X | | | | | |
| Information Technology & Networking | | | X | | | |
| IT Academy | X | | | X | | |
| Media Broadcasting | | | | | | X |
| Web and Print Technology | | | | X | | |

| PROGRAM NAME | DELCASTLE | HODGSON | HOWARD | ST. GEORGES | POLYTECH | SUSSEX TECH |
|---------------------------------------------|-----------|---------|--------|-------------|----------|-------------|
| CONSTRUCTION TECHNOLOGIES | | | | | | |
| Building Automation Systems | | | X | | | |
| Building Construction | | | | | X | |
| Carpentry | X | X | X | X | | |
| Carpentry/Construction Management | | | | | | X |
| Electrical and Green Energy | | | | | | X |
| Electrical Trades | X | X | X | X | X | |
| Heating, Ventilation & Air Conditioning | X | | | X | | X |
| Industrial Mechanics/ Millwright Technology | | X | | | | |
| Landscape Management and Environmental | | | | | | X |
| Masonry | | X | | | X | |
| Plumbing | X | X | | X | | |
| Sheet Metal Fabrication | X | | | | | |
| Welding/Fabrication | X | | | | X | |
| HEALTH SERVICES | | | | | | |
| Athletic Healthcare Services | | | | X | | |
| Biomedical Sciences and Allied Health | X | | | | | |
| Dental Assisting | X | X | X | | X | |
| Dental Services | | | | | | X |
| Emergency Medical Services | | | | X | | |
| Health Professions | | | | | | X |
| Healthcare & Rehabilitation | | | | | X | |
| Medical Assisting | X | | X | X | X | |
| Medical Office Administration | | X | | X | | |
| Nursing Technology | X | X | X | X | | |
| Patient Care Services | | | | | X | |
| Physical Therapy-Athletic Health Care | | | | | | X |
| Physical Therapy Medical Assisting | | X | | | | |
| Surgical Technology | X | | | | | |

| PROGRAM NAME | DELCASTLE | HODGSON | HOWARD | ST. GEORGES | POLYTECH | SUSSEX TECH |
|-----------------------------------------------|-----------|---------|--------|-------------|----------|-------------|
| PUBLIC AND CONSUMER SERVICES | | | | | | |
| Cosmetology | X | X | X | | X | X |
| Criminal Justice | | | | | X | |
| Culinary Arts | X | X | X | X | X | |
| Early Care and Education | | | | | X | X |
| Teacher Academy | X | | X | | X | |
| Legal Administrative Assisting | | | X | | | |
| Legal Support Services | | | X | | | |
| Legal Support Services and Criminal Justice | | | | | | X |
| Production & Imaging Technology | X | | | | | |
| Teacher Academy for Early Childhood Education | | X | X | X | | |
| SCIENCE, ENERGY, AND DRAFTING | | | | | | |
| Biotechnology | | | | X | | |
| Chemical Lab Technology | X | | | | | |
| Electronics | | | | | X | X |
| Engineering Design | | | | | X | |
| Environmental Science | | | | | X | |
| Technical Drafting & Design | X | X | | X | | |
| TRANSPORTATION | | | | | | |
| Auto Body | X | X | | | X | |
| Auto/Diesel Technology | | | X | | | |
| Automotive Technologies | X | X | | X | X | X |
| Aviation Technology | X | | | | | |
| Collision Repair | | | | | | X |
| Engine Technology | | | X | | | |

Should I join a CTE Student Organization?

If you're looking for ways to enhance your career and technical education experience, participate in a student organization. Currently, there are eight active organizations available to students enrolled in career and technical education programs. These student organizations can have a very positive impact on career development because they offer "real-life" experiences, insight into careers, and the chance to make valuable contacts with business professionals. Contact a counselor or career and technical education teacher to join.



Educators Rising

Educators Rising is a career and technical student organization (CTSO) in which 1) **Chapters** provide our 51% diverse students a place for support and networking, a strong 2) **Curriculum** delivers a structured way for students to prepare for their future profession, while 3) **Competitions** give students a chance to prove themselves as professionals, and 4) **Conferences** provide a national stage in which to network and be recognized for their achievements to the profession and develop the, 5) **Collegiality** that comes from being part of a network, a family of professionals, and a movement.

National website:
www.educatorsrising.org

Delaware website:
www.delawareedrising.org



Business Professionals of America (BPA)

Business Professionals of America is the nation's leading CTSO (Career and Technical Student Organization) for students pursuing careers in business management, information technology, finance, accounting, office administration, and other business-related career fields. With 45,000 members in over 1,800 chapters across 25 states and Puerto Rico, BPA is a co-curricular organization that supports business and information technology educators by offering co-curricular exercises based on national standards.

National website:
www.bpa.org

Delaware website:
<http://delawarebpa.org>

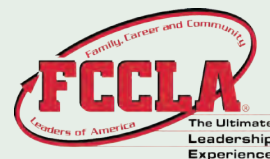


DECA

DECA, an association of Marketing students, prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management. DECA conferences are targeted, highly-focused learning experiences for students. These conferences bring members into the larger DECA community while providing unique opportunities to extend classroom learning. Each of DECA's conferences connects with corporate professionals to engage students in learning industry-related trends and content.

National website:
www.deca.org

Delaware website:
<http://delawaredeca.org>



Family, Career & Community Leaders of America, Inc. (FCCLA)

Family, Career and Community Leaders of America is a national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private schools through grade 12. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life – planning, goal setting, problem solving, decision making, and interpersonal communication – necessary in the home and workplace.

National website:
<https://fcclainc.org/>

Delaware website:
<http://delawarefccla.org/>





Future Health Professionals (HOSA)

HOSA Future Health Professionals is an international organization for students enrolled in health science programs and who are planning a career in healthcare. The activities of *HOSA* provide opportunities to develop, practice, and refine clinical, leadership, and teamwork skills to achieve a seamless transition from education to a career. Its competitive events program, aligned with the National Health Science Standards, helps students graduate and be career and college ready.

National website:
www.hosa.org

Delaware website:
<http://delawarehosa.org>



National FFA Organization

The *National FFA Organization* envisions a future in which all agriscience education students will discover their passion in life and build on that insight to chart the course for their education, career, and personal future. Delaware FFA members are preparing for careers in agricultural structures and engineering, agricultural power and engineering, animal science and management, food science and technology, natural resource management, plant science, forestry, biotechnology, agribusiness, and other diverse agricultural fields.

National website:
www.ffa.org

Delaware website:
www.delawareffa.org



SkillsUSA

SkillsUSA's mission is to help its members become world-class workers, leaders, and responsible American citizens. It builds and reinforces self-confidence, work attitudes, and communications skills. It emphasizes total quality at work, including high ethical standards, superior work skills, life-long education, and pride in the dignity of work. *SkillsUSA* also promotes understanding of the free-enterprise system and involvement in community service.

National website:
www.skillsusa.org

Delaware website:
<http://delawareskillsusa.org>



Technology Student Association (TSA)

The *Technology Student Association* fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering, and mathematics (STEM) concepts through co-curricular activities, state and national competitions, community service projects, and group organizational activities. The TSA motto is *Learning to Lead in a Technical World*.

National website:
<https://tsaweb.org/>

Delaware website:
<http://detsa.org>



SECTION 2: Career Readiness

Am I Eligible to Work?

Delaware developed laws many years ago to protect anyone under 18 from harmful employment practices by an employer. These laws are designed to prevent you from using dangerous equipment and to limit the number of hours you can work. You should know your eligibility requirements and be aware of what you can and cannot do on the job.

How old do I have to be to work in Delaware?

You must be at least 14 years old.

Do I need a permit?

Yes. Most public middle schools, high schools, and school district offices have Child Labor Work Permit forms. They are also available for download on our website at <https://labor.delaware.gov/divisions/industrial-affairs/labor-law/child-labor/>. After you have filled out the center part of the form and the employer has filled out the upper part, a designated issuing officer will validate the permit at one of our office locations. You also have the option to submit the form via email to: workpermits@delaware.gov. Be sure to attach to the email (or bring with you if in person) valid proof of age in the form of government issued identification: Birth Certificate, Passport, Baptism Certificate or a State issued driver's license. Once the completed work permit is reviewed by the Wage and Hour staff, a determination will be emailed back to the minor. If you are getting your permit at your school, the issuing officer can use your school records to verify your birth date.

You may also pick up a work permit from our DE Department of Labor offices:

- 4425 N. Market Street, 3rd floor, Wilmington
- 252 Chapman Road, Christiana Bldg., Suite 210, Newark
- 655 S. Bay Road, Suite 2H, Blue Hen Corp. Ctr., Dover
- 8 Georgetown Plaza, Suite 2, Georgetown

NOTE: A new permit must be obtained and submitted every time you change employers.

Do I need my parents' permission to get a work permit?

If you are 14 or 15 years old, your parent or legal guardian must sign your work permit. This is not required for 16- and 17-year-olds.

Must I carry my permit with me when I'm at work?

No. You will give one permit copy to your employer to keep on file. Another copy will be kept on file at the Department of Labor in Wilmington until you reach age 18. A third copy should be kept for your own records. You must obtain a work permit each time you change jobs until age 18.

What hours can a 14- or 15-year-old work?

You may work between the hours of 7:00 a.m. and 7:00 p.m. from the day after Labor Day until May 31st. From June 1st through Labor Day, you may work between the hours of 7:00 a.m. and 9:00 p.m.

Call (302) 761-8200
for more information on work eligibility
(Select option 3 for Labor Law Enforcement)

You are also limited to the following:

- On school days: 4 hours
- On a non-school day: 8 hours
- Any 5-day school week: 18 hours
- During vacation weeks: 40 hours
- No more than 6 days in any week

What hours can a 16- or 17-year-old work?

You are limited to 12 hours a day in a combination of your school and work hours. And, you must have 8 consecutive hours of non-work, non-school time in each 24-hour period.

What kind of work is NOT allowed for teenagers under the age of 18 years?

Some examples are using deep fat fryers, baking, construction work, any job using ladders or scaffolds, loading and unloading trucks, and jobs in warehouses (except office and clerical work). Using or cleaning slicing machines, dough-mixing machines, and many metal-forming, punching, or shearing machines is prohibited. The erection and/ or repair of electrical wires is also prohibited. **NOTE:** Contact the DE Department of Labor for a complete list of prohibited occupations, and any vocational school exemptions. This information is also available on *our website*.

Is there any kind of work I can do without getting a work permit or while I'm younger than 14 years old?

Babysitting, domestic work, or chores in private homes, a golf caddy, and delivering newspapers, if you buy the papers and offer them for resale. Also, if your parent or legal guardian owns a business, you are allowed to perform any work assignment providing it is non-hazardous.

What is the minimum amount of money I can be paid?

Effective January 1, 2023, the minimum wage in Delaware for youth ages 14-17 is \$11.75/hour before any deductions are made for taxes or benefits. Delaware's minimum hourly wage will increase incrementally on January 1 \$13.25 in 2024, and \$15.00 in 2025.

However, if you have a job where the customers regularly give you tips, your employer may pay you as little as \$2.23/hour. Tips may not be taken or retained by an employer except as required by law. Tip pooling is permitted (under certain circumstances) in an amount not to exceed 15% of the actual tips received by the employee.

Do I get a break at work?

You are not permitted to work more than 5 hours continuously without a nonworking period (break) of at least one half hour. The employer is required by law to give you this "uninterrupted" break.

Find your Future in **The First State!**



The State of Delaware provides all types of services and programs that **help our communities, preserve our quality of life and help to create a better Delaware** for ourselves and our families. Working for the State of Delaware, you will help your neighbors every day.

As one of Delaware's largest employers, the State offers **a variety of jobs** for almost every educational background and skill set. The State offers opportunities to **further your education and training with certification programs and an online learning center**. With a state job, you will have a path to **career stability and growth**. Full-time jobs offer **comprehensive health benefits, paid sick and vacation time, and retirement benefits** such as pension which means you will continue to receive a paycheck after retiring.

The State of Delaware has over 1,500 different types of jobs, both full-time and part-time; regular and seasonal positions, so there is opportunity for everyone!

If you're not sure what job is best for you, the State offers **Career Counseling Workshops** to help you to identify jobs you may qualify for and learn techniques on submitting your application. To enroll, call our office at (302) 739-5458. Learn more by visiting www.statejobs.delaware.gov.

How to Apply:

State of Delaware jobs are posted on the Delaware Employment Link at www.statejobs.delaware.gov. Here, you can browse open positions, review job descriptions and requirements, and access resources to help you on your application and interview. Make sure to check the website regularly and sign up for email alerts so you do not miss out on any opportunities!

Let us help put you on the path to a challenging and rewarding career with the State of Delaware. With Great Benefits, Work Life Balance and Career Enrichment, you are sure to "Find your Future in the First State."



Scan the QR code to learn more & apply!



Connect with us on our social networks!    

Preparing Students for High-Demand Careers

We believe the best way to ensure Delaware students are the best candidates for high-demand careers in our state is to offer them work-based learning experiences. At the Delaware Office of Work-Based Learning, we coordinate with schools, employers, and community-based organizations to provide students with the hard and soft skills essential for workplace success.

With work-based learning, students gain:

Awareness - Learn about fields of interest through guest speakers, workplace tours and career fairs.

Exploration - Make personal connections and "test drive" careers through job shadows, industry-led projects, and informational and mock interviews.

Immersion - Gain hands-on work experience through internships, clinicals, and apprenticeships.

At the Delaware Office of Work-Based Learning, we are building a strong work-based learning infrastructure across the state so that our schools are supported, our students are prepared, and our industries are thriving with a talented homegrown workforce.

Students & Parents: Ask your school's Career & Technical Education (CTE) Coordinator how to get involved with our work-based learning programs!

Schools, Employers & Community-Based Organizations: Contact us at dowbl.org to join our growing network!

Delaware
OFFICE OF **Work-Based Learning**

A Del Tech Innovation



Is Registered Apprenticeship Right For Me?

Registered Apprenticeship is an employer-driven, “earn while you learn” model that combines on-the-job training with a job-related classroom or lab instruction. Registered Apprentices are sponsored by their employer and therefore typically work during the day and attend school at night. Registered Apprenticeship is a proven approach for preparing workers from age 16+ for jobs while meeting the needs of business for a highly-skilled workforce.

Registered Pre-Apprenticeship:

If you are not currently employed or working and looking at another career opportunity, consider looking into a Registered Pre-Apprenticeship Program.

POPULAR DELAWARE APPRENTICESHIP OCCUPATIONAL WAGES



Electricians

Average Entry: \$36,240
Average Experience: \$58,230



HVACR

Average Entry: \$37,840
Average Experience: \$53,240



Carpenters

Average Entry: \$37,980
Average Experience: \$57,500



Plumbers

Average Entry: \$32,080
Average Experience: \$57,990



Construction Laborers

Average Entry: \$28,690
Average Experience: \$41,940



Welders

Average Entry: \$35,280
Average Experience: \$50,750

ACTION STEPS

- Determine occupation.** Search for occupations listed by trade or county at <https://labor.delaware.gov/divisions/employment-training/apprenticeship-and-training/>.
- Ask your employer to sponsor you or find employment.** Search for Registered Sponsors listed by trade or county at <https://labor.delaware.gov/divisions/employment-training/apprenticeship-and-training/>.
- Create a Delaware JobLink account:** joblink.delaware.gov
- Take classes:** Your employer will direct you where to go for classes, whether it's at a vocational school or at another location internally. Contact your local vocational school about apprenticeship programs at any of the Adult Education locations in New Castle County, Kent County, or Sussex County. You must be sponsored to be a Registered Apprentice.



New Castle County Vo-Tech
(302) 683-3652



Polytech
(302) 697-4545



Sussex Tech
(302) 856-9035

Career & Technical Students/Graduates

Are you a student or graduate from a vocational technical school? You may be eligible for an advanced placement in the Registered Apprenticeship program. If you graduated from one of the six vocational technical high schools in Delaware, you are eligible to apply for an exemption of the first year in the education component of the program.

RESOURCES

Delaware Apprenticeship Programs, Occupations, Sponsors, Policies & Procedures
de.gov/apprenticeship

Delaware Department of Labor Employment & Training, Unemployment Insurance, Industrial Affairs, Vocational Rehabilitation and Labor Market Information
labor.delaware.gov

Delaware JobLink Jobseekers, Employers, Education & Training, Resources
joblink.delaware.gov

U.S. DOL: Apprenticeship Policies, National Apprenticeship Week, Resources, and more!
<https://www.dol.gov/agencies/eta/apprenticeship>

STAY CONNECTED

302-761-8328
apprenticeship@delaware.gov
de.gov/apprenticeship

@DelawareDET
@DelawareDET
@delaware_departmentoflabor

Newsletters
Sign-up for quarterly newsletters from Delaware Registered Apprenticeship newsletters at de.gov/deapprenticeshipnewsletter for news and updates, events, sponsor highlights, and more!



Is the Military for Me?

The United States Armed Forces is a career alternative you may want to consider. In the military, you can learn marketable job skills, make good friends, and develop a positive, winning attitude. The pay scale is competitive with many starting salaries in the private sector, and many allowances paid out by the military are tax-exempt. If a college education is one of your priorities, tuition support programs are one of the ways that the military can help you with the rising cost of postsecondary education.

About the Military

The U.S. Military consists of five active-duty Services and their respective Guard and Reserve units. All branches are equal parts of the United States Uniformed Services, headed by the president as Commander in Chief. Reserve and National Guard units perform as active-duty servicemembers on a part-time basis. These troops train close to home, deploying when needed to aid in international conflict or domestic disaster relief. Each one differs in specific programs, terms of duty and enlistment options.

Reasons to Join:

- Compensation • World Travel • Education Support • Personal Improvement
- Professional Training • Insurance & Retirement Benefits

Entering the Military

In order to join the service, you must be 18 years of age (or 17 with permission from your parent or guardian) and a U.S. citizen or legal immigrant holding permanent resident status. Before serving in the Military, there are a few things a young adult can do to prepare. The ASVAB Career Exploration Program (<https://www.military.com/join-armed-forces/asvab>) can help young adults discover suitable jobs. Likewise, they must meet certain requirements to serve, including age, educational, and physical prerequisites. Once committed to service, training begins in the form of boot camp.

If you want to go to college before joining the military, consider a Reserve Officers Training Corps (ROTC) program or other service-oriented commissioning program. If your high school has a Junior ROTC program, it will teach you problem-solving, ethics, and leadership skills before you enlist. Military academies and colleges provide another route to a college degree and officer status.

Joining the military is a big decision. Do your homework so there won't be any surprises and be sure to discuss your desire to serve with your family. To learn more about military life and careers, explore websites like www.todaysmilitary.com and www.careersinthemilitary.com. You can also visit the specific service websites listed on this page.



Army

As the oldest branch of the U.S. Military, the Army protects the security of the United States and its resources.

www.army.mil



Navy

The Navy defends the right to travel and trade freely on the world's oceans and protects national interests overseas.

www.navy.mil



Air Force

The U.S. Air Force protects American interests at home and abroad with a focus on air power.

www.airforce.com



Marine Corps

The Marine Corps is often first on the ground in combat situations.

www.marines.mil



Coast Guard

The Coast Guard protects America's waterways and deploys with the Navy during wartime.

www.uscg.mil

Three Ways to Serve

Active Duty

Active duty service members are full-time military personnel, living domestically or overseas. Active-duty terms last two to six years. Deployment can last up to a year.

Reserve

Reservists are part-time service members who pursue civilian careers or college education while serving. They attend boot camp and participate in training drills one weekend a month, plus a two-week program each year.

National Guard

In addition to training drills one weekend a month and two full weeks per year, National Guard units assist communities in their state during emergencies and natural disasters. During times of conflict, National Guard members may be deployed overseas and may see combat. They may also be assigned noncombat humanitarian tasks like building schools and hospitals, training local peacekeepers, and other community-building activities.

How Do I Find the Right Job?

Finding the right job takes planning and preparation. Keep in mind that you're promoting a productive worker – you! Market all of the skills and abilities you have to help an employer succeed.

Maintaining a positive outlook throughout your job search can be difficult. But if you follow proven guidelines to help you organize your job search, you will improve your chances of success, even in a difficult job market.

TEST THE WATERS

Volunteer

Volunteering will provide you with valuable personal and work experience which can be an important resume builder. It will also provide you with unique experiences that can help you solidify your career goals, develop teamwork and leadership abilities, learn new skills, and in some cases earn high school credit. Visit: <https://volunteer.delaware.gov/>

Try the job out

Why not try out some jobs before you make a long-term commitment?

- See if you can find an internship. To learn more, visit: www.internships.com.
- Or you might job shadow someone. Each job shadowing experience can be different. However, you typically will follow an employee and observe them partaking in their day-to-day work. They might ask you to help with certain tasks, as well. Job shadowing can be done as part of a formal program organized by a high school, or it can be scheduled informally. You can usually find a formal job shadowing program through your high school guidance counselor.
- You might also try a temporary or part-time job in an area that interests you. Any of these choices will provide you with valuable information about the real world of work.

BUILD A NETWORK

What is networking?

Networking is the cultivation of productive relationships for employment and business. It is most certainly a two-way street, and it is a skill worth perfecting because it will benefit you throughout your life.

Who should be in your network?

Start with family, friends, teachers, and neighbors. After you feel comfortable with those closest to you, broaden your network to those in your community who have similar career interests and who are currently doing jobs in which you are interested.

How do you network?

Involve yourself with groups that interest you and that pertain to your future career. Learn from the members of this group.

Invite them to be your friends and your mentors. Approach someone and simply ask about his/her job. It's a great way to learn about an occupation. You never know, you may have just begun a relationship with the person who's going to connect you with your first job.

Introduce yourself

Always look the person in the eye, shake hands, and simply introduce yourself. If they ask you about yourself, do you know what you would say?

Document your contacts

As you build your network, document each contact. Keep a record of each person and include names, phone numbers, addresses, emails, how you know them, and what they do. Jot down any notes that will help you remember how you met them, who connected you, what skills they have, and how you might be valuable to them. Communicate with your network regularly.

SOCIAL MEDIA



While LinkedIn, Facebook and Twitter are considered the top 3 social media sites that can help you find a job, there are hundreds of others out there too. Having a presence on social media allows job seekers to:

- Learn about openings faster than going to a company website.
- Expand your network of professionals in your career.
- Manage your professional image and attract recruiters.
- Research companies through their online presence.

These social media tools can be powerful if used correctly. [If a potential employer looked at your social media accounts, would they find information that doesn't represent you in a positive or professional way?](#) What you post to the world on social media about yourself, and about others, can influence what employers think about you professionally. So be careful what you post!

Use these tips to help protect your online reputation:

- THINK before you share!
- Keep your accounts private so that only people whom you have granted permission can view what you post.
- Delete inactive accounts.
- Talk with your family and friends about what you do or don't want shared.
- Consider untagging yourself from photos.
- Sign up for personal alerts tied to mentions of your name.

Use Your Resources

Join a job club

Job clubs for graduating students often provide opportunities to participate in mock interviews and resume workshops.

Use your school career center

Explore your high school career facility and see how you can benefit from the services it offers.

Use your public library

Explore the resources in your local library's career center. Ask for assistance from the librarian.

Use the Internet, but not exclusively

Online postings are an effective way to conduct a job search, but in today's market, don't forget that face-to-face networking and "pounding the pavement" are still critical.

Use social media

Social media is opening more doors for jobseekers by increasing visibility with potential employers and providing an easy way for getting more information on a particular interviewer or company.

Go to job fairs

Job fairs can be a place to find a job, but they're also a place to network for future jobs. Even if you're not yet looking for work, you will learn a lot about the world of work by attending a job fair. Bring your questions!

Internet Resources

Research Occupations

www.onetonline.org
www.careeronestop.org
www.bls.gov/oo
www.bls.gov/k12

Find Job Openings

<https://joblink.delaware.gov>
<https://statejobs.delaware.gov/>
www.careerbuilder.com
www.indeed.com
<https://jobs.localjobnetwork.com/>
<https://www.monster.com/>

Company Research

Internet

The actual company website

www.bizjournals.com
www.Bloomberg.com
www.LinkedIn.com/directory/companies

Call the company's human resources office

Watch the news

Contact your personal network



Informational Interviews

What is an informational interview?

An informational interview is similar to a face-to-face job interview except you are gathering information about occupations by asking the questions instead of answering them. This is a more formal way to network and learn about the world of work at the same time. Call someone in a field that interests you and make an appointment to interview him/her about their work. You will not only learn about the occupation, but you will broaden your network and develop a relationship with someone who might hire you someday.

How can they benefit me?

1. You will learn firsthand about occupations from the people who are actually doing the work.
2. You will build your network with people who are in your field.
3. You will improve your interviewing skills.
4. You might learn about hidden (unadvertised) jobs.

What guidelines should I follow?

- Interview people from your occupations of interest.
- When you call, say how you got the person's name.
- Explain that you're seeking information and guidance.
- Ask to meet for 20 minutes. Wear a watch and stick to it.
- Bring paper and pen with you and take notes.
- Thoroughly research the occupation and organization prior to the interview.
- Dress and act as you would at a job interview.
- **DON'T** ask the person for a job.

What questions might I ask?

- How did you get into this type of work? this particular job?
- What type of preparation/education/training do you have? What is required?
- What do you enjoy the most? the least?
- What three skills do you use most often in your job?
- Describe a typical day or week.
- What motivates you at work?
- Describe difficulties you regularly face on the job.
- What are the advancement opportunities and limits?
- How does a person usually progress in this field?
- How does a person stay competitive in this field?
- How do you suggest I learn more about this occupation?

How should I follow up?

- Thank the person.
- Ask for referrals to other people doing the same occupation who might be available to speak with you.
- Ask for his or her business card.
- Immediately send a thank you note.
- Evaluate how well you conducted the interview. How will you improve your interviewing skills next time?
- Review your notes and decide on your next steps. Did you like what you heard about the occupation? Did you like the environment of this particular workplace? Could you see yourself working there or someplace similar? If not, why not?

Resume Writing

A resume is a marketing piece designed for one specific purpose: to win the interview. A good resume will focus on the employer's needs, not yours. It will say to the employer – if you hire me, you will get these direct benefits.

TIPS & SUGGESTIONS

Gather the Facts

Gather and document your personal information. Think about the things that make you unique. Update your file as you gain new experience, learn new skills or win awards.

Contact Information

Place your name at the top of your resume and your contact information beneath it. Be sure the outgoing message on your answering machine or cell phone is professional. Include an email address and check it regularly. If you are a member of LinkedIn, you may add that to your contact information if the content will support your job search.

Profile

Customize each resume with a profile statement that matches the job listing. Keep it concise. Try not to go over four brief sentences.

Education

If you have not yet completed one of your degrees, use the word *expected* before your graduation date. If you do not know when you will graduate, add *in progress* after the name of the unfinished degree.

Experience

Emphasize results, not responsibilities, and performance, not just qualities. Results might include the actual amount of time and/or money you saved or the percentage increase in a club's membership because of your leadership. Performance might include the number of phone lines answered, the number of forms processed, or the number of people supervised. Any team successes should be noted as such. Build your list using strong action verbs; see the list on page 69 for examples.

Activities/Associations

If you don't have much solid work experience, list your involvement in school or extracurricular activities. Employers look for people who demonstrate initiative, hard work, and leadership.

Special Skills

Highlight your impressive skills even if they don't relate directly to the occupation. These skills reflect the interesting and accomplished person you are.



Awards/Honors

Note formal recognition you have received including work or academic awards. These are often listed in the experience or education section but may be listed separately.

Other Personal Information

You should include information that is important to the job for which you are applying. This might include a portfolio or a willingness to travel. Do not include a link on your resume to any site that isn't appropriate for a business audience. Do not disclose information on health, disability, marital status, age, or ethnicity. This information is illegal for most employers to request.

References

Create your own reference sheet to mail or fax to an employer and to take it with you to interviews. Include three to five people who know your abilities and will speak highly of you. At the top of the sheet, type your name and contact information, repeating the format you used in your resume.

Choose a Format

Now that you've gathered your information, determine how to best present it to a specific employer for a specific job. Two traditional resume formats are chronological and functional. See samples of these on page 70. You should choose the format that will highlight your qualifications while best meeting the needs of the employer. Regardless of the style you choose, remember to use strong action verbs to begin each statement. Use the *Resume Action Verbs* list on page 69 to help you. If you have a work history with gaps, use the cover letter to explain them. Or you could fill the gaps with your volunteer work, community activities, or family responsibilities during those times.

Add Style

Create a good impression with an attractive and easy-to-read resume. An inviting style draws attention to your qualifications.

- ~ Print it on white or lightly-colored paper.
- ~ Use a laser printer and keep the font size at 10 point or higher.
- ~ Bullets or italics can draw attention to key accomplishments.
- ~ One-inch margins around the page and blank lines between sections will make all of the information easier to see.

- ~ Maintain the same style throughout. If your first heading is bold and centered, then every heading should be bold and centered. Use no more than two typefaces.
- ~ It is preferable to limit your resume to one page. If you are over this, remove anything that does not help prove that you are the perfect candidate for the job.

Proofread

Make sure your resume has no errors. Proof for typos, grammatical errors, spelling errors, punctuation errors, and content errors. Use your spell check but also have several people proofread your resume. Put your best foot forward!

Delaware JobLink Smart Resume Builder

Delaware JobLink is a web portal that allows job seekers to easily build unlimited resumes relevant to employers' needs. It encompasses thousands of vocations in its database and breaks each down into a detailed mix of the skills, required knowledge, abilities and duties of various occupations. It also outlines the variety of talents, tools and technologies generally necessary to perform each occupation's work activities. Job seekers are able to select these descriptors to construct high quality individualized resumes that match their work experiences. These same descriptors are "intelligently" auto-matched to the qualifications of job openings posted into Job Link by hiring employers.

Benefits of using the Resume Builder are many and include:

- Higher quality, more descriptive resumes
- A user friendly, self-service online resource available 24/7
- Easy to follow instructional videos with step-by-step guidance
- An easy to read, professionally formatted resume
- Accurate candidate/job matches

You can access and create a job seeker account via the SmartResume Builder by visiting the Delaware Job Link website at <https://joblink.delaware.gov>.

By creating or updating/reactivating a previously created job seeker account you can:

- Perform advanced job searches
- Create and post resumes
- Save job searches for later viewing
- Receive job alerts by email or text

Additional benefits associated with creating a job seeker account include:

- Orientation video explaining DET's services and programs
- Access to DOL's One-Stop Partner Agencies services
- Career planning services
- Training and educational opportunities
- Job search resources
- Labor market information
- Career Lattices (potential career paths)

Resume Action Verbs

| | |
|--------------|--------------|
| Accomplished | Led |
| Achieved | Maintained |
| Adapted | Managed |
| Administered | Mastered |
| Analyzed | Motivated |
| Assisted | Negotiated |
| Completed | Operated |
| Conceived | Organized |
| Conducted | Participated |
| Coordinated | Performed |
| Created | Planned |
| Delegated | Prepared |
| Demonstrated | Programmed |
| Designed | Proposed |
| Developed | Provided |
| Directed | Recommended |
| Established | Reduced |
| Evaluated | Revised |
| Expanded | Scheduled |
| Expedited | Simplified |
| Facilitated | Solved |
| Generated | Streamlined |
| Implemented | Structured |
| Improved | Supervised |
| Increased | Taught |
| Influenced | Trained |
| Initiated | Translated |
| Instructed | Utilized |
| Launched | Won |
| Lectured | Wrote |

Sample Resume Formats

Functional Resume

- Skills-based
- Not a lot of job experience
- Best for high school students

This format organizes your information around your job skills rather than job titles and dates. It is recommended for those with little job history or a history of positions that do not directly relate to the job being sought.

Identify three or four skills required for your target job. For each skill, identify three to five concrete examples that clearly demonstrate your ability to perform that skill. Arrange the skill headings in order of importance. The closer the match between your skill headings and the reviewer's expectations for the job vacancy, the more qualified you will seem.

Finally, include a brief work history. Include the company name, its location, your job title, and years worked.

Chronological Resume

- Job experience-based
- Best for someone looking to advance in their career

This format organizes your experience around the dates of the jobs you have held. Three to five results or performance items for each job are usually sufficient. This format is an excellent choice for people with steady work histories or previous jobs that relate closely to their career objective.



Janet Hightower
2006 Main Street Downtown, Delaware 19802
Home: 302-555-1212 • Cell: 302-123-4567 • JHightower@comcast.net • JHightower@LinkedIn.com

Profile

An honor roll-student athlete with work experience in the fast food industry and youth summer camp. Demonstrates outstanding leadership, public speaking, and technical skills. Major strengths include basketball analysis, youth development, and time management. Expertise in desktop publishing, digital photography, and customer service.

Skills

| | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Customer Service | Demonstrated strong communication skills by filling customer orders quickly and accurately Exceeded sales targets by using an enthusiastic and cheerful demeanor Instructed new employees in methods of greeting customers |
| Leadership | Coached summer camp youth basketball team Used strong counseling skills to guide campers to a successful summer Directed all desktop publishing activities which resulted in weekly newsletters to parents Prepared and delivered speeches as a representative of the Student Government |
| Computer | Proficient in Microsoft® Office Suite Proficient in Adobe® Creative Suite Knowledge of XML |

Extracurricular Activities

| | | |
|-----------------------|---------------------------------------------------|---------------|
| Captain | Downtown High School Varsity Basketball Team 2014 | |
| Yearbook Photographer | Downtown High School | 2019 and 2020 |
| Student Government | Downtown High School | 2018 - 2020 |

Awards and Honors

| | | |
|----------------------------------|-----------------------------------------------------|-------------|
| Employee-of-the-Month Award | Outstanding customer service at Fast Food, Downtown | July, 2020 |
| All-State Basketball Point Guard | Outstanding varsity player at Downtown High School | March, 2021 |

Education

| | | |
|----------------------|---------------------|------------|
| Downtown High School | Expected Graduation | June, 2023 |
|----------------------|---------------------|------------|

Work Experience

| | | |
|-----------------|---------------------------------------------------------------------------------------------------|------------------|
| Cashier | Fast Food, Downtown, DE www.fastfood.com | 2019 - present |
| Youth Counselor | Beach Sports and Technology Camp, Beachtown, DE www.BSTC.org | 2018, 2019, 2020 |

Janet Hightower

2006 Main Street Downtown, Delaware 19802
Home: 302-555-1212 • Cell: 302-123-4567 • JHightower@comcast.net • JHightower@LinkedIn.com

Profile: An honor roll-student athlete with work experience in the fast food industry and youth summer camp. Demonstrates outstanding leadership, public speaking, and technical skills. Major strengths include basketball analysis, youth development, and time management. Expertise in desktop publishing, digital photography, and customer service.

Work Experience

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Cashier Fast Food, Downtown, DE www.fastfood.com Demonstrated strong communication skills by filling customer orders quickly and accurately. Exceeded sales targets by using an enthusiastic and cheerful demeanor. Instructed new employees in methods of greeting customers. | 2019 - present |
| Youth Counselor Beach Sports and Technology Camp, Beachtown, DE www.BSTC.org Coached summer camp youth sports teams. Used strong counseling skills to guide campers to a successful summer. Directed all desktop publishing activities which resulted in weekly newsletters to parents. Prepared and delivered speeches as a representative of the Student Government. | 2019, 2020, 2021 |

Volunteer Experience

| | |
|------------------------------------------------------|---------------|
| Yearbook Photographer Downtown High School | 2019 and 2020 |
| Student Government Downtown High School | 2018 - 2020 |

Education and Training

| | |
|-------------------------------------------------------------------------------------------|---------------------|
| Hospitality & Tourism Major Downtown College, Downtown, DE | Fall 2020 - present |
| High School Diploma Downtown High School, Downtown, DE GPA 3.5 • High Honors | 2020 |

Tools and Technology

Tools:
Bar code reader equipment — Handheld bar code scanners; Stationary bar code scanners.
Cash registers — Electronic cash registers.
Commercial use scales — Food scales.
Packaging compactors — Cardboard balers; Trash compactors.

Technology:

Proficient in Microsoft Office, including Microsoft Publisher for desktop publishing.
Proficient with iPad and comparable devices. Knowledge of audio equipment for public speaking use.

Professional Associations

| | |
|--------------------------------------------|-------------------|
| Travel USA National Organization | Member since 2019 |
|--------------------------------------------|-------------------|

Cover Letters

Every resume you mail, fax, or email needs its own cover letter. Sending a resume without a cover letter is like starting an interview without shaking hands. The best cover letters spark an employer's interest and create an impression of competence. Write your cover letter in standard business format. Put your address and the reviewer's name and address at the top and your signature above your typed name at the bottom. All letters should be single-spaced, flush left, with each paragraph followed by a blank line. Most are two or three paragraphs long. Every cover letter should fit on one page and contain the following four parts:

Salutation

Whenever possible, send your letter to a specific person rather than to an office. Check that the name you use is spelled correctly and the title is accurate. Pay close attention to the Mr. or Ms. before gender-neutral names. Finally, use a colon after the name, not a comma.



Opening

The first few sentences of your cover letter should tell the reviewer which job you are applying for and the connection you have to the company. If someone the reviewer knows suggested you apply, mention that recommendation. If you are responding to an advertisement, refer to it and the source that published it. Your knowledge of the company will give you another opportunity to connect yourself to the job. Briefly describe your experience with its products, refer to a recent company success, or refer to an article written about the company. But don't go overboard; save specifics for the interview.

Body

This portion will contain a brief explanation of your qualifications. Don't repeat your resume. Summarize your most relevant qualifications or provide additional details about a noteworthy accomplishment. Address the employer's requirements directly and don't be afraid to use special formatting to your advantage. You can also use the body of the cover letter to address gaps in your work history. Always maintain a positive, confident tone.

Closing

In your final paragraph, thank the reviewer, request an interview, and repeat your home phone number. The closing is your chance to show commitment to the job.

2006 Main Street
Downtown, DE 19802
April 27, 2022

Mr. Thomas Jeffers
Human Resources Manager
Downtown Green Hornets
1000 South Main Street
Downtown, DE 19801

Dear Mr. Jeffers:

I was referred to you by Mr. James Smith, Assistant Coach for the Green Hornets, who informed me that you are actively seeking to hire an Administrative Intern for the summer. This position appeals to me because of my strong interest in basketball and my desire to use and improve the computer and organizational skills I have developed through my classes and extracurricular activities at Downtown High.

My strengths include strong communication and time management skills, as well as great energy and dependability. I am proficient in both Microsoft Office Suite and Adobe Creative Suite. I enjoy taking digital pictures, many of which have been used in the Downtown High Yearbook. I am confident that the combination of my practical skills, my interest in basketball, and my ability to apply my knowledge to whatever tasks are given to me will make me a valuable asset to the Green Hornets organization.

I am enclosing a current copy of my resume. If you have any questions, please call me at (302) 555-1212. I may also be reached by email at JHightower@comcast.net. Thank you for considering me for this position. I look forward to hearing from you soon.

Sincerely,

Janet Hightower

Janet Hightower

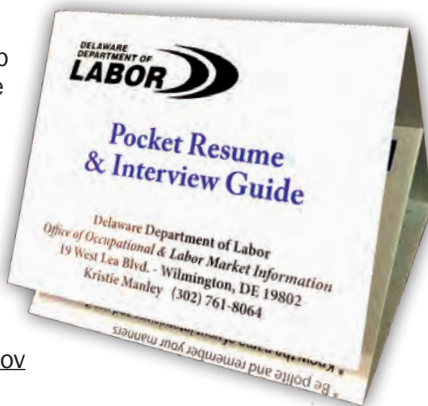
enclosures

Sample Cover Letter

Job Applications

Sometimes employers will ask you to fill out a job application on the spot. You will make a good impression by being prepared. Take the time to find out what type of information you will be required to provide. For a sample application that you can practice filling out online, visit: <https://laborfiles.delaware.gov/dcrn/docs/Sample-Employment-Application.pdf>. You can also print out a hard copy to practice filling it out by hand. Be sure to follow the tips below whether completing an application online or in person.

The Department of Labor's Office of Occupational & Labor Market Information has created the *Pocket Resume & Interview Guide* which allows you to fill out a card that folds up small enough to fit in your pocket so that you can take it with you to have on hand when filling out applications so that you have the information you need handy. The back side of the card is full of job interview tips. You can take a look at it on our website at: <https://labor.delaware.gov/divisions/oolmi/publications/>. To request a hard copy, contact:



Kristie Manley
(302) 761-8064 or
Kristie.Manley@delaware.gov

Job Application Tips:

- **Request two copies of the form.** If only one is provided, copy it before you write on it. Most applications are now online.
- **Read the whole application before you start to complete it.** Follow all directions carefully.
- **Be neat.**
- **Spell correctly and use good grammar.** Take the time to double check all of your information!
- **Don't leave any blanks.** Put "not applicable" or "NA" when the information requested does not apply to you.
- **Give reliable references.** Be sure to request permission of each reference source in advance.
- **Sign and date the application.**
- **Be sure to have a reference sheet with you when you apply.**
- **Never lie on a job application.**

Education

School: _____
Address: _____

Phone: _____
Diploma/Degree: _____
Pathway/Major: _____
Activities /Skills: _____
Honors/Awards: _____
Other: _____

Work/Volunteer Experience

Employer: _____
Address: _____

Job Title: _____
From: _____ to: _____ Phone: _____
Duties: _____

Employer: _____
Address: _____

Job Title: _____
From: _____ to: _____ Phone: _____
Duties: _____

Emergency Contact

Name: _____
Phone: _____ Relationship: _____

References

Name: _____
Contact: _____
Name: _____
Contact: _____
Name: _____
Contact: _____

The workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the recipient and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantee, warranty, or assurance of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.

Sample Pocket Resume & Interview Guide

Job Interviews

Although an interview can be a stressful experience, consider it a form of recognition and an opportunity to gain something valuable without risking anything but your time. Prepare thoroughly, it will give you an advantage!

BEFORE THE INTERVIEW

Make a Job Search File

Collect anything you may need to be prepared for your job search and upcoming interviews. This is where your personal portfolio will come in very handy. Include the following:

- Birth certificate
- Several copies of your resume
- Social security card
- Work permit (if applicable)
- Copy of driver's license
- Diploma/Certificate
- Personal data sheet with previous employment information
- A copy of your references
- Letter of introduction
- A neat and complete copy of your job application
- Letters of recommendation
- A black pen to complete any forms or tests
- Paper to take notes
- Samples of your work, if needed

Prepare Yourself (checklist)

- Thinking positively and like a winner
- Dress appropriately
- Be sure your hair is clean and combed
- Be sure you have fresh breath
- Bring a comb/brush/cosmetics for touch-ups
- Use appropriate language
- Have a clean, fresh scent; use an appropriate amount of deodorant and/or perfume

Know Yourself

- How do your education, training, knowledge, and skills relate to the job for which you are interviewing?
- What makes you different and more qualified than other people?
- What are your goals and objectives, including what you're looking for in a job and/or career?
- What are the reasons you gave up or lost your previous positions?

Know the Company

- What are the products and services the company offers?
- What is the company's philosophy?
- What are their hiring practices and procedures?
- What are the duties/responsibilities/promotion potential for the job they are filling?



Prepare to Answer Questions

- Tell me about yourself.
- What are your long-range career objectives?
- What do you consider your greatest strengths and weaknesses?
- Why should I hire you?
- What interests you about this job?
- How do you handle pressure?
- What do you feel was your greatest accomplishment on your last job?

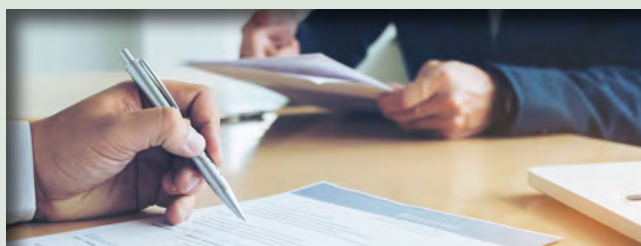
Prepare to Ask Questions

- What three words would you use to describe this company?
- Please describe the managerial style in this office.
- Is there anything else you need to know about me in order for me to be fully considered for the job?
- When will a decision be made?

DURING THE INTERVIEW

Things to keep in mind during the interview include:

- Go alone
- Arrive at least five minutes early
- Do not smoke or chew gum
- Know the name of the person interviewing you
- Smile and shake hands firmly
- Act naturally and maintain eye contact with the interviewer
- Answer clearly and honestly
- Be positive and enthusiastic; show your interest
- Do not criticize former employers
- Thank your interviewer before leaving



After the Interview



Write a Thank-You Note

It is essential to write a thank-you note within 24 hours of your interview. Whether you want the job or not, write the note; you never know when another job that's more suited to you will become available and it would be a shame to have burned your bridges.

The letter may be typed or neatly handwritten on personal stationery. It may be emailed if the decision is going to be made immediately or if you have been told that this is the employer's preferred means of communication.

You also have the opportunity to restate why you want the job and how you could make significant contributions to the company. And if there was anything of importance that your interviewer neglected to ask or that you neglected to answer as thoroughly, or as well as you would have liked, this would be a good opportunity to mention it. But keep it short; do not restate everything that was already covered.

Reflect on the Interview

How did you do? What did you learn about yourself? What did you learn about the company? Do you think the job would be a good match? What can you improve upon for your next interview? Jot down some notes and use them to make each interview stronger.

If you don't hear from the interviewer within two weeks, it is appropriate to call or write to politely remind him/her that you are still interested in the job. Ask when a hiring decision will be made.

Your Street Address
Your City, State, Zip Code
Your Phone Number
Your Email Address
Date

Mr./Ms. Full Name
Title
Organization
Street Address
City, State, Zip Code

Dear Mr./Ms. Last Name:

Thank the interviewer for his time and the opportunity to speak with him. Thank him for telling you about the company and the position. Mention your enthusiasm for the job and why you believe you are a good fit for it.

Include any impressions of the organization or position that you found especially interesting. Add any information you didn't share during the interview that you believe would increase your chance of getting the position.

Conclude by showing that you have a strong and sincere interest in the job and you look forward to hearing from him.

Sincerely,

Your Signature

Your printed name

Sample Thank You Note

Select the Right Job

If you are offered the job, you may realize that you have further questions. Do not hesitate to ask for any information you need to make an informed decision.

Organization:

- Are the goals of the business or agency compatible with your work values?
- Are the immediate future prospects of the business relatively secure and stable?
- Does the business fluctuate with the growth and decline in the economy?

Work:

- What are the hours? Where is the job located?
- Does it fully utilize your abilities and interests?
- Is travel involved? If so, how much?
- How much turnover of personnel is there in the organization?

Opportunities:

- What are the training opportunities?
- What are the opportunities for challenge & expansion of job duties?

Salary and Benefits:

- What is the starting salary?
- How often and under what circumstances can a raise be expected?
- What is the complete benefit package?
- How financially secure is the retirement system?

Some Reasons You Weren't Chosen:

- Lack of clear career goals, or your goal doesn't match your skills or the job market
- Inability to express information clearly
- Lack of interest or enthusiasm—merely shopping around
- Failure to look interviewer in the eye; no confidence or poise
- Poor personal appearance
- Interested only in the best dollar offer
- Asking uninformed questions about the job or the company
- Arriving late for the interview
- Another candidate was a better fit

Email Correspondence

Email is one of the most commonly used means of communication in the job-search because of its many advantages. Email delivery is prompt and assured (as long as you have the recipient's correct email address). Email is also less intrusive than a phone call since the recipient can read the message at his/her leisure.

Email is a powerful tool in the hands of a knowledgeable job-seeker. If you use it wisely you will stand out among others, but if you use it improperly, you will look unprofessional to employers. When sending a professional email, try to briefly get your point across and end the email, don't ramble on as this can be irritating to some people.

Email is often the preferred method of contact for employers and job-seekers but there are some guidelines that should be followed when sending such correspondence as cover letters, thank you notes and replies to emails. Take these guidelines into consideration for every email you write:

- Use a clear subject header for your email, one that is relevant to the topic of the message.
- Address the recipient as Mr., Ms. or Mrs. and always double check the spelling of the recipient's name.
- Do not use emojis or symbols in your email, they are not professional.
- Stick with a basic font like Times New Roman, 12-point and keep the email clean (no wallpaper or colored backgrounds).
- Proofread and spell-check every message before you press send.

When corresponding with employers, your professionalism in an email says more about you than you realize. Keep in mind that the greeting and closing of your message will convey your tone. If your message is unclear and has typos, it can result in you being overlooked for the position.



Keep Your New Job

Congratulations, you got the job! When you start your new job, you will undoubtedly be excited that you are working, but don't let that slow you down as you settle into the new position. The following tips can help ensure that you will keep your job in the years to come:



Do's

Always keep learning - Read books and study material to keep you up to date in your field.

Maintain a positive attitude - Negativity spreads easily and can lead to trouble around the office.

Show up on time - Being punctual isn't hard. Also, try to limit the number of days you miss.

Be proactive - Ask your boss or other co-workers if there is anything they need help with.

Meet deadlines - Deadlines are there for a reason. Manage your time right and meet them.

Be easy to communicate with - Answer emails in a timely manner and communicate effectively.

Go above and beyond - Doing the job you're supposed to do is one thing, but doing more will impress.

Stand out - Don't just try to blend in. Be bold and put out quality work.

Don'ts

Get complacent - If you get too complacent in your job, your quality of work will certainly suffer.

Show up late or leave early - These things show your boss and colleagues that you don't care.

Avoid work - After your work is done, see if others need help, don't just sit around.

Avoid emails - Respond to correspondence in a timely manner to co-workers and clients.

Dress down - Don't become too relaxed in your work environment that your attire looks lazy.

Complain - Word gets around, and this includes posting negatively about work on social media.

Cause drama - There's nothing worse than being in an office filled with drama and tension.

Be afraid to ask for change - Your boss may be able to accommodate you to make you happier.

Getting Ready to Work? You Need to Know This!

The **National Institute on Drug Abuse** has reported that alcohol and drug abuse cost our US economy (companies who hire YOU!) more than \$740 billion annually in increased health care costs, crime, and lost productivity. Here are some negative effects of drug abuse in the workplace:

- workers don't work as hard or as efficiently;
- workers miss more work days;
- workers get hurt;
- companies must pay increased medical insurance costs due to on-the-job accidents; and
- workers steal from their jobs more often.

American employers have taken a strong stand to provide a drug-free workplace to save money and protect their workers who don't abuse alcohol and/or drugs. Most companies now do regular drug testing of job applicants and random testing of their employees. Many companies have established policies that prohibit the hiring of a person who presents positive test results indicating the use of drugs.

So what does all this mean when YOU look for a job?

Your chance is now greater than ever that you will be asked to take a drug test before you will be hired. Some employers include information about their drug policy on the application form. Others tell applicants in the first interview that drug testing is required. But don't count on getting a warning; some employers make no mention of drug testing in advance.

Employers conduct drug screenings in various ways:

by asking applicants about current and past drug use; by giving pencil-and-paper or polygraph (lie detector) tests; or by medical tests of urine, blood, or hair samples. The most commonly used test is a urinalysis, which is laboratory testing of a urine sample. Retention time (the length of time any substance remains in the body and can be detected in the urine) varies with the drug and the individual.

Take drug testing and application questions about drug use seriously.

A positive test result, or answering "yes" to a question about drug use, may lock you out of a job. Different companies have different policies. Some may allow retesting if a test result is positive and some may be more lenient towards someone who last used drugs over five years ago. But others will reject an applicant on the basis of one positive test.

Current military policy is zero tolerance.

This means that all military personnel are subject to immediate discharge if a drug test has a confirmed positive result. The Defense Department is continuing its anti-drug efforts with a new policy that involves more frequent random testing of active duty military, reservists, and civilian employees.

DO YOU NEED HELP?

Many times, the use of alcohol or substances is an attempt to self-medicate an underlying mental health problem. If you have concerns about yourself or a loved one's mental health, call the **Mental Health Hotline** at: **800-969-4357**.

NEW CASTLE COUNTY

| | |
|-------------------------------------------|--------------|
| Al-Anon/Alateen..... | 866-460-4070 |
| Alcoholics Anonymous..... | 302-655-5113 |
| Aya Counseling Services | 302-202-1301 |
| Aquila/Argo Institute | 302-999-1106 |
| Brandywine Counseling, Inc. | 302-656-2348 |
| Holistic Elevation..... | 302-278-0026 |
| Divine Light, Inc. Outpatient | 302-468-4320 |
| Essentials Recovery Delaware..... | 302-990-3353 |
| Jewish Family Outpatient Services..... | 302-478-9411 |
| Lotus Recovery Center..... | 302-540-9105 |
| Mobile Crisis Intervention Services..... | 800-652-2929 |
| NET Kirkwood Detox Outpatient Svcs..... | 302-691-0140 |
| Phoenix Health/Wellness SUD Svcs..... | 302-573-1585 |
| Recovery Innovations Recovery Crisis..... | 302-318-6070 |
| Rockford at the Orchard SUD Services.... | 302-636-1110 |

KENT COUNTY

| | |
|------------------------------------------|--------------|
| Al-Anon/Alateen | 866-460-4070 |
| Alcoholics Anonymous | 302-736-1567 |
| ATS of Delaware..... | 855-552-0439 |
| Banyan, Delaware..... | 302-315-0002 |
| Brandywine Counseling | 302-504-5930 |
| Chrysalis Kent Outpatient..... | 302-674-1397 |
| NorthNode Counseling | 302-257-3135 |
| Mobile Crisis Intervention Services..... | 800-345-6785 |

SUSSEX COUNTY

| | |
|--------------------------------------------|--------------|
| Al-Anon/Alateen | 866-460-4070 |
| Alcoholics Anonymous | 302-856-6452 |
| Addiction Medical Solutions MAT..... | 302-227-1320 |
| Dover Behavioral Health Outpatient Svcs... | 302-741-0140 |
| Jewish Family Services Outpatient..... | 302-478-9411 |
| Mobile Crisis Intervention Services..... | 800-345-6785 |
| Holcomb SUD Treatment Services | 302-629-7900 |
| Redemption Addiction Center | 302-924-7075 |
| SUN Behavioral Health Treatment..... | 302-604-5600 |
| Thresholds SUD Treatment Services | 302-856-1835 |

OTHER

| | |
|---------------------------|--------------|
| Gambling Hotline | 888-850-8888 |
| Narcotics Anonymous | 800-317-3222 |

Need Help Now? www.helpishere.com

SECTION 3: College



Preparing for College

Preparing for life after graduation can be overwhelming, that's why career planning is so important! Let your career plan dictate your education options, not the other way around. Don't follow a path because it seems more prestigious or because someone else expects it. Do what makes sense for YOU! Your dream job may not require a 4-year degree, and knowing that in advance can save you time and money. You don't need to have your entire future mapped out by the time you finish high school, but putting effort into career planning can help you avoid costly false starts. This section details the things you will want to do throughout high school to prepare for college, financial aid options, and things to consider when choosing a college.

THROUGHOUT HIGH SCHOOL

1. Use the Delaware Student Success (DSS) website to help plan for your future! <https://delawarestudentsuccess.org/>
2. Meet with your school counselor regularly to ensure you're on track to achieving your college and career goals.
3. Ensure your **course schedule** is challenging enough to prepare you for college. Explore earning college credit while in high school.
4. Prepare for **standardized testing** by taking the PSAT, offered by many Delaware public schools during 9th, 10th, and 11th grade. This will ensure you are prepared to take the SAT and ACT in 11th and 12th grade.
5. Participate in **extracurricular activities** and start thinking about your life after high school.
6. Research and apply for **scholarships** on the Delaware Student Success Website.
7. Explore different **majors and careers**.
8. Make your **college list** using the DSS "Make Your College List" organizer.

DSS RESOURCES

College Search and Selection

- What to Ask on a Campus Visit - bit.ly/DSS-CampusVisit
- Make Your College List - bit.ly/DSSCollegeList
- College Application Planner - bit.ly/DSS-AppPlan
- DSS Launch into Your Future Month - delawarestudentsuccess.org/launch

College Application Platforms

- Common App - commonapp.org
- Coalition App - coalitionforcollegeaccess.org
- Common Black College App - commonblackcollegeapp.com

Explore Majors and Careers

- BigFuture - Bigfuture.collegeboard.org/career-search/

Standardized Tests

- SAT - collegeboard.com/sat
- SAT Prep Khan Academy - bit.ly/DSSConnectAccounts
- ACT - act.com
- ACT Prep - bit.ly/DSS-ACT

Resumes

- DSS Resume Workshop - youtu.be/zywe_ijZAdc

FRESHMEN & SOPHOMORES

Meet with your school counselor, create a **four-year high school plan**, and discuss your course schedule to ensure it is challenging enough to prepare you for college. Get involved in extracurricular activities to boost your resume and start thinking about your life after high school. Take the **PSAT**, if your school offers it, to help you build up your skills to take the SAT or ACT in 11th or 12th grade.

JUNIORS

FALL:

- Most Delaware public schools offer the **PSAT/NMSQT** in October. The results won't be sent to colleges, but Delaware juniors with top scores may be considered for up to \$2,500 National Merit Scholarships.
- Use this time to prepare for SAT or ACT. Delaware public schools offer a free **SAT School Day** in the spring. Students can also register to take the SAT and ACT at any time to potentially improve their score.
- Explore different **majors and careers**.
- Make an appointment to meet with your **school counselor** to ensure you're on track for graduation and selecting courses that align with your college and career plans.

SPRING:

- Update your Delaware Student Success “**Make Your College List**” form. Take time to visit college campuses and attend **college visits** hosted at your school.
- Take the SAT for free during your school’s **SAT School Day**.
- Create a **résumé** — a record of your academic accomplishments, extracurricular activities, volunteering, and work experiences since you started high school.
- Begin to think about which teachers/counselors/ coaches you will ask to write your **letters of recommendation** for college applications and scholarships.
- Create a **professional email account** for college and scholarship applications and more.
- Start researching **scholarships** on the Delaware Student Success Website.

SUMMER:

- Continue to **visit colleges** (in-person or virtually) to finalize your college list.
- Most colleges use online **college application** platforms to allow students to apply. Many of these applications will open in August so create your accounts using your professional email account and complete your profile section.

SENIORS

SEPTEMBER:

- Finalize your **college list** using the **College Application Planner**. Identify 4-8 colleges of interest that match your postsecondary plans and consider including an in-state institution.
- Provide a **brag sheet** and/or resume to those you asked to write your **letter(s) of recommendation** at least one month before your first application deadline. Don’t forget to write them a thank you note!

OCTOBER - NOVEMBER:

- Happy **Launch Into Your Future Month!** Each school will dedicate time for students to complete their college applications. Delaware colleges will be waiving application fees during this time.
- Reminder - submit your **standardized test scores** to your colleges if you choose to submit them.
- For your applications make sure to use your **professional email** account and check it regularly, including the junk mail folder for communication from colleges.

MARCH - APRIL:

- Review your **financial aid award letters/package** on your college portal and use the DSS Compare Financial Aid Award Letters Organizer to compare costs and financial aid.
- Continue to search and apply for **scholarships**.

BY MAY 1st:

- Happy **College Decision Day!** Make sure you have submitted your acceptance and made your deposit to attend the school of your choice.

BEFORE THE SUMMER:

- Your school-based Wellness Center can provide many of the **vaccinations** required by colleges, make an appointment before you graduate.



What About Financial Aid?

What Is Financial Aid?

Financial aid is money to help you meet after-high-school education costs. The money for financial aid comes from federal and state governments, the schools themselves, scholarships, and as a last resort, private loans from banks.

You must apply for financial aid to get it. You apply for aid separately from admission to the school. Maximize your opportunity to receive aid by applying early. The amount and kind of aid you get is based on your financial need, your academic record, and on the kinds of aid available at the school you attend. Most students who receive aid get a combination of grants, loans, scholarships, and/or work-study funds that are put together in a “financial aid package” by the financial aid office at the school you have chosen.

What Types Are There?

Grants:

Usually awarded based on financial need and do not have to be repaid (e.g., Federal Pell Grant*).

Federal Loans:

Typically repaid after you leave school at much lower interest rates than regular bank loans (e.g., Stafford Loan*).

Work Study:

Money you earn. Jobs are usually on campus and are sometimes related to career goals or fields of study (e.g., Federal Work Study*).

Private Scholarships:

These are not repaid. They are awarded by organizations and individuals using a wide range of criteria, including academic excellence, artistic ability, athletics, ethnicity, and field of study (e.g., National Merit Scholarships)
www.finaid.org/scholarships

Aid for Military Personnel:

Financial aid opportunities that come with joining the military (e.g., Montgomery G.I. Bill).
See how you can qualify at: www.todaysmilitary.com or
https://www.benefits.va.gov/gibill/montgomery_bill.asp

Steps to Financial Aid

Those who choose to attend the summer term:

Aid awarded for the academic year must be used during that period. Aid may, however, be available during the summer term. Ask well in advance of summer enrollment if summer aid is available at your school. Some schools may have a separate summer application process, so be sure to check with your financial aid office.

This December:

You must reapply for federal aid each year. If your FAFSA is received by the federal processor by May 15th each year you can also apply for the state's need-based grant, the Scholarship Incentive Program: <https://delawarestudentsuccess.org/state-aid/>. Find out if you need to reapply for any other sources of financial aid you receive.

Financial Aid Resources

- Federal Financial Aid - www.studentaid.gov
- FAFSA - studentaid.gov/h/apply-for-aid/afsa
- FAFSA Support: Set-up a free one-on-one appointment for help completing the FAFSA through StandByMe, a partner of the Delaware Higher Education Office:
nexgen/college-funding-project/
- Compare Financial Aid Award Letters - <https://bit.ly/DSS-AwardLetters>
- Delaware Student Success Scholarships - scholarships.delawarestudentsuccess.org
- To learn about state-sponsored aid, contact the Delaware Higher Education Office: (302) 735-4120 or (800) 292-7935
<https://delawarestudentsuccess.org/state-aid/>

Hidden Costs of College

When budgeting for college, don't forget to include these expenses that students/families tend to overlook:

- Dorm Room Amenities (if applicable)
 - Supplemental furniture, room decor, tv/computer
- Text Books
- School Supplies
- Basic Toiletries
- Transportation
- Food and Meal Plans
- Laundry Services
- Social Activities

These expenses won't all come at once, so you've got time to prepare! And don't forget...you still have a full summer ahead to get a job and start saving for these types of expenses.

Financial Aid Opportunities

Delaware SEED (Student Excellence Equals Degree)

Maintain a 2.5 grade-point average and have no felony convictions and you will earn a SEED Scholarship. SEED provides tuition for eligible full-time students who are Delaware residents and will enroll in an associate's degree program at:

Delaware Technical & Community College

<https://www.dtcc.edu/admissions-financial-aid/financial-aid-scholarships/types-aid/seed>

University of Delaware, Associate in Arts Program

www.aap.udel.edu/seed/overview

SEED Extension Scholarship

Full-tuition scholarship to Goldey-Beacom college for students who successfully complete two years at Delaware Technical & Community College's SEED program and earn an associate degree with a cumulative grade point average of 3.0 or higher. For details, visit:

Goldey-Beacom, SEED Extension Scholarship

<https://www.gbc.edu/admissions/tuition-and-financial-aid/scholarships.html>

STAR Scholarship

Available to students who graduate from the SEED program to attend Wilmington University with half tuition. The intent of this scholarship program is to offset the cost of tuition, thereby increasing the number of Delawareans who attend college and complete baccalaureate degree programs. For details, visit:

Wilmington University, WilmU STAR Scholarship

https://www.wilmu.edu/scholarships/STAR_scholarship.aspx

Inspire Scholarship

Students with a 2.75 grade-point average who enroll at Delaware State University immediately following graduation from a Delaware high school can be considered for the Inspire Scholarship. Applicants must be a Delaware resident and submit the FAFSA by March 15. For complete eligibility requirements, see:

Delaware State University, Inspire Scholarship

<https://www.desu.edu/admissions/financial-aid/scholarships/inspire-scholarship>

The Academic Common Market

This is a tuition-savings agreement between 15 states that are members of the Southern Regional Education Board (SREB). If your major is not offered at the University of Delaware or Delaware State University, you may be eligible to pay the in-state tuition of participating public colleges for selected degree programs. To search for eligible programs and participating colleges, visit:

<https://delawarestudentsuccess.org/state-aid/>

or call the Delaware Higher Education Office at: 302-735-4120 or 1-800-292-7935.

AmeriCorps

AmeriCorps is a network of national programs throughout the U.S. and is made up of three programs: AmeriCorps State and National, AmeriCorps/Vista, and AmeriCorps/National Civilian Community Corps. AmeriCorps volunteers receive education awards for specified terms of service, which can be used to pay for college or pay back student loans. To learn more, call: 1-800-942-2677 or visit: <http://www.nationalservice.gov/programs/ameri-corps>

Pell Grant

The federal Pell grant is for undergraduate students with financial needs who have not yet earned a bachelor's degree. The Pell grant award amount is based on a student's Student Aid Index (SAI), the cost of attendance at the school they are going to and the student's enrollment status at that school. A student can receive a Pell grant for no more than 12 semesters and must file the FAFSA annually to qualify. The Pell grant does not need to be repaid. For more information on the Pell grant visit: <https://studentaid.gov/sa/types/grants-scholarships/pell>

Delaware Higher Education Office Scholarships

The Delaware Higher Education Office (DHEO) offers many scholarships based on academic merit, financial need or a combination of both. There are memorial scholarships for high school seniors that offer full tuition, fees, room and board at the University of Delaware or Delaware State University and there is a merit-based award for high school seniors that can be used nationally. The Scholarship Incentive Program is a need-based award for eligible students who file a FAFSA by the state deadline and complete the application process. There are scholarships available for high need career fields, high need teaching fields and education support professionals. Students can apply online for all of the programs administered through the Delaware Higher Education Office. For more information visit: <https://delawarestudentsuccess.org/state-aid/>

Focus on Alternative Skills Training Program (FAST)

FAST offers up to \$10,000 tuition assistance to Delaware residents who have obtained a high school diploma, Diploma of Alternate Achievement Standards, or a Delaware secondary credential (which includes earning a GED) and have enrolled in an approved non-degree credit certificate program within 24 months of graduation from high school. Tuition payments are allowed for up to 12 months. For more information, visit: <https://labor.delaware.gov/wdb/jobseekers/>



Other Ways to Reduce Costs

Advanced Placement Courses - Courses taught at the high school by a qualified high school teacher, followed by a test that may count for college placement or credit.

Concurrent Enrollment Courses - College courses taught at a high school by a qualified high school teacher for Dual Credit (both high school and college credit).

Early College - Standard college classes that are open to high school students and offered on a college campus or online for Dual Credit or College Credit only.

In-State Schools - In-state schools can save state residents thousands each year. Starting your career without a 5-figure student loan debt gives you a significant advantage.

Two Years at a Community College - Your first few years at college are mostly entry-level courses. Save money by taking them close to home and transfer to a 4-year school later. Be aware that some majors may require entry-level courses not offered at smaller schools.

Employer Tuition Assistance - Employer tuition assistance is an employee benefit that some companies offer as a benefit and pays part (or in some cases all) of the cost of attending college or university classes. Some companies also offer scholarships, grants, and discounts with partnering institutions. When considering employment, ask if this is a benefit the company offers its employees.



Things to Consider When Choosing a College



Size of the Student Body

Large schools may offer more resources, facilities, and specialized majors. Smaller schools may offer more personal attention and connection.



Quality of the Program

How closely does the program align with your career goals? What is the program's reputation among professionals in your field?



Campus Life

What clubs, sports and extracurricular activities does the school offer? What housing options are available? What about off-campus activities?



Retention and Graduation Rates

Poor retention rates means students are likely switching schools. Low graduation rates can signal big problems in a school or program.



Range of Majors Offered

More opportunities to connect with students and faculty in overlapping disciplines. Changing your major doesn't necessarily mean switching schools.



Location

Colleges in large cities provide better access to businesses related to your field of study. Smaller communities may afford more opportunities for outdoor recreation.



Cost and Financial Aid Availability

In-state tuition is cheaper, but enrolling in the right program can maximize your earning potential. Find out what financial aid is available for each school.



Diversity

Students and faculty from diverse backgrounds can expose you to new points of view. Becoming comfortable with different ways of thinking is essential in the globalized workforce.

DELAWARE

COLLEGES & UNIVERSITIES



| College or University | Website | Admissions Office | Financial Aid Office | Degrees | Campus Locations Main Campus |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|--------------------|-----------------------------------------------------------------------|
| PUBLIC COLLEGES AND UNIVERSITIES | | | | | |
| Delaware State University | www.desu.edu | 302-857-6351 | 302-857-6351 | C,A,B,M,D | Dover, Georgetown, Wilmington |
| Delaware Technical Community College | www.dtcc.edu | 302-571-5343 | 302-434-5566 | Dip,C,A,B | Wilmington |
| | | 302-454-3954 | 302-453-3736 | Dip,C,A,B | Stanton/Newark |
| | | 302-857-1020 | 302-857-1040 | Dip,C,A,B | Dover |
| | | 302-259-6053 | 302-259-6080 | Dip,C,A,B | Georgetown |
| University of Delaware | www.udel.edu | 302-831-8123 | 302-831-2126 | C,A,B,M,D | Newark, Dover, Georgetown, Lewes, Wilmington |
| PRIVATE COLLEGES AND UNIVERSITIES | | | | | |
| Delaware College of Art & Design | www.dcad.edu | 302-622-8000 x219 | 302-622-8000 x209 | AFA | Wilmington |
| Goldey-Beacom | www.gbc.edu | 302-225-6243 | 302-225-6264 | C,A,B,M | Pike Creek |
| Wilmington University | www.wilmu.edu | 877-967-5464 | 877-967-5464 | C,A,B,M,D | New Castle, North Wilmington, Dover, Dover Air Force Base, Georgetown |
| OUT-OF-STATE INSTITUTIONS OPERATING IN DELAWARE | | | | | |
| Strayer University | https://www.strayer.edu/campus-locations/delaware/wilmington | 302-292-6100 | 302-292-6100 | C,A,B,M | Wilmington |
| Widener University Delaware Law School | delawarelaw.widener.edu | 302-477-2703 | 302-477-2272 | C,MJ,DL,LLM,JD,SJD | Wilmington |

Degree Abbreviations

AFAAssociates of Fine Arts
 DipDiploma
 CCertificate
 AAssociates

BBachelors
 MMasters
 DDoctorate
 MJMaster of Jurisprudence

LLMMaster of Laws
 JDJuris Doctor
 DLDoctor of Laws
 SJDDoctor of Juridical Science



JOBS *for* DELAWARE GRADUATES

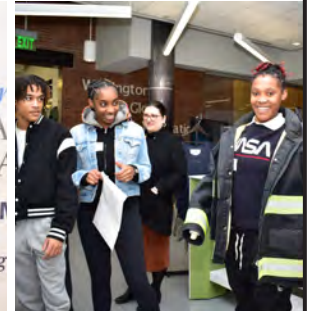
- ✓ Enjoy a hands-on learning experience that gives you the skills to compete in our changing economy.
- ✓ Join the Delaware Career Association and engage in leadership, civic, and skill building activities.
- ✓ Receive credit towards graduation and the chance to complete a paid internship experience!

Jobs for Delaware Graduates is a unique course offered in 24 high schools and 13 middle schools. To register or learn more, talk to your JDG Teacher, School Counselor, or visit www.jobsdegrads.org today!



Educate. Empower. Employ!

JDG, Inc. is partially funded by the Delaware Workforce Investment Board. Equal opportunity employer/program; Auxiliary aids/services are available upon request to individuals with disabilities. JDG is a 501 (3)(c) charitable organization. Donations to JDG may be tax deductible.



Are you looking for a job? If you have a disability, DVR has the resources to help you succeed.

Our dedicated staff has the experience to help people with disabilities succeed in their search for employment. We partner with our job-seekers, help them to develop a career pathway, and find long-term, successful employment. DVR is a federally funded program with eligibility requirements.

DVR Services Include:

- Pre-Employment Transition Services for Youth
- Individualized Services and Employment Plans
- Vocational Assessments & Evaluations
- Education, Training, Guidance, and Counseling
- Job Development and Job Placement



The Delaware Division of Vocational Rehabilitation (DVR) is an agency of the Delaware Department of Labor. We provide individualized services to people with disabilities and employers and develop career pathways that link qualified employees to jobs, resulting in greater independence and a more inclusive workplace.

How Do I Connect With DVR? Call the office in your area and begin your employment journey today!

NEW CASTLE COUNTY:

Wilmington: 302-761-8275
Newark: 302-368-6980
Middletown: 302-696-3180

KENT COUNTY:

Dover: 302-739-5478

SUSSEX COUNTY:

Georgetown: 302-856-5730

Visit us online at labor.delaware.gov/DVR

~ Division of Vocational Rehabilitation - Helping people with disabilities find work ~

