

Career Exploration in an Urban High School:
Implementing a Comprehensive Student Portfolio Program

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Abstract

A variety of career interventions are used to increase the career development of high school students and reduce school failure. However, there is a lack of research which describes comprehensive career programs for urban African American high school students. This article provides an overview of the development of a comprehensive career development portfolio project for students in an urban early-college high school. The authors describe the implementation process and initial stages, requirements of the project, development of the service learning component, and presentation of the project to the school board. An overview of the career portfolio program and specific activities and portfolio evaluation measures are provided.

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Minority groups are disproportionately represented in urban schools and face a number of obstacles to educational and career success (Borman, Stringfield, & Rachuba, 2000; Boykin, 1992; Burton & Jones, 1982; Dreeben, 1987; Irvine, 1990; Jencks & Phillips, 1998). Poor academic achievement of minority groups began to appear after the initial educational equality struggles of the 1950's and 60's. Both low graduation rates as well as poor performance on state and national achievement tests are two of the major issues supporting an educational crisis in America's urban cities (Phillips, Crouse, & Ralph, 1998). In a recent article in the Chicago Tribune, Joel Hood indicated that school programs targeting urban youth across major cities in the United States have been a profound failure with the education gap between white and black youth higher now than in the previous thirty years.

School personnel have an opportunity to provide career interventions to a large population of underserved students. A review of the practices of school counselors, teachers, and administrators show that there are a wide variety of career development interventions which lack a developmental and/or system wide focus (Dykeman, Wood, Ingram, Pehrsson, Mandsager, & Herr, 2003). Furthermore, a review of the literature found few career programs in urban areas which focus on the particular issues facing African American students. This article provides an overview of the development of a comprehensive career development portfolio project for students in an urban high school.

The Educational Achievement Gap

There has been considerable discussion among both federal and state officials regarding the continued decline in education in the United States especially in comparison to other

developed nations. At the present time, the U.S. national graduation rate is approximately sixty eight percent, with nearly one-third of all public high school students failing to graduate.

Unfortunately, there are significant racial gaps found in these graduation rates. For example, students from historically disadvantaged minority groups (e.g., American Indian, Hispanic, Black, etc.) have little more than a 50 percent chance of finishing high school with a diploma. By comparison, graduation rates for White and Asian students are seventy five and seventy seven percent. Males graduate from high school at a rate eight percent lower than female students while graduation rates for students who attend school in high poverty, racially segregated, and urban school districts lag from fifteen to eighteen percent behind their peers. This variation in graduation rates and gaps among student groups is found across regions of the country as well as the states. The difference between White and Asian students in comparison to other racial subgroups constitutes a racial gap in high school graduation rates of about twenty five percent between the higher-performing and lower-performing subgroups. Although this finding is consistent with well-known performance disparities in tested achievement, a graduation gap of this magnitude is certainly large by any standard of comparison. It should be a cause for concern among educational systems committed to achieving equity across student subgroups. The continued downward graduation trajectory for Black students indicates that socioeconomic disadvantage and graduating from high school are much more closely linked within this student population. In effect, graduation rates for Black students suffer from high poverty environments and are helped much more in low poverty settings than is the case for other racial-ethnic groups. Black graduation rates generally approach seventy percent in very low poverty districts, a rate about ten percentage points higher than similarly situated Hispanic or American Indian students. In stark contrast, graduation rates for Blacks in very high poverty districts plummet to about fifty

percent, the lowest levels observed among the five basic racial-ethnic groups (Swanson, 2002; Orfield, Losen, Wald, & Swanson, 2004).

African Americans students are significantly trailing their White counterparts in every aspect of education in our nation's public school systems for several generations (Borman et al., 2000; Heinrich & Holzer, 2010; Jencks & Phillips, 1998). This translates into disparities in post secondary options and career attainment.

Post-Secondary Prospects

After high school, those students who graduate with a bachelor's degree have the opportunity to earn an additional annual income of nearly a million dollars over a lifetime of work. Globally-recognized college admissions tests, such as the SAT, are imperative for admission to selective higher education institutions and allow students to earn scholarships. In 2009, college-bound African American students averaged a mean SAT Verbal score of 429 whereas their White counterparts attained a mean score of 528. Correspondingly, African American test-takers achieved a mean Mathematics score of 426 while White students scored a mean of 536 (The College Board, 2009).

Below-average college entrance exam scores of African-American students equate to a lesser acceptance into top universities. These same students are not likely to successfully graduate even if they are able to gain entry and they often face challenges affording this same education. In fact, when given six years to complete a four-year post-secondary degree, only 42% of African Americans (as opposed to 60% of Whites) who begin a college program reached completion in 2004 (National Center for Education Statistics, 2009). Ultimately, the educational success of minority students needs to be improved in order for our nation to remain stable. The percentage of white children in public education is decreasing while over 50% of minority

children attend nearly all minority enrolled schools in the United States (DOE, 2010). For decades, minority children have been overrepresented in urban schools (Borman, Stringfield, & Rachuba, 2000). By 2025, minority school populations will have majority status for the first time in American public school history (DOE, 2010).

Career Readiness Interventions

When reviewing the current literature, there are few evidence based career programs in urban areas which focus on the particular issues facing African American students.

Supplementing the traditional career approaches (e.g., Super, Holland, Parsons, etc.) several recent career development interventions have been proposed specifically for low-income African American Youth.: phenomenological variant of ecological systems theory – PVEST (Madsen, 2007); sociopolitical development model - SPD (Diemer, 2010); and purpose-centered career development (Kosine, Steger, & Ducan, 2008). However, these proposed programs have little data to support their ideas.

One popular program that has experienced some limited success is the Career Institute (CI). It was developed for underserved urban students and implemented at the Inquiry School, an early college program for students in grades 6-12 (Rivera & Schaefer, 2009). Interventions are implemented by teachers and school counselors at the Inquiry School during an advisory time through assigned essays and group discussions in core classes. Students meet daily with their advisory group and remain in their group with the same leader throughout their seven years at the early college. Teachers serve as group leaders and provide students with an opportunity to form a meaningful relationship with at least one adult in the school (Rivera & Schaefer, 2009). The interventions focus on self-awareness and understanding the relationship between school and

work. Students identify interests and abilities and share their findings with their classmates during advisory time and in the classroom. This process allows students to learn about their own strengths and the career options that are available for them. Students also participate in written reflection exercises that summarize their experiences and what they have learned about themselves and others.

The CI is addressing the issue of low academic achievement and lack of career preparation in minority populations in two very important ways. First, the intervention begins at an early age. Students begin in the sixth grade by exploring their interests and learning how their findings can contribute to their own academic success. The program is also consistent. Each year builds upon the skills previously learned and students remain with the same advisor for seven years. This process provides teachers with an opportunity to observe possible barriers to academic achievement, such as personal/social problems that can be addressed by the school counseling team. Because teachers play such an integral role in the implementation of the CI, they are able to contribute feedback as to how lessons can be incorporated into the core curriculum of the school, thus increasing student engagement and academic achievement (Rivera & Schaefer, 2009).

Implementing the Four-Year Portfolio Project: Understanding the YEC

The portfolio project was implemented at the Youngstown Early College (YEC) in Youngstown, OH as a response to the lack of career readiness among these high school students . The public school system in the city of Youngstown was recently academically rated last among the public school districts in Ohio. In the spring of 2010, the state declared the district in academic emergency and the state superintendent appointed an academic distress taskforce to oversee school operations. In its work, the task force acknowledged that there was a need for an

increased focus on both career education and college readiness in the district. Members were particularly concerned regarding the high dropout rate of African American male students. Presently, only 35% of these males graduate from district high schools. Students appeared to have few resources and skills to assess college readiness and less than 30% of graduation African American seniors entered college. Youngstown has the lowest educational attainment rate among adults in Ohio and this is most likely due to a long history of dependence on a manufacturing industry that vacated the city over thirty years ago. Unemployment is nearly 40% among African American males and young African Americans between the ages of 18 to 30 have little chance of finding employment.

The YEC was begun in 2004 as an alternative to district high schools where average students would have an increased opportunity to attend college. Initially started with 75 students, it is presently located on the campus of Youngstown State University and serves approximately 200 students in grades 9-12. The school is one of eight early college high schools in Ohio supported by the Knowledge Works Foundation with assistance from the Bill & Melinda Gates Foundation. The purpose of these unique institutions is to “provide a transition between secondary and post-secondary education and link the secondary and post-secondary educational experiences to motivate and challenge students in the environment of a small focused high school” (Youngstown Early College, 2010). In order to be considered for admittance into YEC, a student must meet “two or more of the Knowledge Works criteria for Early College admission: low income family status, membership in a group under-represented in college, first generation college bound student, or untapped student potential” (Youngstown Early College, 2010). During the 2008-2009 school year, 92.6% of YEC students were African American and more

than 95% of students were considered economically disadvantaged (Ohio Department of Education, 2009).

YEC students who complete their sophomore year are able to enroll in selected college classes on the YSU campus. Many of these students have never been in a college environment until this alternative high school was developed. Because of difficult student transitions, there have been some academic and behavioral challenges as well as successes in this endeavor.

Being small in size, the high school faculty has developed a close and mentoring relationship with students. With two school counselor interns in addition to a full time school counselor, students are afforded continued access to counseling services and advisement with nearly one counselor for every 80 students. The YEC has also been the most successful high school in the Youngstown City School District. It is the only high school in the district with an excellent rating from the state of Ohio. Over 14 schools in the district had poor state ratings and needed significant improvement. Graduates of the YEC are being admitted to college at high numbers and students are receiving college credits while in high school. Over 65% of graduating seniors enter college as a sophomore.

Initial Stages of the Career Portfolio Project

The Youngstown Early College Staff and Administrators developed advisory periods for students to receive consistent help with adjusting to a university environment. In addition, students were required to create portfolios to help document their progress as well as being used for assessment purposes. These advisory periods consisted of small student groups engaging with a teacher on a daily basis. Each teacher planned a daily agenda with the main goal of focusing on individual students' concerns, career goals, and academic progress or difficulties. YEC staff implemented these weekly advisory periods with advisory groups meeting once per week for

approximately 45 minutes. In an effort to provide needed college readiness skills as well as occupational clarity for YEC students, it was decided that YEC students would begin a comprehensive career portfolio project. The school counseling team consisting of one School Counselor and two School Counseling Interns agreed to lead the project with the support of the teachers and administration.

A 32-page detailed outline of the portfolio project was developed during the first month of the school year and approved by administrators and distributed to teachers for their approval. Students were required to create professional portfolios to track and display their academic, professional, and personal skill development. The students established an online portfolio that can be updated to grow with students even after they have graduated. There were a number of activities (Appendix A) that provide an opportunity to utilize technological, writing and composition skills as well as develop their critical thinking skills. Freshmen and sophomores complete the necessary steps for their portfolios during advisor-advisee focus groups. Sophomores completed portfolio work in advisor-advisee focus groups as well. Juniors completed the work in Junior Seminar and seniors will complete the work in Senior Seminar. A schedule of work to be completed by year is provided (Appendix B). Students were evaluated at the end of each school year and a final assessment of the student portfolio was conducted before the student was permitted to graduate (Appendix C). The main goal for the project was for every student who graduates will have constructed a comprehensive portfolio that received a passing evaluation score. Objectives were a) to educate students on the importance of portfolio construction; b) to provide students with an opportunity to showcase their achievements; c) to prepare students with the necessary tools to succeed in post-secondary plans.

After the career development project was approved, a new advisory group schedule was created. Both YEC administrators and teachers wanted a structured process for the advisory groups with specific goals. In response to this request, a new schedule was developed by the team that included several kinds of activities and specified days for students to work on their portfolios. The School Counseling interns developed two sophomore advisory groups and they began to help the students develop their portfolios. These two advisory groups became a pilot project for the portfolio program.

Initial stages of the project with students were not without conflict. Some students were upset that other advisory groups with the teachers were less productive and focused on their career development. Others students complained about the level of work and some students had a difficult time understanding the concept of the project. After a few weeks, the students became invested in the project and the majority of the sophomores had the opportunity to create their first resume and biography.

Requirements of the Career Portfolio Project

The major purpose of the project was to encourage students to set goals, track their personal growth, and prepare them to become successful college students and employees as they entered the workforce (Appendix A). Components of the portfolio included career exploration, goal setting, research, and implementation of skills and knowledge obtained through assessments and experiences (Appendix B). Upon completion of the portfolio, students would have accumulated a collection of school projects, standardized test scores, career interest inventory results, reflective essays, and a resume (Appendix C). While there are numerous individual, structural, and cultural factors that promote the career development of black students (Constantine, Kindaichi, & Miville, 2007), the career portfolio project provides an opportunity

for school counselors to specifically address the individual factors of urban students (e.g., vocational aspiration, career exploration and planning, role models).

Similar to the CI program, sophomore students worked on materials and assignments during an advisory period one day per week. Advisory groups consisted of approximately 12 students and one counselor who served as the advisor. One purpose of advisor/advisee time was to provide students with an opportunity to get to know other students and also to form a relationship with an adult in the school. It was critical to begin the career portfolio during sophomore year because junior and senior students were on campus taking college courses and it was difficult for them to meet during the regular school day. Because the early college is designed to prepare high school students to meet the demands of college, junior and senior students are expected to complete more of their work independently. The project team hoped that the initiation of the portfolio project would make for an easier transition for future juniors and seniors as well as teaching sophomore students the skills needed to be more independent when entering college.

Although teachers were reluctant to use advisory periods for the portfolio project, the school counseling team, teachers, and the administration created critical tasks related to the portfolio project for each high school and college class in a student curriculum. The critical task was a project or assignment completed in the class that demonstrated an understanding of the course material and its relation to career exploration. Examples of tasks included an exploration of a career in a specific field, salaries of entry level positions, vocational assessment, cover letter and resume writing and job interviewing skills. In order to help keep students on task, teachers were selected and served as members of the portfolio team and grade each task at the end of each school year according to an established rubric. Students earned points for each completed task

based on rubrics that identified degree of completion, demonstrated level of understanding of the material, and the degree to which essays were thoughtful and reflective of student development and progress.

Both teachers and the school counseling team reported that they were surprised at the lack of knowledge of careers among students. Most had viewed a career path as limited to areas such as music or athletics and had little knowledge of other careers in which they had an initial interest. Few role models were available to these students in their immediate family, relatives or in their neighborhood. Some students had basic ideas of a career trajectory such as medicine, law or computer science but were largely unaware of the academic requirements needed for those majors in college. When developing resumes, none of the students were able to document any type of work history, and students had little knowledge of the skills needed to interview and gain employment. Sometimes students did not understand the need for these skill sets even when they were rejected for local jobs such as fast food employment. In the viewpoint of many students, it was the employer's fault that they were not hired. The group advisors spent considerable time and effort encouraging these children that they had the capacity to work and contribute to society. Because of our advisory experiences, it became evident to the school counseling team that students would benefit from interaction with career role models from the community as well as exploration of opportunities for education and employment in the future.

Developing the Career Fair and Service Learning Component for the Portfolio Project

In response to this perceived need, the school counseling team organized a career fair and invited 20 local business representatives during the spring term. Most of these individuals were African American business owners, physicians, attorneys, and employees in corporations. Part of the career fair was devoted to small group encounters where students could talk in a group with a

mentor and explore career options. Students spent several hours moving from mentor to mentor during the career fair. In addition, the team had a motivational speaker discuss his development as an African American businessman who overcame the struggles of poverty. In addition to the career fair, the school counseling team helped develop a service learning project for all students at the YEC. This learning project was established to enhance the portfolio project by enabling students to make a contribution to the community as well as learning about career options. Each student were required to complete 60 hours of service-learning by graduation. Experiences were coordinated through the school counseling team and hours were coordinated over the four years that the student is attending the YEC.

Presenting the Career Portfolio Project to the District School Board

The School Counseling Team determined that student motivation to complete the project would be increased if the portfolios could be worth one-quarter of a credit for each year (one full credit upon graduation). The school counseling team discussed this option with the YEC administration and they enthusiastically endorsed our proposal. In conjunction, it was believed that gaining credit would increase both student and teacher commitment to this valuable process. In the spring semester, the portfolio project was presented to the Youngstown City School District Board of Education and the members had many positive comments about the project. After discussion and analysis, the board indicated that it will review the project. The portfolio project was addressed at a final staff meeting and they were interested in its progress and the benefits students could gain. It was again proposed that one teacher have a free period to organize and implement the portfolio project.

Due to the success of the pilot project, the program has been adopted school wide for the following school year. A teacher has been appointed as coordinator of the portfolio project and

the curriculum continues to be modified and approved as it is used by teachers and the school counseling team. All activities are similar per advisory group which will enable the team to evaluate the effectiveness of each activity as well as the program in its entirety. All school programs are under review regarding their efficacy and the authors are hopeful the portfolio project will be receiving support and additional funding.

Discussion

The politics of any urban public school system make it difficult for new and unique programs to be implemented successfully. It was exciting for the school counseling team to observe the students constructing their comprehensive career portfolios. In a small urban school, the students became aware of the program and its benefits. Each year, more students will begin constructing a portfolio as more teachers become invested in the project and administrative changes are put into place.

The final product, a comprehensive student portfolio, provided students with a visual archive of their personal growth and career development. The two first authors gained an invaluable experience as school counseling interns developing and creating this program. The opportunity to help these students was critical and witnessing student growth through the year was especially gratifying. The project enabled the authors to work with teachers and administrators in a creative project and it involved many of the dynamics discussed in the literature regarding change in urban schools.

There also were obstacles we had not anticipated. Although administrators were invested in this project, it seemed as though they were initially reluctant to fully implement the project.

Unfortunately in urban education, there are often policies that make implementing creative programs like this project very difficult. The authors learned that the greatest leverage for the

success of this program was that students would earn official credit for the project. Teachers became more invested in the project because it had potential as an official requirement of the school district. Students have been more cooperative and involved in creating a comprehensive portfolio. Over time, adjustments will be made to increase the effectiveness of this new program.

The Youngstown Early College Comprehensive Student Portfolio Program was an initial success despite challenges. It became clear in this project that urban African American students have little understanding of the career development process and lack the basic skills necessary to create a career portfolio and find work. It is surprising to find that with unemployment at record numbers among African American youth that there are few programs available to address this urgent need. We are hopeful that the YEC career portfolio project may serve as a resource for other schools interested in helping African American youth.

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APPENDIX A**Components of Career Portfolio Project**

1. Home Page
 - a. Picture
 - b. About Me
 - c. Links
 - i. Autobiography
 - ii. Resume
 1. Update the one from the previous year and post it as a new resume
 - iii. Reflections
 1. Freshman
 2. Sophomore
 3. Junior
 4. Senior
 - iv. Education
 1. My Four-Year Schedule
 - a. Update the one from the previous year and post as new
 2. Critical Tasks
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 3. Standardized Test Outcomes
 - a. OGT
 - b. ACT
 - c. PSAT
 - d. SAT
 - e. HSTW
 - v. Experiences
 1. Service Learning
 2. Cultural Event
 3. Employment
 4. Extra-curricular Activities
 5. Leisure Activities
 - vi. Aspirations and Goals
 1. Career Assessments
 2. Career Interest Essays
 - vii. Contact Information
 1. Full Name
 2. Home Address
 3. Phone Number (with a professional voicemail)
 4. Email Address (professional)

APPENDIX B**Yearly Activities of the Career Portfolio Project****Freshman**

1. Construct an E-Portfolio (Picture, About Me, Links)
2. Create and Post a Resume
3. Write a 1st nine weeks reflective essay
4. Write an end of School Year reflective essay
5. Compose an estimated four-year schedule
6. Complete and Post the Critical Tasks for all classes taken Freshman year
7. Complete three experiences essays
8. Complete career assessments
9. Write one Career Interest Essay
10. Post Contact Information

Sophomore

1. Update Picture
2. Update About Me
3. Update Resume
4. Write a 1st nine weeks reflective essay
5. Write an end of School Year reflective essay
6. Update estimated four-year schedule
7. Complete and Post the Critical Tasks for all classes taken Sophomore year
8. Include OGT tests passed
9. Complete three experiences essays
10. Complete career assessments
11. Write one Career Interest Essay
12. Update Contact Information

Junior

1. Update Picture
2. Update About Me
3. Update Resume
4. Write a 1st nine weeks reflective essay
5. Write an end of School Year reflective essay
6. Update estimated four-year schedule
7. Complete and Post the Critical Tasks for all classes taken Junior year
8. Include OGT tests passed
9. Include PSAT/SAT scores
10. Include ACT Test Scores
11. Complete three experiences essays
12. Complete career assessments
13. Write one Career Interest Essay
14. Update Contact Information

Senior

1. Update Picture
2. Update About Me
3. Update Resume
4. Write a 1st nine weeks reflective essay
5. Write an end of School Year reflective essay
6. Update four-year schedule
7. Complete and Post the Critical Tasks for all classes taken Senior year
8. Include OGT tests passed
9. Include SAT scores
10. Include ACT Test Scores
11. Include HSTW Test Scores
12. Complete three experiences essays
13. Complete career assessments
14. Write one Career Interest Essay
15. Update Contact Information

APPENDIX C

Scoring Criteria for Career Portfolio Project

	Requirement	Points Awarded*	Points Possible
1	Picture		2
2	About Me		4
3	Autobiography		4
4	Resume Freshman		4
5	Resume Sophomore		4
6	Resume Junior		4
7	Resume Senior		4
8	My Four-Year Schedule Freshman		4
9	My Four-Year Schedule Sophomore		4
10	My Four-Year Schedule Junior		4
11	My Four-Year Schedule Senior		4
12	Critical Tasks Freshman		4
13	Critical Tasks Sophomore		4
14	Critical Tasks Junior		4
15	Critical Tasks Senior		4
16	Standardized Test Outcomes Sophomore		2
17	Standardized Test Outcomes Juniors		2
18	Standardized Test Outcomes Seniors		2
19	Experiences Service Learning Freshman		4
20	Experiences Cultural Event Freshman		4
21	Experiences (Choice) Freshman		4
22	Experiences Service Learning Sophomore		4

	Percentage	Points
A	90-100%	135-150
B	80-89%	120-134
C	70-79%	105-119
D	60-69%	90-104
F	0-59%	0-89

23	Experiences Cultural Event Sophomore		4
24	Experiences (Choice) Sophomore		4
25	Experiences Service Learning Junior		4
26	Experiences Cultural Event Junior		4
27	Experiences (Choice) Junior		4
28	Experiences Service Learning Senior		4
29	Experiences Cultural Event Senior		4
30	Experiences (Choice) Senior		4
31	Career Assessments Freshman		4
32	Career Assessments Sophomore		4
33	Career Assessments Junior		4
34	Career Assessments Senior		4
35	Career Interest Essay Freshman		4
36	Career Interest Essay Sophomore		4
37	Career Interest Essay Junior		4
38	Career Interest Essay Senior		4
39	Contact Information		3
40	Overall Presentation		3
	Total:		150

* See Associated Rubrics Below

Picture Rubric	
For Use with Grading Criteria 1	
2	1
Includes a professional* picture of the student.	Includes a picture of the student that is not professional*.
*A professional picture requires modest apparel and a conservative pose	

Essay Rubric			
For Use with Grading Criteria 2, 3, 19-30, & 35-38			
4	3	2	1
Demonstrates a thoughtful understanding of the writing prompt and the subject matter. Uses language that is fluent and original, with evidence of a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Demonstrates a basic understanding of the writing prompt and the subject matter. Uses basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Demonstrates a limited understanding of the writing prompt and subject matter. This reflection needs revision. Uses language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.	Demonstrates little or no understanding of the writing prompt and subject matter. This reflection needs revision. Uses language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.

Resume Rubric			
For Use with Grading Criteria 4-7			
4	3	2	1
<p>Typed or computer generated. Highlights strengths. Information demonstrates ability to perform the job. Professional terminology used when describing skills.</p>	<p>Typed or computer generated. Identifies strengths. Information demonstrates ability to perform the job. Some professional terminology used when describing skills.</p>	<p>Typed or computer generated. Identifies strengths. Some information demonstrates ability to perform the job. Little Professional terminology is used.</p>	<p>Typed or computer generated. Format detracts from strengths and information. Information does not clearly demonstrate ability to perform the job. No professional terminology used</p>

Four-Year Schedule Rubric			
For Use with Grading Criteria 8-11			
4	3	2	1
<p>Schedule is completed for the current year and the upcoming year. Schedule demonstrates an in-depth understanding of program requirements. Demonstrates student desire to achieve excellence.</p>	<p>Schedule is completed for the current year and the upcoming year. Schedule demonstrates a basic understanding of program requirements. Demonstrates student desire to achieve minimum requirements.</p>	<p>Schedule is completed for the current year only. Schedule demonstrates a basic understanding of program requirements. Demonstrates student desire to achieve minimum requirements.</p>	<p>Schedule for the current year is not completed. Schedule does not demonstrate a basic understanding of program requirements. Student does not demonstrate desire to achieve minimum requirements.</p>

Critical Tasks Rubric			
For Use with Grading Criteria 12-15			
4	3	2	1
Student has included one critical task from each class completed during the academic year. All critical tasks demonstrate an excellent understanding of course material.	Student has included one critical task from most classes completed during the academic year. All critical tasks demonstrate a good understanding of course material.	Student has included at least one critical task from at least half of the classes completed during the academic year. All critical tasks demonstrate an acceptable understanding of course material	Student has included one critical task for at least half of the classes completed during the academic year. All or some critical tasks do not demonstrate an excellent understanding of course material

Standardized Test Outcomes Rubric	
For Use with Grading Criteria 16-18	
2	1
Includes scores of standardized tests taken at appropriate times in the academic career.	Includes scores of at least one standardized test.

Career Assessments Rubric			
For Use with Grading Criteria 31-34			
4	3	2	1
Includes extensive evidence that the student has considered different career options and has completed at least one assessment of career options thoughtfully.	Includes some evidence that the student has considered different career options and has completed at least one assessment of career options thoughtfully.	Does not include evidence that the student has considered different career options, but has completed one assessment of career options thoughtfully.	Does not include evidence that the student has considered different career options and has carelessly completed one assessment of career options.

Contact Information Rubric		
For Use with Grading Criteria 9		
3	2	1
A telephone number, street address, and email address (that does not include a nickname or other slang terms) is provided.	A telephone number, street address and email address (that does not include a nickname or slang terms) is provided.	A telephone number, street address or email address is provided.

Overall Presentation Rubric		
For Use with Grading Criteria 40		
3	2	1
The portfolio is well-organized and information is easily accessible. The information is logically-ordered. The contents of the portfolio is aesthetically-pleasing.	The portfolio is somewhat organized and information is easily accessible. The information is in order, but somewhat confusing. The contents of the portfolio is aesthetically-pleasing.	The portfolio is not well-organized and information is not easily accessible. The information is not logically-ordered. The contents of the portfolio is not aesthetically-pleasing.