kuder®

Get Into Energy Career Pathways: Comprehensive Student Tracking System
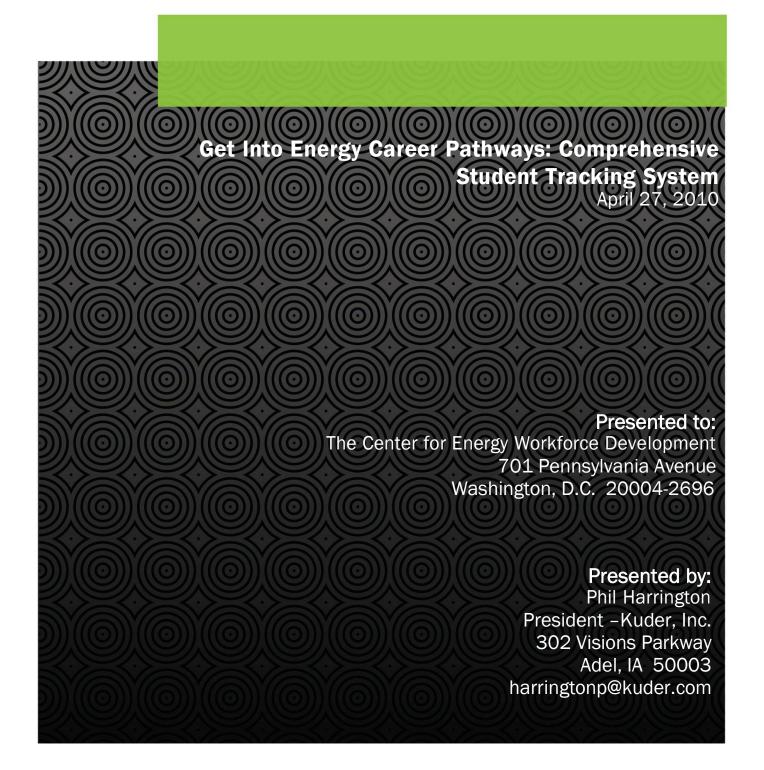April 27, 2010

Presented to:
The Center for Energy Workforce Development
701 Pennsylvania Avenue
Washington, D.C. 20004-2696

Presented by:
Phil Harrington
President –Kuder, Inc.
302 Visions Parkway
Adel, IA 50003
harringtonp@kuder.com

Table of Contents

About Kuder, Inc.

Corporate Profile

Kuder, Inc. (Kuder) offers customized, innovative, Internet-based solutions for career planners at all stages of development. The *Kuder® Career Planning System* includes the lifelong electronic portfolio, a powerful Kuder® *Administrative Database Management System*, comprehensive education and occupation exploration tools, and research-based assessments on interests, skills, and work values. A curriculum series and professional development training complete Kuder's portfolio.

Kuder serves the educational and career planning needs of all learners, while facilitating communication and collaboration between key stakeholders in economic prosperity – education, business, industry, and state agencies. Kuder's research faculty conducts ongoing, relevant research to ensure that our products are reliable and effective for today's students and adults. To view summaries of the various studies, visit the news section on www.kuder.com.

Customer surveys have consistently shown that Kuder's customer service and training are among the top two reasons why our contract renewal rate is consistently at 98 percent.

Mission

Kuder's mission is to raise student aspirations and to provide career options to students and adults through self-assessment and education.

Goals

Kuder's goals are to guide students and parents through successful eighth grade and post-high school transitions; increase student retention and graduation rates; and to provide career planning, guidance, and development resources to last a lifetime.

Products

Kuder provides comprehensive education and career planning products. The *Kuder Career Planning System* (*KCPS*) suite of solutions includes: *Kuder® Galaxy*, an engaging system for K-5 students and their parents and educators; *Kuder® Navigator*, designed for users in middle school and high school and their parents and educators; and *Kuder® Journey*, utilized by students at the postsecondary level and adult career changers. Kuder also offers online curriculum materials such as *Develop Your Future®,* designed for middle school and high school students as they learn to relate education with career planning and the future workforce.

Customers

Millions worldwide rely on Kuder for reliable education and career planning solutions. Kuder's customers include educators, students and parents, adult career changers, business and industry, and government agencies. Kuder has implemented customized statewide education and career information delivery systems for Arkansas, Kansas, Missouri, Nebraska, South Carolina, Tennessee, and Virginia, and has created over 100 custom web portals for schools, school districts, colleges, and private consulting companies in the last three years alone.

Leadership
- Phil Harrington – President
- Catalina D'Achiardi-Ressler, Ph.D. – Senior Vice President of Research & Development
- JoAnn Harris-Bowlsbey, Ed.D. – Senior Director of Development
- Donald G. Zytowski, Ed.D. – Senior Director of Research
- Spencer Niles, Ed.D. – Vice President of International Development

Awards & Endorsements
- Friend of Career Guidance Award; Association for Career and Technical Education, 2008.
- All Star Sponsor; National Association of State Directors of Career Technical Education Consortium, annual recipient since 2004.

Affiliations
- American Counseling Association
- Association for Career and Technical Education
- Association for Supervision and Curriculum Development
- Association of Computer-based Systems for Career Information
- League for Innovation in the Community College
- National Association of State Directors of Career Technical Education Consortium
- National Career Development Association
- National Career Pathways Network

Compliance
- The *KCPS* is compliant with Section 508 of the Rehabilitation Act, allowing students with special needs and students using assistive technology to also benefit from the system.
- The *KCPS* is compliant with the standards of the Association of Computer-Based Systems for Career Information (ACSCI). The ACSCI has recognized Kuder's compliance at the Comprehensive (National System) Level, signifying that Kuder qualifies to serve multiple states in providing a national career information delivery system.

Executive Summary

Kuder, Inc. (Kuder) is pleased to present this proposal to the Center for Energy Workforce Development (CEWD) for the development of a customized portal to the *Kuder® Career Planning System*, specifically *Kuder® Journey*, and the development, delivery, and support of virtual career coaching training in order to satisfy the criteria set forth in the CEWD "Get Into Energy Career Pathways Implementation" proposal submitted to the Gates Foundation on April 21, 2010.

Kuder understands that our proposed solution must aid the CEWD in accomplishing the following specific project tasks:

1) **A customized CEWD portal to access *Kuder Journey*** – accessible to up to 5,000 users within eight CEWD pilot states, to include a career interest survey integrated with Get Into Energy careers in utilities, manufacturing, and construction; to track students from intake/case management through six months after employment; and to provide and e-Portfolio for students that includes all education and credentials. *Kuder Journey* offers reliable career guidance tailored specifically to life stages, and provides a developmentally appropriate system designed to meet the needs and address the barriers of diverse populations. The system's intuitive interface gears information and resources to a user's specific needs. It includes workforce readiness tools and a shareable e-Portfolio along with the robust *Kuder® Administrative Database Management System* with accountability tools and comprehensive reporting features facilitating communication between system administrators (Career Coaches) and users.

   Kuder Journey guides users through a flexible menu that includes Kuder's research-based interests, skills, and work values assessments; a vast database of occupations; information on education, training, and financial aid options; job search tools; and more. An electronic portfolio serves as the user's web page of achievements and goals and may be published online. For the CEWD, Kuder will include in *Kuder Journey* a link to all requested web pages identified by the CEWD. These links can be placed throughout the system in strategic places to maximize their efficiency and usage, as well as in the Recommended Links section on the users' home page. By providing these resources, users will be able to connect to the Get Into Energy web site and its career information and videos as needed. In addition, Kuder will customize an interest assessment for CEWD with reporting features to identify construction, energy, and manufacturing results within the areas of architecture, STEM, and manufacturing. The CEWD or affiliated agencies may also supply Kuder with data featuring existing WorkKeys and SkillsUSA Employability Assessment results to be uploaded to the system by Kuder staff.

2) **Development, delivery, and support of virtual Career Coaching training** – developed by Kuder's renowned faculty and including a comprehensive coaches' manual (hereafter referred to as "Career Coaching Handbook") with content corresponding to virtual training sessions led by National Career Development Association (NCDA) approved instructors, Kuder will provide career coaching training to individuals as determined by the CEWD. Administered online, these Career Coaching training sessions will run for a total of eight (8) hours and consist of four (4) separate webinars running two (2) hours that utilize short lectures, PowerPoint presentations, questions and discussion, and homework assignments. Highlights of the training will include information regarding the Get Into Energy initiative, *Kuder Journey* and its career assessments, action plans, the tracking of participant progress, and principals of communication and reporting to sustain program goals.

In addition, Kuder will provide comprehensive and responsive support to the CEWD, to include *Journey* system training via general and component-specific online guided training sessions. Kuder is committed to establishing a lasting, collaborative relationship with the CEWD to make certain the development, implementation and training, and usage of the proposed platform aids in the success of the initiative to create the next generation of energy workers and supports the goals of the Gates Foundation.

Technical Proposal

To provide the necessary resources and tools to support the success of the Get Into Energy Career Pathways initiative, Kuder intends to customize components of its adult product, *Kuder® Journey*. In addition to these program-specific features, all standard components of the system will be available to program participants. These additional components can be reviewed in brief within the product overview in Appendix B.

Participants in the Get Into Energy Career Pathways initiative will be able to access the system from a web portal designed to the specifications provided by the CEWD. Kuder has created numerous customized web portal designs for customers across the country, taking into account the region or program for which the design is being developed. Members of the Kuder team have designed solutions for custom web applications to schools; school districts; colleges; private consulting companies; and statewide systems. Kuder is proud of the systems currently in place that provide thousands of users with a relevant and user-friendly experience. These systems were developed and customized to reflect the unique culture of the organization that created the system with Kuder's ongoing input and collaboration.

- **Customized Career Interest Inventory**

  Kuder understands that the Center for Energy Workforce Development (CEWD) requires a customized career interest inventory that links results to construction, energy, and manufacturing careers. This career inventory will measure users' interests and tie these interests to career clusters containing the construction, engineering, and manufacturing fields as well as careers in architecture, STEM positions, and manufacturing, as outlined by the CEWD.

  To create this comprehensive and research-based assessment, Kuder intends to revise the successful *Kuder® Career Search with Person Match* (*KCS*), which functions as the current interest assessment within *Kuder Journey*. The *KCS* is an interest assessment that breaks new ground. It is based on the concept that the world of work is not sufficiently homogeneous or stable to forecast entry into specific occupations. Instead, it reports directly on the inventory-taker's similarity with individuals employed in specific career clusters (groups). The *KCS* scientifically aligns users' top interests with career clusters into an easy-to-read report.

  Within the *KCS* customized for the CEWD, users' results will be aligned with career clusters, pathways, and occupations specific to the Get Into Energy Career Pathways' objectives. Administrators, educators, counselors, and Career Coaches will be able to generate reports in the *Kuder® Administrative Database Management System* that contain data regarding users' affability with these designated fields, as well.

  The *KCS* uses percentiles and rank orders to display results. Written at a sixth-grade reading level, the *KCS* takes on average 20 minutes to complete. The preference record portion of the assessment is composed of 180 activities with which students are likely to have some familiarity.

  A distinguishing feature of the *KCS* is that the survey-taker's vocational preferences are matched, not with groups of people in different occupational and college major groups, but with each one of an array of men and women employed in occupations representing over 1,000 occupations. Kuder maintains a database of approximately 2,000 adult workers who have been in their current job for at least three years and report that they are satisfied with it. These individuals have taken the *KCS*, and their responses are compared to those of the users. The top three *Person Matches* for each of the top five clusters of interest of a user's profile are included in their score report so they can read the career stories of these professionals. Career stories cover such topics as education and training, required skills, day-to-day duties, and challenges and rewards.

- **Work Readiness and Employability Assessment Scores**

    As requested, the *Kuder Journey* system customized for the CEWD will contain the ability for system users to record the scores of work readiness and employability assessments that they have taken. This includes an upload of existing assessment data (collected from the CEWD pilot programs by the CEWD) to the system within the eight states in the CEWD pilot program.

    Currently, students and adults in *Kuder Journey* may take three of the research-based assessments available in regards to interests, skills, and work values. Further, students and adults are able to enter scores from various other assessments they may have taken related to their education and career plans, including the ACT's interest inventory, Career Decision Making System, Self-Directed Search, the Armed Services Vocational Aptitude Battery (ASVAB), etc.

    To meet the needs of the CEWD and the Get Into Energy Career Pathways initiative, Kuder intends to customize the system to include the ability to input results from the work readiness and energy industry employability skills assessments indicated by the CEWD as requested: the WorkKeys assessment and SkillsUSA Connect Employability Assessment for energy careers. Kuder has had extensive experience in developing assessment-specific data input and storage, having provided such applications to the state of Arkansas for ACT Plan and Explore scores as well as other projects for statewide initiatives.

    Students and adults will be able to manually input scores within the system that they have received once these assessments are taken. These scores will be saved to their lifetime portfolio, and Career Coach personnel will be able to access individual student scores through the *Kuder Administrative Database Management System*.

    In addition, the CEWD or affiliated agencies may supply Kuder with data featuring existing WorkKeys and SkillsUSA Employability Assessment results, to be uploaded to the system by Kuder staff. Provision of third-party assessment data will be authorized and administered by the CEWD and/or its designated agent(s). The importing of third-party of assessment data into *Kuder Journey* will be executed via single-source electronic uploading of a tab-delineated spreadsheet provided to Kuder once per month, as authorized and administered by the CEWD and/or its designated agent(s).

- **State Resources to Address Barriers**

    Users in the system are able to select needs that must be met in order to better provide them with the capability to make education and career transitions. In addition to this, users may indicate barriers that they face in the career development process and may require assistance in overcoming. During the registration process, users are able to select from a list of common needs and barriers that face them in their career and education decision making; additionally, this list is available through the user's profile within the system. These needs and barriers may be identified, updated, or removed at any time as the users' lifestyles change and obstacles are met.

    Featured needs indicated in the system include:
    - Housing
    - Clothing
    - Child Care
    - Better Reading Skills
    - Knowledge of Job-Seeking Skills
    - Better Math Skills
    - Transportation
    - Completion of High School

Users may also indicate barriers for which they require assistance overcoming, including:

- o Insufficient Past Work Experience
- o Addiction
- o Lack of Enough Education or Training
- o Inability to Speak English Well
- o Mental or Physical Health Conditions

Administrators, educators, counselors, and Career Coaches are able to track users who have identified needs and barriers through the *Administrative Database Management System*, using a series of detailed reports that are updated in real-time and made available for viewing both online and in print format. Through the administrative database, Career Coaches will be able to track individual users who have identified needs and barriers and offer them the specific resources and tools needed to help them overcome their obstacles.

Once criteria are selected, a report is generated featuring the names and e-mails of users who fit the selection of criteria. For example, a report can be generated for all females in a state who require better math skills – from this report, a Career Coach could easily determine whether the need was widespread, create an action plan to address it, and contact the users with potential solutions or state resources designed to help them. A report featuring all needs and barriers will show the number of users who have selected each need or barrier, so that an overall breakdown of high-volume needs and barriers can be established.

- • **Connection to the Get Into Energy Web Site**

Kuder Journey will link to all requested web pages identified by the CEWD. These links can be placed throughout the system in strategic places to maximize their efficiency and usage, as well as in the Recommended Links section on the users' home page. By providing these resources, users will be able to connect to the Get Into Energy web site and its career information and videos as needed.

- • *Link to College*®

Link 2 College is a utility available in *Kuder Journey* that facilitates communication between system users who will be participating in the Get Into Energy Career Pathways program and postsecondary institutions participating in the program at no cost. Please note that if additional postsecondary institutions within the eight states outside of the pilot program may also participate, but there will be a fee assessed to these institutions for this service.

Through *Link 2 College*, authorized college admissions personnel can identify system users for whom, based on favorite career clusters, pathways, or occupations, their institution offers applicable majors or instructional programs. They can also send e-mail messages to the portfolios of those users, such as recruiting information or invitations for campus visits; for postsecondary students and adults, they can send e-mail messages to users' portfolios regarding continued academic and financial aid-related information, and etc. Authorized college admissions personnel can view the names and e-mail addresses of users with high interest in specific clusters, majors, or programs of study through the system's secure, password-protected *Administrative Database Management System*.

Link 2 College streamlines the process of education planning for users, who can take advantage of a single portal to research, compare, communicate with, and store information about postsecondary institutions. The tool enables users to request information from a college, by regular mail or electronically, related to the following topics:

- General institution information.
- Specific majors or programs of study.
- Admissions requirements.
- Financial aid.
- Housing.

Users may also use *Link 2 College* to schedule a college visit or request forms, such as applications for admission, financial aid, and housing. This allows users to receive the information and forms they need to fill out to pursue postsecondary education in an easy, streamlined way.

It should be noted that users (both students and adults) must **opt in** to *Link 2 College* in order to receive from and send information to postsecondary institutions. Users are provided with the option to take advantage of *Link 2 College* when they are researching specific postsecondary institutions and/or adding the name of a specific school to the list of favorites stored in their portfolio. They are also given the option to take advantage of this feature when researching programs of study.

- **Résumé Builder and Job-Search Tools**

  Students and adults alike need a multitude of tools and resources in order to begin the job search. These job-seeking resources enable students to prepare for and succeed in their job search, first work experience, and subsequent career transitions. *Kuder Journey* supplies students and adults with the tools they need to create extensive job preparation materials as well as the information they need to secure and maintain careers.

  The Résumé Builder provides users with detailed guidelines for the résumé writing process. Information made available includes how users may prepare to write the résumé and what sections they need to focus on – e.g., work experience, education, skills, etc. Students and adults are taken through the process of creating the actual résumé, as well – from how to write the objective to the format of the résumé being in chronological or functional order. Several formats are available within the system to allow for a varied experience and the ability to tailor the résumé to the user's purpose. Finally, students and adults are given a multitude of different tips and hints about the process of sending out their résumé to prospective employers or programs. The résumés that users build within the feature will be saved in their lifetime portfolio.

  Users can view sample cover letters and suggested formats as well as create cover letters within *Kuder Journey*. These cover letters will then be stored in the user's personal and, if the user chooses, a public e-Portfolio for review by potential postsecondary institutions and employers. Users are also privy to information regarding how to compose a job application. The system contains examples of sample job applications and advice on how to complete a successful form.

  Another resource in *Kuder Journey*'s job-search process is a tool that prepares students and adults to attend a local job fair. The system provides several tips and suggestions for students and adults attending job fairs. Additionally, the system connects users with a resource that allows them to search for nearby, local career and job fairs that may prove beneficial in their job search process. *Kuder Journey* also provides links resources for further tips and tricks regarding attending job fairs.

  Further, system users can develop a network of people (neighbors, friends, relatives, and former coworkers) to support them in making connections and finding and advancing in jobs. This feature also allows for the input of different agency and organization information that may assist the system user in finding valuable opportunities in their desired career field.

The system also provides resources to help prepare for a job interview. These range from objectives of the job interview, common interview questions, dressing for the interview, stages of the interview, process, and how to follow-up after the interview. Users are able to review this information and watch videos that go over important parts of the interview process. They are also able to print out a checklist of things to keep in mind when going to their job interview.

Students and adults may utilize these tools to find careers, maintain current jobs and thus negate stress or miscommunication, and make a career transition. Beyond simply supplying these tools, users are directed in ways that they may find and secure jobs, as well as given ample resources to research potential employers.

- **Personal Portfolio and e-Portfolio**

Kuder Journey is equipped to help students create both private portfolios and public electronic portfolios (e-Portfolios) in which they may store and transmit essential job-related documents and data. Students and adults may enjoy free, lifelong access to their portfolios, initiated at first sign on and continuing throughout their use of the system and their lives beyond high school. The lifelong portfolio is a place to update account information, view assessment results, and develop a continuously updated list of career goals, activities, and awards.

The system is designed to continuously encourage and remind users to save information in their portfolios. *Kuder Journey* has the sophisticated ability to help the user get started in creating and organizing a portfolio by automatically saving some data for the user. For example, the system automatically saves assessment results, account information, education plans, and résumés, among others.

Users may also use the My Favorites feature to save favorite clusters and pathways, postsecondary schools, occupations, programs of study or majors, scholarship and grant options, and more. The system continually reminds students and adults to save pertinent information to their portfolio through the My Favorites feature. Further, users can also input information including goals, extracurricular activities, volunteer or extended learning opportunities, educational accomplishments, and work experiences that will help them apply for schools, scholarships, and jobs. Users also have the capability to upload documents to their portfolio and e-Portfolio, such as certifications, work samples, awards, small videos, portfolio images, and more.

At the high school level and beyond, the user may also create an e-Portfolio by selecting parts of their personal portfolio and supplementing additional content components, such as a work sample or certification. The secure e-Portfolio is generated or enabled at first system use. It stores information generated through the life span use of the system and can be accessed by users from any location through the user-selected user name and password. The contents of the portfolio can be generated from two sources: 1) use of the system, and 2) uploading of documents or images into the system. Multimedia can also be uploaded to the portfolio to further boost the employability of the student when seeking jobs.

The e-Portfolio can be made viewable (via URL link) by admission personnel or employers if the user selects parts of their private portfolio to make public and uploads additional content components, such as work samples or certifications. The e-Portfolio may also be shared with a potential employer, current employer during a performance review, or when discussing a move within an organization.

Career Coach Proposal

Kuder understands that in order to achieve the objective outlined by the Center for Energy Workforce Development (CEWD), a team of Career Coaches must be trained to provide career and education development services to participants in the Get Into Energy Career Pathways initiative. Below is an outline of the Career Coach training that will be offered by Kuder.

- **Career Coach Component**

  Career coaches have a critical and well-defined role related to the Get Into Energy Career Pathways initiative. Specifically, they need to be thoroughly outfitted to deal with all of the tasks and support associated with the initiative. It is proposed that the training be developed, delivered, and supported by Kuder, Inc.

  The Career Coaching Handbook and all instructional sessions proposed here will be developed by Kuder solely for the purpose of this training and with the maximum amount of customization to meet the program's identified goals. The course will consist of eight hours of online training, provided by one of Kuder's expert career development staff through a combination of the content of the manual itself, short lectures, PowerPoint® presentations, question and answer sessions, and homework assignments. Each participant in the training will receive electronically the appropriate chapter of the manual, the PowerPoint presentation, and any relevant forms and handouts one week prior to each class session.

  Each of the training sessions will be scheduled at least twice so that individuals enrolled in the training have some flexibility about the time of their participation. The Kuder faculty member providing the training will review and provide feedback about one major assignment (development of an action plan for an assigned case study) as well as be available virtually to respond to any questions the Career Coaches may have during the course of their training.

  In general, the sequence of the topics to be included in the training sessions parallels that of the step-by-step process that the Career Coaches will be facilitating with the clients. The proposed topics and assignments for each session are as follows:

  Overview

  1. The total training time will be eight (8) hours, divided into four two-hour webinars that utilize short lectures, PowerPoint presentations, discussion, and homework assignments.

  2. The Career Coaching Handbook will be organized in the same way as the content of the four sessions so that coaches can read the appropriate chapter of the manual in preparation for each online session. Chapters of the manual and other resources relevant to a given lesson will be sent electronically to each Career Coach at least one week prior to a session.

  3. Fictitious case studies representative of the situation of typical members of the target population will be used as a teaching tool. In other words, each coach will be given a case study at the beginning of the course, and an electronic portfolio will be built for this person within the *Kuder Journey* system. Coaches will be asked to take that "person" through the steps of the planning process as the course progresses, using forms that are suggested for capture of key elements of the process (summary of intake interview, assessment summary, action plan, and follow-through plan). Coaches will be asked to send these documents to the instructor for review and feedback.

4. Coaches will have assignments to complete prior to each of the four class sessions. Assignments will include the reading of the appropriate chapter in the manual, completion of a relevant task for the assigned case study client, and for some sessions, the use of relevant web sites (*Kuder Journey,* ACT's WorkKeys*,* SkillsUSA, and sites that describe occupations in the energy field).

Session 1 – Orientation (120 minutes)

Pre-assignments: 1) Read Chapter 1 of the Career Coaching Handbook, and 2) Read your assigned case study.

- Purposes of the Get Into Energy program.
- Characteristics and needs of the target population.
- Role and responsibilities of Career Coaches.
- Explanation of the step-by-step process of services to clients.
- *Kuder Journey* as an important tool to support the process.
- The intake interview (purpose, suggested format, suggested summary form).
- Explanation of the use of the case study person throughout the course.

Assignments: 1) Read Chapter 2 of manual, 2) Complete the intake summary form for your case study, and 3) Take the *Kuder* interest and values assessments online in *Kuder Journey*.

Session 2 – Using Assessments with Clients (120 minutes)

- Preparing the client for assessment and its purposes.
- Interpreting the *Kuder* interest and values assessments. (Results will be generated for the case study clients and stored in their electronic portfolios so that they can be viewed by the Career Coaches.)
- Understanding ACT's WorkKeys and how to interpret its results. (Fake scores will be placed in the electronic portfolio of the user's case study person.)
- Understanding SkillsUSA Employability Assessment and how to interpret its results. (Fake scores will be placed in the electronic portfolio of the user's case study person.)
- Discussion of a suggested format for summarizing and interpreting all assessment for a given client. (A suggested format for this summary will be provided in the manual.)
- Implications of assessment results for decisions about whether a given client qualifies for the Get Into Energy program, and if so, how to make a determination about which level.

Assignments for next session: 1) Read Chapter 3 of the Handbook, and 2) Complete the assessment summary form and determination of next steps for the assigned case study, and send it to the instructor for review.

Session 3 – Developing Action Plans with Clients (120 minutes)

- Purpose and content of an action plan.
- Helping clients choose suitable education or training.
- Helping clients acquire financial aid, if needed.
- Making appropriate referrals related to identified client barriers (such as child care, physical disabilities, mental health issues, etc.) to training or employment.
- Discussion of the format for the action plan (included in the manual).

Assignments for next session: 1) Read Chapter 4 of the Handbook, 2) Learn about career pathways and specific energy jobs available for clients, and 3) Develop an action plan for your case study and send it to the instructor for review.

Session 4 – Following Through with Clients (120 minutes)

- How to assist clients with placement in education, training, or job (whatever the action plan calls for).
- Challenges clients will face as they attempt to follow the action plan.
- Strategies the coach can use to support the client in this process.
- Discussion of problems that assigned case study persons may have.
- Course evaluation.

- **Outline of the Career Coach Handbook**

  Included with the Career Coach training will be a "Career Coaching Handbook." This handbook will supplement the virtual training given to staff, and act as a resource for information regarding the Get Into Energy initiative, *Kuder Journey* and its career assessments, action plans, the tracking of participant progress, and communication and reporting to sustain program goals.

  The Career Coaching Handbook will be structured to correspond to the four training sessions necessary to complete preparation for the position. This will ensure that Career Coaches are able to follow along with the materials in time with the more hands-on experience of the virtual training. An outline of the Career Coaching Handbook is detailed below.

  Career Coaching Handbook Outline

  I.   Introduction to the Get Into Energy Career Pathways Initiative

  A. Get Into Energy Career Pathways
  - Its purposes and goals.
  - Its target population.

  B. The Role of Career Coaches
  - Duties and responsibilities.
  - The methods of working with the target population.

  C. Tools and Resources Used by Career Coaches
  - *Kuder Journey (*career planning system).
  - The intake interview.

  II.   Program Assessments

  A. Preparing Clients to take the Assessments
  - The *Kuder Career Search with Person Match* interest assessment and *Super's Work Values Inventory.*
  - The ACT *WorkKeys* assessment of career readiness.
  - The *SkillsUSA* assessment of employability.

  B. Interpreting the Results of Assessments
  - The *Kuder Career Search with Person Match* interest assessment and *Super's Work Values Inventory.*

- The ACT *WorkKeys* assessment of career readiness.
- The *SkillsUSA* assessment of employability.

    C. Using Assessment Results to Select and Guide Clients into Specific Energy Programs

III. Client Action Plans

    A. The Individual Action Plan
- Purposes.
- Components.
- Format.

    B. Barriers and Supports for the Individual Action Plan
- The Career Coach's role in supporting the plan.
- Identification of client needs and barriers related to the action plan.
- Using referral sources to support the action plan.

IV. Monitoring and Revising the Action Plan

    A. Assisting Clients with Plans for Additional Education or Training

    B. Assisting Clients with Financial Aid for Education or Training

    C. Methods of Monitoring Client Progress

    D. Danger Signs that Predict Problems with Following the Action Plan

Appendices

    A. Responsibilities of Career Coaches

    B. Overview of the *Kuder Journey* System

    C. Overview of Assessments Used in the Project

    D. Descriptions of Paths of Training and Related Energy Jobs

    E. Sample Forms
- Intake interview form.
- Interpretation of assessment forms.
- Action plan form.

    F. Assignments for the Course

    G. Personal Case Study and Electronic Portfolio

- **Career Coach Tracking and Reporting**

  In order to provide the level of service and assistance required, Career Coaches will be given access to the *Kuder*® *Administrative Database Management System* (*ADMS*) for tracking user progress, generating multiple reports, and maintaining communication between the organization, other Career Coaches, and users participating in the program. The *ADMS* offers extensive benefits to site administrators, authorized counselors, teachers, and the Career Coaches personnel. Career Coaches, in addition to other authorized users, will have real-time access to data through quick and advanced reporting options and additional resources so as to:

  - Meet local, regional, and state accountability and reporting requirements.
  - Forecast career trends.
  - Evaluate system usage and program results.
  - Review gaps in career interests and skills.
  - Support workforce planning and new business and industry growth.
  - Manage course listings that are available in the system for the creation of education plans.
  - Track student progress and data on a real-time basis.
  - Communicate directly with system users and other administrators about important education planning and career information, events, and opportunities through the Post a Message tool.

  Administrators and Career Coaches may upload and populate information for curriculum templates as well as recommended links. Sections with the *ADMS* include a variety of tools and resources to help evaluate program progress and give Career Coaches the ability to refine aspects of the program that prove to require additional or different support. These sections are summarized for your convenience.

  ADMS **Reports**

  Providing quick, reliable tools for accountability and tracking student progress is important for the success of the Get Into Energy Initiative. Through the *ADMS*, Career Coaches are able to measure program effectiveness and usage, as well as keep up to date with the career exploration journey of users in the system. All data is updated in real time, ensuring that reports are always valid.

  Career Coaches are able to generate and receive a variety of reports pertaining to system usage and exploration, both at the individual and designated group levels. Additionally, Career Coaches may view individual user portfolios, favorites, needs/barriers, and all completed assessment results.

  Reporting is categorized into three main categories.

  - **Quick reports** are provided in individual and aggregate form. Reports can include assessment results, interest and skills gap analyses, and individual progress.

  - **Advanced reports** provide highly customized and detailed individual and aggregate data on assessment results, education and career planning progress, and career barriers, as well as demographic data such as education level, gender, and ethnicity.

  - **Usage reports** provide a snapshot summary of system usage. These reports generate usage of system tools as well as reports of time spent in the system, number of logins within a date range, and completion of tasks such as assessments, education plans, résumés, etc.

Career Coaches can call up the portfolio of an individual user (which contains educational plans, assessment results, demographic data, job-seeking documents such as résumés and cover letters, and favorite occupations, schools, scholarships, and majors)

In addition, Career Coaches may view a list of users by online assessments taken as well as identify a list of specific users by the following criteria:

- *Kuder Career Search* (interest assessment) scores for the top five user clusters.
- *Kuder Skills Assessment* scores for the top five user clusters.
- By any of the States' 16 Career Clusters stored as favorites.
- By any of the 79 pathways stored as favorites.
- By any of the O*NET occupational titles stored as favorites.

Usage reports provide Career Coaches with snapshot summaries of system usage, including the completion of tasks such as the assessments. For more detailed, individual and aggregate data regarding assessment results, Career Coaches may generate an Advanced report.

All reporting functions available in the *ADMS* allow Career Coaches to run individual or aggregate reports for information included in student portfolios. Career Coaches may find out how specific groups in the campus or district rank in their career interests, self-efficacy for work-related skills, and work values. Career Coaches can generate aggregate reports as follows:

- Use of system by any combination of content menu items, site, gender, grade level, and/or ethnicity.
- Distribution of *Kuder Career Search* interests by any of the States' 16 Career Clusters, site, gender, and/or ethnicity (for planning course offerings).
- Distribution of *Kuder Skills Assessment* levels by any of the States' 16 Career Clusters, site, gender, and/or ethnicity (for the purpose of gap analysis and course planning).

Further reporting capabilities include a "favorites" usage report that depicts the career clusters and pathways, top occupations, programs of study, scholarships and grants, and postsecondary institutions that were most explored by users in your organization and saved to student profiles.

Tools & Resources

Career Coaches are able to access a variety of tools and resources to help enable communication with students, structure and supply course listings for four-year education plans, provide schools with external links and resources for career development, and stay current with what is happening in the system.

The Post a Message feature allows Career Coaches to keep connected with users. Through this extremely useful tool, Career Coaches can send messages and e-mails to users, both individual and by group criteria, and parents. The messages to users posted within the system will show up on the system home page; however, e-mails can only be sent to parents if a student registers a parent e-mail address during their registration process.

The Post a Message feature allows Career Coaches to specify the user or group of users they wish to post a message to – e.g., Career Coaches may wish to post a message about a local job fair only to postsecondary students. The tool allows for a very precise degree of control over which users receive each message. Career Coaches may filter the group of users that receive the message by demographic options, such as last names, gender, ethnicity, education level, and graduation year. The Post a Message tool is also valuable for its ability to reach users who do not utilize the system as frequently. Career Coaches may include an e-mail copy of the message to users or parents and guardians, as well as include a text message to student cell phones, should the users opt to receive them in the registration process.

The Post Links feature of the *ADMS* allows Career Coaches to post recommended links or other announcements on the home pages of student users in the system. This will keep users informed of resources that may help them with the career decision-making process.

Career Coaches also have access to best practices, testimonials, training manuals and quick guides, frequently asked questions, and assessment technical manuals through the Tools & Resources section. *Kuder User News*, our quarterly publication, is also made available.

Administration

The *ADMS* was designed to allow administrators to manage and monitor the usage of the Kuder license they have purchased, easily find user information, and upload some user information. In this section, select administrators may manage user access by providing access codes to individuals who may create lower-level security accounts or activation codes for the assessments as needed.

Security roles are managed by the user(s) with administrative rights to other individuals in the organization. The administrator may also find information about users utilizing the *ADMS*, as well as download a directory that includes contact information for all administrative users.

Appendix A: Kuder Faculty & Staff

Kuder is committed to the ongoing research and development of education and career planning tools which support users throughout their life span. Backed by a world-renowned career development faculty and staff, we continue to pioneer innovative solutions for the vocational development and assessment marketplace. Please read our faculty and staff biographies below for details on our background, certifications, and expertise in the career development field.

Phil Harrington – President

Phil Harrington established Kuder, Inc. in 1997 to provide integrated assessment, career guidance, and education planning tools to students and adults. Assembling a faculty of leading experts in career development theory, Mr. Harrington directed extensive research among 100,000 key stakeholders throughout the United States to develop the first research-based, comprehensive career development system of its kind, the *Kuder*® *Career Planning System* (*KCPS*). Under Mr. Harrington's leadership, Kuder has become one of the most respected and innovative companies in the industry, serving as a leading voice and resource for issues surrounding education and career planning.

Prior to founding Kuder, Mr. Harrington enjoyed a long and successful career with Metropolitan Life Insurance Company and spent seven years at the helm of Midwest Financial Services, Ltd., a company he founded and grew from a start-up operation to a $10 million business.

A sought-after speaker at industry events, Mr. Harrington has conducted lectures, workshops, and seminars for the American Counseling Association; the National Association of State Directors of Career Technical Education Consortium; the National Career Development Association; and the U.S. Department of Labor's Employment and Training Administration, among many others. In 2008, he led the 100 Year Celebration of Career Guidance & Education to promote broad-based awareness for the prominent role of career and technical education in creating America's workforce. In that same year, Mr. Harrington received the Association for Career and Technical Education's prestigious Friend of Guidance Award for his instrumental role in the growth and development of guidance and career development.

To emphasize the importance of ongoing career planning and encourage continuing career exploration, Mr. Harrington established The Harrington Foundation in 2005. The foundation's mission is to make education planning and self-assessment possible by increasing awareness of career options and making available career development resources to underserved populations.

JoAnn Harris-Bowlsbey, Ed.D. – Senior Director of Development

Dr. JoAnn Harris-Bowlsbey serves as senior director of development for Kuder. Since joining the company in 2005, she has worked extensively with state departments of education and labor in the conceptualization and implementation of education and career planning web sites that serve as a virtual center for students and adult populations.

In her long and distinguished career in the field of career development and education, she has held the positions of high school counselor, director of guidance, university professor, career counselor, developer of the ACT® product DISCOVER®, executive director of the ACT Educational Technology Center, and consultant to the National Institute of Corrections. Dr. Harris-Bowlsbey has also served as a career development consultant for Nippon Manpower Ltd. in Tokyo, Japan.

Dr. Harris-Bowlsbey has authored numerous journal articles, books, and career planning curricula, including *Take Hold of Your Future*, now in its sixth edition. She coauthored Career Interventions in the 21st Century, a textbook for the training of counselors, and led the redevelopment and expansion of Facilitating Career Development, a curriculum for training Career Development Facilitators.

An active member of the professional community, Dr. Harris-Bowlsbey has served on the board of trustees of the American Counseling Association Governing Council and the editorial board of Career Development Quarterly. She served as chair of the American Counseling Association Inter-Professional and International Committee. A past president of the National Career Development Association, she is also a recipient of its Eminent Career Award. Dr. Harris-Bowlsbey is a member of the National Career Development Association and the International Association of Educational and Vocational Guidance.

As a tribute and testament to her landmark achievements, the board of the Career Development Leadership Alliance created the annual JoAnn Harris-Bowlsbey Award for Excellence in the Field of Technology in Career Development in 2004.

Dr. Harris-Bowlsbey is a former adjunct professor of counselor education at Loyola College in Maryland. She holds a bachelor's degree from Wheaton College, a master's degree from University of Wisconsin, and a doctorate in counselor education from Northern Illinois University.

Catalina D'Achiardi-Ressler, Ph.D. – Senior Vice President of Research & Development

As senior vice president of research & development for Kuder, Dr. Catalina D'Achiardi-Ressler oversees many of the company's product development initiatives. She also directs domestic and international business procurement and plays a key role in the company's research efforts for which she conducts, interprets, and presents the results of statistical, methodological, and validity research. Dr. D'Achiardi-Ressler served as a research consultant for Kuder for three years prior to assuming her current role in 2007.

A distinguished scholar specializing in the field of vocational psychology, Dr. D'Achiardi-Ressler has conducted extensive research and has taught undergraduate and graduate courses at Drake University, Southern Illinois University, and Iowa State University.

Dr. D'Achiardi-Ressler is an ad hoc reviewer for the Journal of Career Development and serves on the editorial boards of the Career Development Quarterly and the Journal of Counseling & Development. She has published numerous studies and has presented papers at many regional, national, and international conferences and events.

Dr. D'Achiardi-Ressler is an active member of a number of professional associations, including the American Psychological Association's Division 17: Society of Counseling Psychology; the National Latina/o Psychological Association; the Society for Vocational Psychology; and the National Career Development Association.

In 2005, Dr. D'Achiardi-Ressler received the Donald E. Super Research Fellowship from the American Psychological Association for her outstanding research in the area of vocational psychology. Dr. D'Achiardi-Ressler holds a bachelor's degree in psychology, and a master's degree and doctorate in counseling psychology. A native of Bogotá, Colombia, she is fluent in Spanish and English.

Eric Heitz, CDF – Senior Vice President of Training and Support

Certified Career Development Facilitator Eric Heitz has served as senior vice president of training and support for Kuder since 2005. Mr. Heitz develops strategy and delivery of support for Kuder's diverse customers, including middle school, high school, and postsecondary educators; students and parents; adult career changers; business and industry; and government agencies. Mr. Heitz manages Kuder's field training and customer support teams. He also organizes product implementation and training schedules for Kuder's school, district, and statewide systems.

He is well-versed in education policy issues, including accountability standards and funding related to the No Child Left Behind Act, and school sharing, consolidation, and finance.

Prior to joining Kuder, Mr. Heitz was a consultant for the Iowa Department of Education. In that role, he led teams for accreditation visits to school districts; conducted studies for school districts exploring reorganization with neighboring school districts; and created online technical assistance handbooks to parents and school districts. During his tenure with the Iowa Department of Education, Mr. Heitz also served as a legislative liaison for the 2003 legislative session.

Mr. Heitz began his career in education as a social studies teacher. He later worked as a local partnership coordinator for the Iowa School-to-Work office, where he reviewed statewide best practices in career education and created partnerships between state, regional, and local partners to develop career education programs for students.

Mr. Heitz holds a bachelor's degree in education from the University of Northern Iowa and a master's degree in education from Viterbo University. He completed Career Development Facilitator Training through Educational Training Associates, Inc., and holds a School Administrator Endorsement from the Iowa Leadership Academy.

John Matthews, Ph.D. – Senior Software Engineer

Dr. John Matthews joined Kuder as senior software engineer in 2007 after serving as an information technology consultant for four years. He serves as technical lead on Kuder's application development projects and creates customized software products based on specifications developed to meet customer needs.

Dr. Matthews' background in software development and expertise in developing scalable, high-performance web applications spans several industries. He is experienced in all aspects of the software lifecycle, ranging from design and implementation to testing and deployment.

Prior to joining Kuder, Inc., Dr. Matthews served as a consultant director of OSS architecture for Aerie Networks, chief software architect for RedMeteor, Inc., and director at MCGI. During that time, he was the technical lead on multiple complex projects, including the build of a hotel revenue management system; an energy trading web site and web-based energy bidding and scheduling system; an OSS prototype; a wireline telecommunications model; and a telecommunications economic model.

Dr. Matthews received a bachelor's degree in computer science from Harding University, a master's degree in computer science from Texas A&M University, and a doctorate in computer science from the University of California–Davis.

Overview

Today's job candidates have a variety of needs when it comes to securing a satisfying career. Achieving success in the workforce requires the right choices, tools, and information. *Kuder® Journey* is an effective solution to help postsecondary students and adults plan for a career, make a career change, and keep their career on track.

Benefits

Kuder Journey offers many benefits to postsecondary students and adults while providing user-specific content for a diverse group of users.

- Comprehensive system for exploring career interests and occupational options, considering new or additional education and training, preparing for today's workforce, and finding jobs.
- Guides users through an easy step-by-step process, providing a reliable and effective career planning and development experience.
- Tailored to the needs of each individual user.
- Flexible process allows users to complete the steps in the order recommended by the system, or to select the step that meets their immediate needs.
- Supports ongoing awareness of job opportunities, including today's high-demand, high-growth jobs.
- Provides ease of planning for educational options.
- Enables users to manage career preparation activities through an electronic portfolio (e-Portfolio), a web page that can be shared online.
- Accountability resources for career centers and workforce agencies to show real-time results.

Features

This comprehensive, user-friendly, and Internet-based solution enables users to explore new career directions, plan for future education, seek current job opportunities, and even apply for financial aid. The information is uniquely tailored to each user based on how they register with the system and identify their occupational background and employment situation, needs, and barriers.

A custom menu of options is available for all types of users, including: postsecondary student; first-time job seeker; career changer; veteran or active member of the military; adult with a disability; ex-offender; and retired person. Users may also indicate what needs or obstacles they are facing in their career and education exploration.

The system includes an e-Portfolio that stores information generated by the user and can be accessed from any location. The e-Portfolio becomes a user's web page of achievements and goals, and it can be shared online with prospective employers and education institutions.

The system provides users with a series of options that they may access.

Features (Continued)

Assessments

No matter what stage an individual is at in their life, the career planning process starts with learning about oneself. The research-based interests, skills, and work values assessments kick-start career exploration and ultimately encourage more satisfaction and success.

Figure 1. Score Report from the *Kuder Career Search*.

Occupations

If individuals are looking to transfer skills to another job, find a job related to their college major, or simply start the search from scratch, *Journey* allows them to search and narrow a list of occupations that are right for them.

Figure 2. Sample Occupational Description Page.

Features
(Continued)

Education & Financial Aid
It may be time to consider new or additional education and training options. System users can align the career possibilities they are interested in with related educational requirements, determining a future path and the financial assistance to get there.

Postsecondary students are presented with an additional option — Make a List of Majors — to help them create a list of options that are of interest, learn about the requirements for an occupation of choice, and explore the benefits of pursuing an advanced or professional degree.

Job Search Tools
Planning and preparation is critical before applying for that next career. If job seekers need to create a résumé, write a cover letter, collect references, and update their interviewing skills, *Journey* provides the tools to do so.

Step 5: Find a Job
Once an individual has effectively learned about their options and prepared for upcoming opportunities, the last step is finding a job. *Journey* offers a number of ways to research employers, find local companies, and locate available jobs.

Customized Menu for User Types
Below are brief descriptions of the customized features users will find within the system, given the user type they identify when registering.

Adult Thinking About Going to a Postsecondary Institution
Journey provides adults who consider pursuing higher education or further job training in order to gain the skills they need with the opportunity to research a variety of postsecondary institutions, apprenticeships, training programs, and more.

Adult Just Out of School Looking for Their First Full-Time Job
Journey provides postsecondary students and students just out of school and looking for their first full-time employment with valuable resources to aid in the job search process. The system offers customized information covering how to conduct an informational interview and use social networking sites in order to promote skills, get advice from professionals, and learn more about the workplace. Students are also able to locate internships, local job fairs, and college alumni associations so that they may pursue opportunities and make contacts within their field.

Active Military Service or Veteran Moving to Civilian Occupation
Veterans or active members of the military can utilize the main features and tools of *Journey* as well as their own tailored options. For veterans and members of the military wishing to pursue new education, the system provides access to information about the GI Bill, which includes benefits and education assistance programs administered by the Department of Veterans Affairs. For those looking to transition into civilian employment, resources are provided that enable the user to find government employment opportunities; military financial aid; military-friendly employers; and certified counselors who can aid in the transition back into the community.

Features (Continued)

Adult Seeking a Better Job Within the Same Company or Organization

Journey assists adults seeking a new or better position in the same occupation as well as within their current workplace. Users are able to better explore the options that they may not be aware exist within their current careers through the system's comprehensive occupational database. Further, the system provides resources which can help users improve their résumé and cover letter, connect their employer with information in their e-Portfolio, and prepare them for the job search process within the company.

Adults Seeking a Job (Voluntarily or Out of Necessity)

Adults who are seeking a new or better job may be interested in staying within the same occupation, but want to find employment outside of their current workplace. For these users, *Journey* offers the capability to search for professional associations within each field that can offer valuable networking opportunities. Users may also use the system to find, research, and prepare for new employers and job openings, as well as make their e-Portfolio available to other workplaces which may be interested in the talents and experience specified within it.

Adult Seeking to Change Occupation

Adult users who have previous work experience but are considering a change to an entirely different occupation can find the tools they need to explore their options within *Journey*. Users are able to begin the search for apprenticeships or online degree programs for occupations which may require further education or training. The system also allows users to search for professional associations to aid in networking opportunities, and begins the job search process with a focus on finding, researching, and getting in contact with new employers.

Person With a Disability

Adults with disabilities are served by *Journey* through access to customized options adapted to their potential needs. Users are able to find vocational rehabilitation offices within their state so that they can pursue training or other services that may be required to enter or return to the workforce. The system also links users with the Alliance of Technology Access, a national network which encourages and facilitates the empowerment of people with disabilities to participate fully in their communities. Users gain information about learning how to overcome technological barriers so that they can better explore their career options. Individuals may also connect with free consulting services if they face limitations that affect employment.

Ex-Offender

Ex-offenders who are entering, re-entering, or seeking a temporary position in the employment network are directed to information about the benefits of assistance programs; incentives that employers receive for hiring ex-offenders; laws of discrimination in the workplace; what information ex-offenders are obligated to disclose in a job; and how to organize and enhance a résumé. The system also connects ex-offenders to government and community organizations which specialize in assisting with criminal records, job-related legal services, and the finding of supportive state agencies nearby.

Features (Continued)

Retired Person Seeking New Paid or Volunteer Work

Retirees who are seeking another job or interested in pursuing volunteer work are given tools and exercises to refresh their job search skills and identify activities that may interest within their community. *Kuder Journey* also connects users with SeniorCorps, a site helping users to identify how their unique background and experiences may suit organizations in need of volunteers. Retirees may become mentors, coaches, or companions to people in need, or contribute their skills and expertise to community projects and organizations. Resources are offered which also help users search for part-time and temporary work within their community as well as educational and training trips around the world.

The e-Portfolio

The electronic portfolio (e-Portfolio) component of *Kuder Journey* is unique and valuable enough that is worth describing in more detail.

Figure 3. Manage e-Portfolio Feature.

The secure e-Portfolio is generated or enabled at first system use. It stores information generated through the life span use of the system and can be accessed by users from any location through the user-selected username and password. The contents of the portfolio can be generated from three sources: 1) use of the system, and 2) uploading of documents or images into the system.