CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

MILESTONES: ENTRY CAREER EXPLORATION FOR LOW-INCOME LATINA MOTHERS

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling,
Career Counseling

Melissa M. Brandan

May 2014
The graduate project of Melissa M. Brandan is approved:

_______________________________________________
Jamie Harris, M. S.                                Date

_______________________________________________
Michele DeRosa, M.A., MCC                          Date

_______________________________________________
Julie Hau, Ph.D.                                  Date

California State University, Northridge
DEDICATION

The totality of my graduate project and my journey through all my educational endeavors, I owe to my family. My mother, from the beginning of my life has sacrificed for her children’s dreams and taught me how to continuously be grateful. My sister, from the start of her life, although I am the eldest, has taught me many lessons; one that I cherish most is having her as my sister. My one-year-old baby boy, 29 inches, 25lbs has added pure happiness and joy to my entire life. You have brightened my soul and have ignited an unexplainable fire in me to continue my journey, my purpose. Lastly, my partner, you have been my rock, my support system that thanks to you and my family I will be finally earning my Masters of Science, Career Counseling.
ACKNOWLEDGMENTS

I would like to give a special thanks to Dr. Jackson; if it weren’t for your acceptance to the program I would not have met the intellectual faculty and cohort members. Thank you to my professional mentors: Dr. Hau, Jamie Harris, Claudia Finkel, Michelle DeRosa, evaluators, and a numerous others that have propelled my educational and professional endeavors. Thank you to all members of my cohort: Sara, Sherrina, Sherilyn, Rocio, Karina, Melanie, Yurica, and Tyrone.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>ix</td>
</tr>
<tr>
<td><strong>CHAPTER 1: The Problem</strong></td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Importance of the Problem</td>
<td>10</td>
</tr>
<tr>
<td>Identifying the Population</td>
<td>13</td>
</tr>
<tr>
<td>Characteristics of the Target Population</td>
<td>13</td>
</tr>
<tr>
<td>Theoretical Approaches</td>
<td>15</td>
</tr>
<tr>
<td>Consequences of the Problem</td>
<td>16</td>
</tr>
<tr>
<td>Limitations of this Project</td>
<td>17</td>
</tr>
<tr>
<td>Definition of Technical Terms</td>
<td>18</td>
</tr>
<tr>
<td>Summary and Transition</td>
<td>19</td>
</tr>
<tr>
<td><strong>CHAPTER 2: Literature Review</strong></td>
<td>21</td>
</tr>
<tr>
<td>General Introduction to the Literature Review</td>
<td>21</td>
</tr>
<tr>
<td>Summary of General Career Development (Donald Super &amp; Lent and Brown)</td>
<td>22</td>
</tr>
<tr>
<td>Review of Literature</td>
<td>26</td>
</tr>
<tr>
<td>Problems and Challenges to Typical Career Development of Low-income Latina Mothers</td>
<td>29</td>
</tr>
</tbody>
</table>
Career Development Needs 31
Programs in Existence 32
Theoretical Approaches which meet the Career Development Issues of the Focus Group 33
Specific Career Interventions to meet the needs of Low-income Latina Mothers 35
Summary and Transition 36

CHAPTER 3: Justification of the Program 38
Logic of the Program 38
Program Outline 39
General Program Goals 40
Assessment: VISTa Life/Career Card Sort 41
The Role of the Career Counselors 42
Summary and Transition 43

CHAPTER 4: The Program 45
Milestones 1: Interview and Intake 45
Milestones 2: Welcome and Introduction 47
Milestones 3: Interests, Skills, Traits, and Values 50
Milestones 4: Career Exploration/Decision-making 53
Milestones 5: Action Plan/Goal setting/Journal entries 56
Milestones 6: Job Campaign: Part 1 58
Milestones 7: Job Campaign: Part 2 61
Milestones 8: Job Campaign: Part 3 65
Appendix S: Job Interview Preparation Tips 110
Appendix T: Mock Interview 111
Appendix U: Job Search Campaign 113
Appendix V: LinkedIn 114
Appendix W: Evaluation 115
Appendix X: Questions from Evaluators 116
ABSTRACT

MILESTONES: ENTRY CAREER EXPLORATION FOR LOW-INCOME LATINA MOTHERS

By

Melissa Brandan

Master of Science in Counseling,

Career Counseling

As young low-income mothers enter the workforce, they encounter unique barriers and challenges (Acevedo, 2005; Albelda, 2011; Jennings & Santiago, 2004). The high number of low-income mothers alerts the community of the need to provide adequate programs that will assist them in transitioning into the workplace after maternity leave (U.S. Bureau of the Census, 2012). When women become mothers, they tend to face internal remorse of the thought of returning to work after maternity leave (Tamis-LeMonda & Kahana-Kalman, 2009). For the purpose of this project a focus on low-income Latina mothers will be presented, yet the proposed program, Milestone Career Center, welcomes all low-income mothers regardless of race or ethnicity. With an increased need for mothers to work, career centers need to be prepared to service low-income mothers. Moreover, the Hispanic population is projected to more than double, from 53.3 million in 2012 to 128.8 million in 2060 (U.S. Bureau of the Census, 2012). Furthermore, since Latina mothers in the community are a population that will be expanding, addressing their career concerns by providing opportunities to attend workshops that will increase self-efficacy is central. Through mentorship, enhanced computer skills, and self-explorations with emphasizes their values, skills, interests, and
multiple-role balancing, the Milestone program could serve to further increase these women’s self-efficacy. Based on the research, some low-income mothers work for survival needs (Flores, Mendoza, Ojeda, He, Meza, Medina, & Jordan, 2011). Evidence shows that some low-income Latina mothers also acquire assistance from government programs such as welfare (Rodriguez, 2001). By providing career counseling to low-income mothers and incorporating cultural values in the career process, the Milestone program could benefit this population. The Milestone Career Center will help to prepare low-income mothers with the opportunity to increase their career self-efficacy and job search techniques. The program aims to promote self-actualization by encouraging the pursuit of higher education and vocational school preparing low-income mothers for the world-of-work.
Chapter 1: The Problem

Introduction

Presently, Latina mothers are expected to work inside the home and outside the home (Acevedo, 2005). Juggling multiple roles, these Latina mothers with children are challenged to survive the economic recession of 2010 (Acevedo, 2005). Also, many Latina mothers may not have had the opportunity to pursue higher education and may lack work experience (Albelda, 2011). Therefore, Latina mothers with children apply for welfare assistance mainly due to the following: (a) limited work experience, (b) limited networks, and (c) limited knowledge of their interests, values, and skills. Also increasingly Latina mothers decide to opt out of the workplace until their children reach an age where they can attend school or care for themselves.

According to the Bureau of Labor Statistics (2012), mothers in California with young children are less likely to be in the labor force than mothers with older children. In 2012, the labor force participation rate of mothers with children under six-years old (64.8%) was lower than the rate of those whose youngest child was six-to-17 years old (75.1%). The participation in the workforce rate of mothers with infants under a year old was even lower (57%). Among employed mothers, those with preschoolers are more likely to work part-time than are mothers with children ages six-to-17. About 29% of employed mothers with children under age six worked part-time in 2012, compared with 23% of employed mothers with children ages six-to-17 years old (Bureau of Labor Statistics).

The purpose of this project is to create the Milestones Career Center, which will assist Latina mothers with their career exploration and career self-efficacy. Such exploration and intervention could itself serve to increase the career self-efficacy of low-
income mothers. Further, the Milestones Career Center provides a curriculum and
guidance for developing and/or increasing job search techniques providing a clear
understanding of the world-of-work and working mothers’ roles in that changing world.
The following paragraphs will outline a statement of the problem, importance of the
problem, the focus group, characteristics of the focus group, theoretical approaches,
consequences of the problem, limitations of the project, and technical terminology, all as
applied to Latina mothers.

**Statement of the Problem**

Latina mothers face certain barriers and cultural responsibilities once they enter
motherhood. They may have difficulties balancing their child’s well-being along with
household duties and returning to work after their maternity leave (Tamis-LeMonda &
Kahana-Kalman, 2009). These obstacles that Latina mothers encounter impact their
future career decisions (Acevedo, 2005). Some women-in-general feel that remaining in
the workplace is counterproductive when current jobs are not meaningful to them or
when their current jobs’ cost-benefit analysis does not outweigh the cost of childcare
(Sandberg, 2010). According to Sandberg (2010), in order for a job to be meaningful to a
mother it has to be challenging, rewarding, and relate to personal values and future
aspirations. When jobs do not meet these criteria, some Latina women who are new to
motherhood may prefer to receive government assistance such as welfare, so they can
care for their children in accordance with marianismo. Marianismo places strong
emphasis on mother-child relationships coupled with cultural expectations (Acevedo,
2005). Other Latina mothers also face difficulties accessing resources that have been
established to assist those in need.
According to Acevedo (2005), Jennings and Santiago (2004), and Albelda (2011), welfare has become a system created to force low-income mothers, including some Latina mothers, quickly into the first jobs available, or risk being sanctioned. The Family Support Act of 1988 required states to develop employment and education programs for mothers receiving financial assistance from the Aid to Family with Dependent Children (AFDC) program. In 1996 Temporary Assistance for Needy Families (TANF) replaced AFDC. The replacement of programs was accompanied by policies that focused on transitioning low-income mothers to employment. Consequently, options for pursuing education and training narrowed, impacting Latina mothers’ options for pursuing higher education or job satisfaction (Albelda, 2011). The sole responsibility of TANF’s emphasizes moving welfare applicants into work, rather than assessing interests, values, and job satisfaction. In addition, a failure to acknowledge cultural aspects of Latina mothers during their transition into motherhood may exert pressure to relinquish their cultural values and career self-efficacy.

Although there are programs such as DeAlmas Latinas (The Souls of Latina Women), which focus on psycho spiritual group process and can empower U.S. born Latinas in their lives, this program lacks a career exploration component and does not address issues such as career self-efficacy, interrole conflicts, and role balancing (Rodriguez, 2001). Therefore, a program that acknowledges the Latina mothers’ culture and multiple roles while providing career exploration and enhancing self-efficacy is needed for this population. Providing a program that takes into consideration these various aspects of the Latina woman’s experience may increase matriculation and
retention of Latina mothers in the workforce, consequently decreasing welfare dependency.

In today’s labor market it has been especially discouraging for low-skilled workers and those whose schooling stopped in high school (Healey, 2013). Although there are programs such as DeAlmas Latinas (The Souls of Latina Women) which focus on psycho spiritual group process and can empower U.S. born Latinas in their lives, this program lacks a career exploration component and does not address issues such as career self-efficacy, interrole conflicts, and role balancing (Rodriguez, 2001). Therefore, a program that acknowledges the Latina mothers’ culture and multiple roles while providing career exploration and enhancing self-efficacy is needed for this population. Providing a program that takes into consideration these various aspects of the Latina woman’s experience may increase matriculation and retention of Latina mothers in the workforce, consequently decreasing welfare dependency. As many low-skilled jobs are becoming obsolete and disappearing; new skilled jobs are developing (2013). In order to decrease unemployment for Latina mothers, it behooves career counselors to develop a program that not only provides culturally relevant interventions and childcare, but also to assist in career self-efficacy development and job search techniques, which ultimately may lead to job satisfaction.

Drastic changes such as technological advances in work and the labor force occurred in the United States between the 1970s and the 2000s (Kalleberg & Marsden, 2013). This affected individuals’ job preferences such as money, challenging work, job security, short-hours, and good opportunities for promotion as “work values” (Kalleberg & Marsden, 2013). Work values represent concepts of desirable work conditions
Mothers from different ethnic groups enter parenthood with different views that reflect both cultural emphasis and the broader context of their lives (Tamis-LeMonda & Kahana-Kalman, 2009). Therefore, Latina mothers new to motherhood may experience a shift in their work values. Views of re-entry to the workforce at the peak transition of having a new infant may have implications for later parenting adjustment (Tamis-LeMonda & Kahana-Kalman, 2009), and career counselors who work with mothers may need to take into consideration the shifting work values after the arrival of an infant related to their newly acquired role as mothers.

Cultural aspects. For the Latina population, entering motherhood culturally has been defined as losing self-identity and seen as an act of self-sacrifice in order to raise children (Acevedo, 2005; Ginorio, Cauce, & Acosta, 1996). Culturally, these women may face internal remorse once entering motherhood. Although of benefit to their children, this self-sacrifice may create difficulties for Latina mothers to enter work after maternity leave. Further, the Latina mother living in poverty may face challenges balancing her culturally engrained duty to care for her children and keep her family intact, while working to earn a wage that will allow her to survive on state support until she can make ends meet (Acevedo, 2005). Some reasons these women may require public assistance are limited skills, work experience, and professional networks as well as discrimination (Fuentes, 2007) and language barriers (Shinner, 2007), as a result of a lack of education and unequal educational opportunities (Shaw & Goldrick-Rab, 2006). Latina mothers experience cultural expectations, which evidence demonstrates to play an important role in their career decision-making (Flores, Mendoza, Ojeda, He, Meza, Medina, & Jordan,
Culturally, Latina mothers hold personal preferences in relation to career decision-making.

Familismo is a concept that for some Latina mothers illustrates the importance of family; therefore, they typically seek personal or career guidance from family members, friends, or a priest/pastor (Ayón, 2005; 2011), but rarely do they seek support from a career counselor. Factors such as familismo may contribute to the limited receptivity to seek guidance from outside their family and friends. Family, friends and the clergy are often of similar cultural expectations and may encourage traditional stereotypes. That is, Latina women are often taught to be obedient and lack career self-efficacy (Ayón, 2005). Potentially some Latina mothers entering motherhood engage in marianismo and may foreclose on higher education or vocational school, instead taking low-wage jobs if higher education or vocational school means parting from their newborn (Tamis-LeMonda & Kahana-Kalman, 2009). Therefore, they may have limited beliefs in their ability to engage in various career opportunities. Yet, Latina mothers face cultural challenges above multiple-role balancing, child bearing, household duties, and expectations placed by their cultural values. First generation Latina mothers also face acculturation concerns.

Flores, Navarro, and Ojeda (2006) postulate two dimensions of acculturation including the following: mainstream culture and acculturation of one’s own culture simultaneously. Due to the proximity of other Spanish-speaking countries, the likelihood of finding Latinas who are bicultural increases, consequently, causing a cultural clash between Latina and American cultural values when entering motherhood and facing multiple-roles. Latina mothers may therefore experience expectations not only from one’s
culture-of-origin, but may also face conflicts with the American culture. The level of acculturation may play an important role in some Latina mothers’ career readiness and career self-efficacy.

In order to adequately meet the needs of this population, career counselors may need to acknowledge Latina mothers’ potential cultural worldview as a positive contribution to the world-of-work (i.e., marianismo, familismo, and respeto). For instance, Latina mothers’ valuing of respeto and familismo may increase loyalty to employers regardless of experiencing potential challenges in their work environment (Flores, et al., 2011). Cultural emphasis provides a broader context of the Latina mothers’ life (Rodriguez, 2001). The transition into motherhood as a Latina may have implications for later career decision-making. Therefore, career counselors who work with Latina mothers should attend to the silent yet powerful indicators to assist in the decision-making process. Shining a positive light on Latina mothers’ cultural values may exhibit positive qualities for this population during the job search process. Implementing Latina’s values in the career process by providing quality childcare and meals may incorporate familismo and respeto.

When working with Latina women, career counselors are encouraged to understand Latina women’s own cultural values and counselors’ own potential biases. According to Ginorio et al. (1996), first, second, and third-generation Latinas still hold traditional values such as the importance of family, extended family and kin. Latina women often consider the following value important: respeto, refers to valuing and acknowledging hierarchies that define an individual’s proper place in society based on age, gender, race, and class. For Latinas respeto dictates their behavior towards elders.
and men, consequently adopting a subordinate attitude. Regarding decision-making, some Latina mothers follow decisions from their husbands (Flores et al., 2011). As a career counselor acknowledging these components may increase client-counselor rapport and trust, while being aware that each person is an individual and some may ascribe less traditional cultural values.

Other values Latina mothers may hold are personalismo, familismo, and marianismo. Personalismo stresses the importance of personal goodness and getting along with others over ability and individual success (Ginorio et al., 1996). For example a Latina woman may express interest in working with a career counselor who has previously counseled another member of her family. Similarly, Familismo stresses the importance of family and includes friends as extended family. Current work trends relative to Latinos indicate search of employment is based on survival for family’s well-being (Flores et al., 2011). Lastly, marianismo places strong emphasis on mother-child relationships and is based on the Catholic ideal of the Virgin Mary (Acevedo, 2005; Ginorio et al., 1996). Although these values may differ according to their ethnic background, most Latinas may hold one or more of these values when making decisions whether in their career or personal life. Providing a safe zone allowing for cultural values in the career process, including spiritual beliefs, may simulate wholeness and may increase career self-efficacy.

To address familismo, group counseling for Latina mothers could emphasize collaboration, collectivity, community, and family (Rodriguez, 2001). Depending on the level of acculturation, Latina mothers’ cultural world-view, which has indicated a relationship with work-family balance and job satisfaction (Flores et al., 2011) may
create discrepancies between their personal view and their career role in the United States (Rodriguez, 2001). Career counselors can better serve Latina clientele by taking into consideration cultural components and providing a space for support may empower Latina mothers.

Previous research postulated that empowerment techniques implemented in job-skills training and interviewing techniques may propel positive change in the economic status of low-income Latina women (Ginorio et al., 1996). Facilitating Latina mothers in regards to implementing “life goals” towards “career goals” may provide techniques to overcome barriers they may currently facing such as language barriers (Shinner, 2007), discrimination (Fuentes, 2007), and strain in multiple-role balancing (McCracken & Weitzman, 1997). Thus, career exploration may be considered and viewed from a perspective that integrates cultural values, level of acculturation, and multiple-role balancing, which may increase Latina mothers’ receptivity and knowledge of the career process.

Historically, Latinas have not been aware of the option of seeking career counseling (Flores et al., 2011; Zalaquett & Baez, 2012). Coming from a collectivistic culture, that values women staying at home and caring for their children with limited access to outside resources, has constrained Latina women from seeking career exploration from career counselors. In addition, traditional information and resources have often been Euro-centric and discriminatory towards the Latin community (Flores et al., 2011). Another factor in their limited utilization of career counseling services may be the partial access Latina women have had in terms of limited educational opportunities (1996). In lieu of education, Latina mothers are expected to be a full-time housewife. As
a result of having years outside the world-of-work, Latina women may encounter a lowered self-efficacy in relation to their career self with scant amounts of work experience, therefore leading to lower paying jobs in manufacturing, factories, poultry, and housekeeping (Flores et al., 2011).

**Anxiety caused by environmental situations.** Low-income Latina mothers face many challenges such as child rearing, household duties, and balancing work and family life. A previously unmentioned symptom, anxiety, increases in some Latina mothers when these challenges are faced and their environment is not meeting their present needs. Baer, Kim and Wilkenfeld (2012) suggest that anxiety in poor mothers is usually not psychiatric, but a reaction to severe environmental deficits. Although, Milestones Career Center may assist with assessing interests, values, skills, and may increase career self-efficacy, Latina mothers still face uncontrollable environmental challenges, in this case work conditions, discrimination, and language barriers (Flores et al., 2011; Shinner, 2007). Many Latina mothers with limited work experience and limited education may face maternal stress, which affects or impedes positive parenting in such a way that the child may be adversely affected (Baer et al., 2012). Nonetheless, in addition to providing career exploration this group may benefit from interventions designed to increase their capacity for coping with stress and techniques in positive parenting skills.

**Importance of the Problem**

The number of Latina women entering motherhood is rapidly growing compared to White women (U.S. Department of Commerce, 2011). Latina mothers are women that need assistance in job search techniques, computer skills, personal empowerment (career self-efficacy), and mentorship. Due to the inequities in U.S. education system’s
distribution of educational opportunities, the majority of these women did not receive adequate high school educations or access to postsecondary education (Ginorio et al., 1996). This lack of educational opportunity often results in limited world-of-work experience (Hudson, 2007). Adapting to today’s unpredictable economy presents another difficulty for many (Healey, 2013), and when coupled with the added role of motherhood, job attainment and maintenance become even more challenging.

According to the Bureau of Labor Statistics (2012) women age 25 and over and those with higher education, spent more time in the workforce than doing household activities inside the home. Whereas, women with less than a high school education spent more time doing household activities than they did working outside of the home. In the Latina community, women are expected to contribute to the family by performing basic household duties such as the following: cleaning, cooking, organizing, and maintaining the welfare of their child or children (Acevedo, 2005). As expected in traditional Latina culture, marianismo may impact some Latina mothers upon entering the workplace or on engaging in higher education as soon as they enter motherhood.

To satisfy the needs of their family at home and their work outside of the home, Latina mothers may have limited options and must necessarily take on multiple roles. Multiple role identity encompasses all the roles an individual experience through the life-span (Super, 1980; McCracken & Weitzman, 1997). Further, researchers have demonstrated that having a multiple role identity may decrease depression (Hoffnung & Williams, 2013). That is, having multiple outlets for one’s talents and ways of working may enhance well-being. Oates, Hall, Anderson and Willingham (2008) explain that inter-role conflicts minimize when women conceptualize their job as a calling. In
addition, when women combine several roles or aspects of their identities, it may result in increased wellness. Therefore, Latina mothers may benefit from increased multiple roles thus reducing interrole conflicts by experiencing job satisfaction (Oates et al., 2008).

**Barriers to returning to the workforce after maternity leave.** Evidence demonstrates that maternity leave provides time to develop a bond between a mother and a newborn baby (Tummala-Narra, 2009). The majority of low wage jobs rarely provide an adequate amount of maternity leave; therefore, Latina mothers may be faced with an ultimatum to be culturally inclined to their origins or to continue to work in low wage jobs after entering motherhood (Tummala-Narra, 2009). Low-income Latina mothers who must return to work too quickly after childbirth could face emotional turmoil (Tummala-Narra, 2009), because according to marianismo and familismo they could be viewed as abandoning their purpose of being a Latina woman and mother (Acevedo, 2005; 2009). This could also be known as inter-role conflict. Inter-role conflict is a specific type of conflict that arises when responsibilities from different domains of one’s life produces sets of pressures that are in some sense incompatible (Oates et al., 2008). Work places may consider addressing turnover due to maternity leave by implementing strategies that will assist Latina women in transitioning to motherhood. In addition, Latina women would be able to serve their work responsibilities while meeting their home responsibilities.

Another component is the amount of skill the mother has in the world-of-work. Less-skilled workers become unemployed rapidly compared to a mother that has attained a higher education (Zalaquett & Baez, 2012). Without the appropriate skills needed to achieve a higher paying job, the low-income Latina population faces competition from
skilled, educated, and eager male and female workers. Exploring educational attainment may be beneficial for this population, as well as advocating for culturally sensitive welfare policies.

**Identifying the Population**

The focus of this program will be Latina mothers born within and outside of the United States. They may have one child or multiple children and lack higher education, work experience, and potentially career self-efficacy. They could have a high school degree or GED or less education. They could be receiving assistance from welfare or Medicare. Latinos include those from Central and South America, Cuba, Mexico, and Puerto Rico, who are living in the United States (Rodriguez, 2001). For the purpose of this program, Latina mothers will be referred as the feminine, “Latina.” The program could also include women from other racial and ethnic backgrounds. These women include African Americans, American Indians, Arabs, Asians, Middle Eastern, and Whites as some of the research focuses on women-in-general. However, the central focus of this project remains Latina mothers.

**Characteristics of Latina Mothers**

**Statistics on Latinas.** According to the U.S Bureau of the Census (2010), over 50.5 million Latinos reside in the Unites States, representing 16% of the total U.S. population. The Latino population increased from 35.3 million in 2000 when this group made up 13% of the total population to 16.9% by 2010. Between 2000 and 2010 the population grew by 43%. Latinos are a growing population and will become the majority in the minority by year 2050 (U.S Bureau of the Census, 2010). Latina mothers are more likely to be poor than White females (U.S. Department of Commerce Economics and
The federal poverty guidelines for 2013 reflect that for a family of three earning $800 monthly or less is considered at the poverty line, and 58% of Latina mothers reflect this low level of income. The government has established welfare that provides immediate assistance with food or living accommodations, as well as focuses on job placement that often lacks career preparation, self-exploration in the world-of-work, and limited opportunities for higher education (Zalaquett & Baez, 2012).

**Latinas and women-in-general career counseling characteristics.** Women-in-general face challenges in balancing multiple roles, experience stress in the workplace, and gender role inequalities (Weitzman, 1996). Balancing multiple roles is a concern for mothers-in-general when transitioning into the workplace (Flores et al., 2006). For instance, mothers consider how their homemaker/mother role will impact their work role and vice versa. Women in general have limited experience in motherhood, let alone career exploration. Some women in general also face gender discrimination in the workplace, consequently influencing salary (Flores et al., 2006).

According to Flores and colleagues (2006), a salient barrier impacting women-in-general relates to job earnings. At all levels of education, women earn 75% of what their male counterparts earned in 2009 (U.S. Department of Commerce, 2011). In part these inequities in earnings are related to women most likely having the responsibility for raising children, thus, women are more likely to live in poverty than men (U.S. Department of Commerce, 2011). Consequently, an inequity in the workplace for women impedes women’s ability to fulfill economic sufficiency, increasing their need for government assistance. Although more women pursue higher education now then men (U.S. Department of Commerce, 2011), when women acquire a job they are paid less and
are in lower level positions than their male counterparts (U.S. Department of Commerce, 2011). Milestones Career Center will provide workshops on networking, resume writing, and interviewing by teaching Latina mothers about the changing world-of-work to help Latina mothers traverse these difficulties.

**Theoretical Approaches**

**Donald Super’s Life-Span and Life-Space Theory.** Donald Super’s theory (1980), Life-Span and Life-Space approach applies to Latina mothers returning to the workplace after maternity leave. This theory provides a theoretical framework establishing and describing the different factors that this population encounters during their life span. Life-span/Life-space theorists hypothesize that playing multiple roles simultaneously might be associated with greater satisfaction. Thus, finding diverse outlets for their abilities and interests enriches their life-style and ultimately creates satisfaction (Super, 1980). The goal of this theory is to recognize the different roles and to acknowledge if these roles conflict with each other (inter-role conflict). By following this theory, Latina mothers will hopefully acknowledge and process their different roles visualizing how their roles have changed after entering motherhood. By discussing multiple role balancing, Latina mothers may increase awareness of their place in the world-of-work and become more receptive to return to work after maternity leave or create a path that takes into consideration their interests, values, skills, and culture.

**Social Cognitive Career Theory.** Transitioning to the workplace after maternity leave can be viewed as an emotional turmoil for first-time low-income Latina mothers, thus decreasing interest for continuing to work. A meta-theory, Social Cognitive Career Theory (SCCT), builds connections among different theoretical approaches to career.
development (Lent & Brown, 2013). SCCT focuses on cognitive processes that interact with behavior, thus self-efficacy, outcomes expectations, and goals are important aspects of SCCT (Sharf, 2006). Low-income, first-time Latina mothers face hardships such as balancing multiple-role identity, financial stability, and low levels of career self-efficacy. SCCT may guide this population by addressing the following components: redirection of career options, further exploration of possible career opportunities, and increase in career self-efficacy in efforts to address decision-making process.

**Consequences of the Problem**

Latina mothers applying for welfare cost $6 billion dollars a year to the U.S. economy (www.cbpp.org). In this case, welfare recipients represent more than 10% of the Latino population (www.cbpp.org). Latina mothers may frequently transition from one low-paying job to another creating financial instability; therefore, leading to a consistent need to stay on welfare for the well-being of their children. Members of this focus group have limited exposure to career decision-making skills. In addition, they lack career implementation techniques, such as transferable skills, resume techniques, and networking skills.

When basic financial survival is needed, Latina mothers may not consider educational attainment, consequently they work low-skilled jobs and may need to continue to rely on government assistance. Latina mothers often work in food services, retail, clerical, and cleaning occupations, which may not be their preferred jobs but do provide needed survival for them and their families. Above all, Latina mothers often are unable to find higher paying jobs due to limited resources, discrimination, or language barriers. Similarly, some Latina mothers may not have a high school or a higher
education degree; their limited access to educational training decreases the possibility of attainment of higher paying jobs. In addition, they face limited career decision-making skills and might be unfamiliar with their interests, skills, and values.

Milestones Career Center approaches this sensitive paradox between Latina mothers and American expectations in regards to welfare with the upmost respect. The mission of this program is to include and acknowledge Latina mothers’ positive cultural values, with consideration for the cross-cultural obstacles that can hinder career development. This program provides an opportunity for Latina mothers to conduct career exploration increasing their career self-efficacy.

Limitations of this Project

A primary limitation for this project is that some Latinas who enter motherhood may be undocumented immigrants. Because undocumented immigrants may lack work permits, Milestones Career Center cannot serve undocumented mothers. This is not to say that the career development of undocumented Latinas is not important, but that attending to such needs is beyond the scope of this Career Center. Undocumented Latina mothers may encounter issues such as the following: (a) inability to work because of a lack of work permit; (b) inability to communicate because lack of understanding English; and (c) fear of deportation. These are concepts to consider for a project focused on undocumented Latina women but are not addressed in this project.

Another limitation not discussed in this project is marital status. Single Latina mothers may also face higher levels of multiple-role balancing, as well as other issues such as being the sole breadwinner and head of household. Latina mothers whom have been sexually assaulted and consequently forced into multiple-role realism or teenage
pregnancies are beyond the scope of this Career Center. Women with such concerns will be referred to other community resources. Overall, Milestones Career Center will attempt to provide career exploration, job search techniques, and enhancement of career self-efficacy. This program does not offer job placement and does not guarantee a job at the end of the program.

**Definition of Technical Terms**

**Acculturation.** Acculturation is adhering to values of mainstream culture and one’s own culture simultaneously (Flores et al., 2006).

**Career.** Career refers to the lifetime pursuits of the individual (Sharf, 2006).

**Familismo.** Familismo, a Latina cultural construct, stresses the importance of family and includes friends as extended family (Acevedo, 2005).

**Goals.** Goals enhance motivation through self-reactive influences (Bandura, 1986).

**Interests.** Interests are what one enjoys doing (Sharf, 2006).

**Interrole conflict.** A specific type of conflict that arises when responsibilities from different domains of one’s life produce sets of pressures that are in some sense incompatible with other life roles is interrole conflict (Oates et al., 2008).

**Latina/s or Hispanics.** Latinas include women from, Central America, Cuba, Mexico, Puerto Rico, South America or other Spanish culture or origin regardless of race, who are living in the United States (Census, 2010).

**Marianismo.** Encompassing ideal female characteristics like self-sacrifice, chastity, and loyalty, characteristics rooted in the revered Virgin Mary (Acevedo, 2005).
Multiple-Roles. Multiple-roles encompass all the roles an individual interchanges through their life span (Super, 1980; McCracken & Weitzman, 1997).

Personalismo. Personalismo stresses the importance of personal goodness and cooperation with others over ability and individual success (Acevedo, 2005).

Respeto. Respeto refers to valuing and acknowledging hierarchies that define individuals proper place in society based on age, gender, race, and class (Acevedo, 2005).

Self-concept. Self-concept includes how individuals view themselves and their situation (Sharf, 2006).

Self-efficacy. Self-efficacy is an individuals’ beliefs about whether they can perform a task such as coping with perceived barriers (Bandura, 1989)

Values. Values represent a grouping of needs (Sharf, 2006).

Welfare assistance. Welfare assistance provides cash aid and services to eligible needy California families (www.cdss.ca.gov/calworks/).

Women-in-General. Women-in-general may include African Americans, American Indians, Asians, Central Americans, Cubans, Mexicans, Middle Eastern, Puerto Ricans, South Americans, and White women.

Work values. Work values represent concepts one views as desirable with regard to work activities and involve characteristics that workers find most important in their job (Kalleberg & Marsden, 2013).

Summary and Transition to Chapter 2

This chapter explained and described the challenges and problems that Latina mothers encounter after entering motherhood and returning to work after maternity leave. These mothers could be helped through support, resources, and career exploration.
Furthermore, they could benefit from a program that provides a safe and supportive environment. This environment should take into consideration their cultural view, lack of access to quality education and higher education, interrole conflicts, and provide career exploration that would prepare them for the world-of-work.

Chapter two will focus on the literature review and theoretical approaches that will support the design of this program to meet the needs and challenges of Latina mothers. A focus on the challenges to career guidance for Latina mothers will be emphasized; along with the strengths they bring to the world-of-work. The Milestone Career Center intervention will also incorporate components of similar programs that have utilized similar approaches with this population. In Chapters three and four an intervention for career exploration, the Milestones Career Center, will be presented for Latina mothers. Chapter five presents responses from two evaluators in the field of career counseling.
Chapter 2: Literature Review

General Introduction to the Literature Review

This chapter consists of a more detailed investigation of Latina mothers’ specific challenges. The beginning of this chapter will focus on the characteristics of Latina mothers and the world-of-work. The next section will focus on the following: an overview of the career development theorists Donald Super’s Life-Span Life-Space theory. A thorough review of literature regarding low-income Latina mothers, with a focus on career self-efficacy, cultural lenses, and career issues will be presented. Thereafter, a discussion of other existing programs and identification of the specific career problems that this program is designed to address will be introduced. Lastly, Lent, Brown, and Hackett’s Social Cognitive Career Theory (SCCT) will be defined, coupled with a focus on career development for low-income Latina mothers. Suggestions for career interventions that meet the needs of Latina mothers who may be receiving government assistance will also be presented.

There is considerable research available on low-income Latina mothers who may be utilizing government assistance, but more scant research is available on the experience of low-income Latina mothers returning, after maternity leave, to the workplace (McCracken & Weitzman, 1997). Even less research is available on low-income mothers’ transitional experiences and cultural implications that play an important role in their decisions to opt out of the workplace (Flores et al., 2006). This is increasingly crucial, as the population of Latinos has increased drastically over recent years to reach 16% of the total population of the United States (U.S. Census Bureau, 2010). The number of articles available for review regarding low-income Latina women returning to the workplace is
scarce compared to the literature on women-in-general returning to the workplace after opting out for three years or more. Hence, articles about women returning to the workplace include women with higher education from different ethnicities, compared to low-income Latina women returning to low-wage jobs facing external and internal barriers. The paucity of articles contributes to the limitations of this project, making it essential to have more research articles available for review for this population.

The purpose of this chapter is to bring awareness by discussing career issues from the viewpoint of barriers and challenges low-income Latina mothers encounter. To this end, the career development needs of low-income Latinas entering motherhood that may be on government assistance is explored. In this chapter a review of programs in existence will also be conducted. Thereafter, the next section will summarize Donald Super’s Life-Span and Life-Space Theory intergrading Latina mothers’ role-balancing.

**Summary of Life-Span, Life-Space Approach to Career Development**

Donald Super’s 1980 Life-Span and Life-Space theory will be used as a means of identifying low-income Latina mothers’ roles during the course of their career. This approach will be utilized to identify the value of how physiological, environmental, psychological, and developmental factors impact one’s life-span while balancing various roles in their life (Super, 1990). Super’s Life-Span Theory includes late adolescent and adult career development and it has three major components: self-concept refers to individuals’ perception of themselves, life-span, and life-space (Super, 1970). According to Super, the importance an individual exemplifies in a role depends on the participation and commitment to the presented activity. Super’s Life-Span and Life-Space Theory includes six major roles: child, leisurite, citizen, worker, spouse, and homemaker.
Depicted by the Career Rainbow, role salience is the second dimension, which pertains to the level of importance one attributes to various life roles. This includes occupied roles such as child, student, and leisurite often played out during child to adolescent stages. The roles of citizen, worker, and homemaker refer to adulthood (Super, 1990). This theory will be utilized, as a framework in order to illustrate the possible role strains this population might be experiencing in adulthood. This population may not have experienced their student, citizen, and leisurite roles. Their roles may have focused on those of a worker facing challenges while balancing their homemaker role.

Self-concept applies directly to this population. Low-income Latina mothers’ vocational self-concept may have been limited due to limited exposure to gratification experiences as a student, community contributor, and part-time worker during their adolescent years. Self-concept refers to individuals’ perception of themselves (Super, 1970). Perceptions are shaped by external forces such as the economy, society, community, school, and family, which impact their circumstances in terms of their roles and interactions with others. According to Super (1990), these perceptions of self and external forces change over time and experience. So as low-income Latina mothers enter motherhood, an unfamiliar role in what may be an unfamiliar country and culture, they face the need to develop a new self-concept (Tamis-LeMonda & Kahana-Kalman, 2009). This new self-concept includes that of their work identity and mother identity including the connectivity of both concepts working together.

Super’s Life-Span and Life-Space concepts are divided into life stages that are linked to developmental tasks. The life span is explained by developmental stages such as the following: growth, exploration, establishment, maintenance, and disengagement.
(Super, Savickas, & Super, 1996). These stages are identified as maxi-cycle process that is present from birth to one’s death (Super, 1990). Reviewing these life stages, coupled with balancing of roles, provides an understanding of which stage may have lacked development due to various factors such as the following: cultural values, societal expectations, and self-concept. Taking into consideration Super’s theory, a program that may meet the needs of low-income Latina mothers can be designed.

**Super’s life stages.** The growth stage incorporates the years from birth-to-14 years old coupled with physical and psychological growth (Super et al., 1996). The development of self-concept, interests, attitudes, capacity, and needs are commonly found in this stage. Evidently Latina mothers have had an opportunity to fulfill the growth stage according to their parent’s family traditions.

The exploration stage extends from 15-to-25 years of age (Super et al., 1996). In this stage, individuals begin to identify skills, interests, and values, through self-discovery processes and exploration of occupations that may lead them to their career decision as they enter their journey into the world-of-work. Most low-income Latina mothers entering motherhood at age 20-30 may have had limited experience in the world-of-work or may have had a few low-skilled jobs in their life span. Latina mothers depending on individual needs may have limited exposure to experiences of student and leisurite roles. This population may not have had the opportunity to explore their interests, skills, and values, which may have negative results for their development of their self-concept. Entering motherhood during the exploration stage may impact future career choices. This program will assist them in career exploration, career self-efficacy,
and self-discovery of skills, traits, values, and interests, which will provide a framework of the world-of-work and their place in it.

The establishment stage is between 25-to-44 years of age (Super et al., 1996). The primary objective in this stage is to establish oneself as a worker in order to achieve stability and or advancement. Advancement opportunities may be limited to this population for several reasons such as discrimination, limited knowledge of the English language, and role strain from balancing homemaker and full-time worker (Super et al., 1996; Flores et al., 2011; Shinner, 2007). Milestones Career Center provides an opportunity for exploration described by Super’s theory. In addition, this career center may be a stepping-stone for becoming increasingly self-sufficient individuals.

This program will mainly involve implementation of the exploration and establishment stages. The program will not cover the maintenance and disengagement stages. These activation and enhancement of the exploration and establishment stages will serve as points of insight for Latina mothers’ career development, which may be needed for this population. Identifying appropriate career needs according to the above developmental stages will assist and be helpful to low-income Latina mothers.

The maintenance stage extends from 45-65 years of age. If an individual decides to stay in their current work position, then they will enter this stage. If a member of this population decides on a career change then person recycles returning to the exploration and establishment stages. The last stage is disengagement in which the individual between 65 years of age or older experiences deceleration, retirement planning, and retirement living. They experience reductions of interest in their worker role (Super et al., 1996).
Review of Literature

Latina Mothers and Women-in-General

There are numerous articles, which involve research on mothers-in-general returning to the workforce (McCracken & Weitzman, 1997; Lovejoy & Stone, 2012; Wiese & Ritter, 2011). A paucity of research on Latina mothers specifically who are returning to work after maternity leave limits the scope of this project and conversations about Latina mothers. McCracken and Weitzman (1997) demonstrated that women’s desire to be involved in family roles did not diminish over the years. The result of this lack of diminishment is the expectation of women that they will engage fully in both work and family responsibilities. According to the research on mothers entering motherhood coupled with the worker role in a male-centered society, mothers have difficulty balancing work and coping with their new experiences of motherhood (McCracken & Weitzman, 1997). This population faces consequences in the timing of interpersonal transitions, such as having a baby (Wiese & Ritter, 2011). Consequences include having to explain gaps in employment, having to sell oneself to the employer, and ultimately opting out completely from the traditional workforce (Lovejoy & Stone, 2012). This does not indicate that mothers are not engaging in other activities such as cooking, balancing family expenses, and actively engaging in their child’s developmental stages. Therefore, these researchers seem to concur that Latina mothers and women-in-general playing multiple roles need extra support in order to transition back into the workplace, instead of opting out completely due to a lack of proper assistance.
Latina’s Cultural Values and Expectations

Latina women are confronted with cultural expectations of the role of a woman such as taking care of all the household duties and children (Flores et al., 2006). Expectations of obedience, respect towards elders and especially their husbands or male figures have been instilled since childhood. As mentioned previously, these expectations are called respeto, marianismo, personalismo, and familismo, which can be strongly embedded in Latina women’s cultural worldview (Acevedo, 2005). Latina cultural background includes membership in a collectivistic culture in which familismo is very important when making personal or career decisions. As they enter the U.S workplace for survival needs, Latinas may experience cultural conflicts.

Flores and colleagues (2006) postulate that acculturation for Latinas, which includes acculturation of one’s own culture, refers to the process of change resulting from contact between two different cultures. Due to the proximity of other Spanish-speaking countries and the United States, the likelihood of finding Latinas who are bicultural increases, consequently, potentially causing turmoil when entering motherhood and facing multiple-roles. Latina mothers may therefore experience expectations not only from their culture of origin, but may also encounter conflicts within the American culture. Therefore, bicultural stress, which results in conflict between their cultural values, traditions, and institutionalized values and beliefs, may impede Latina mothers’ career readiness and career self-efficacy (Flores et al., 2006).

Latina mothers may also face discrimination in the workplace. Discrimination could interfere with their career development and career self-efficacy, decreasing the likelihood for Latina mothers to find a job (Flores et al., 2006; Shinner, 2007). Evidence
demonstrates discrimination is also present in programs known for assisting this population (Jennings & Santiago, 2004). Welfare aids women with children by providing limited cash, food, and job placement as well as sanctioning Latina mothers when they cannot find a job quickly (Jennings & Santiago, 2004). This, in turn, could increase their anxiety and leave them no other choice except working in low-skill jobs.

Welfare programs provide materials in the native language of the individual (Spanish), as well as social workers that are bilingual. Yet, when acquiring a job they are often expected to speak English increasing the difficulty of acquiring higher paying positions (Zalaquett & Baez, 2012). Moreover, pursuing higher education may be difficult when facing challenges with finding a job coupled with responsibilities in the household and their child’s welfare (Flores et al., 2006).

**Anxiety in Low-income Latina mothers**

This population not only encounters many personal challenges such as child rearing, household duties, and balancing work and family life, but also these mothers are constantly at the mercy of environmental challenges such as work conditions, discrimination, and language (Flores et al., 2011). These environmental challenges could increase their anxiety. Baer and colleagues (2012) suggest that anxiety in poor mothers is usually not psychological in nature, but a normal reaction to severe environmental deficits. Latina mothers still face uncontrollable environmental challenges, in this case work conditions, discrimination, and language (Flores et al., 2011; Shinner, 2007). Many Latina mothers with limited work experience and limited education may handle maternal stress, which affects or impedes positive parenting is such a way that the child may be adversely affected (Baer et al., 2012). In addition, to providing career exploration this
group may benefit from interventions designed to increase their capacity for coping with stress and techniques in positive parenting skills. Indeed, Latina mothers encounter limited work experience, thus affecting employability.

**Limited Employability**

The low-income Latina mother population possesses limited acquired skills, education, or training, for these reasons they encounter limited job opportunities (Healey, 2013). Their many barriers have exposed them to low-skilled, low-wage, and limited networks in order to attempt to increase their economical status by providing for their families. Consequently, they have fewer transferrable skills for higher paying positions. Latina mothers may have cultural obligations to marianismo, caring at all times for their children above all circumstances (Acevedo, 2005; Ginorio et al., 1996). Therefore, they often enter low-skilled and undesirable positions in order to meet their children’s daily needs. Ultimately, entering motherhood adds another role into their lifestyle. These are characteristics of this population that present an interference with the “typical” career development process proposed by Donald Super’s Theory.

**Problems and Challenges to Typical Career Development of Low-income Latina Mothers**

The majority of career development theories were proposed in the late 1950’s when limited consideration of the Latina population existed (Helms & Piper, 1994). Latina mothers face being ethically and racially profiled (Guzman, 2011). The focus group low-income Latina mothers do not experience the “typical” career development process, as it has been historically defined. The typical career development process
experienced by the focus group often involves a lack of work experience, lack of skills, and lack of career self-efficacy.

**Lack of work experience.** According to Fuentes (2007), low-income Latina mothers have limited opportunities for higher paying jobs due to limited experience in the world-of-work. This lack of experience creates challenges to find a full-time position where they may successfully leave poverty. Their lack of education compounds their limitations to finding high paying jobs. This program will provide the career exploration necessary for them to explore their skills, interests, traits, and values, and if desired this program involves encouragement for returning to school or seeking other forms of training.

**Lack of skills.** According to Shinner (2007) low-income Latina mothers have limited work experience; therefore, in general this population may lack skills that are appropriate for a higher paying, more skilled positions. Their previous jobs provided low wages and limited transferable skills. This program will provide the career exploration necessary for them to become aware of their individual skills, interests, traits, and values incorporating their cultural values in order to increase career self-efficacy. These clients have restricted awareness of career choices along with career aptitude essential to accomplish in the world-of-work.

**Lack of career self-efficacy.** Many low-income Latina mothers born in U.S join their Latino roots with their U.S. roots and could express themselves as bicultural (Flores et al., 2006). Latinas are expected to become a full woman as soon as they bear children and learn how to keep a home clean. A limited emphasis is given to their role as workers. Latinas, after entering motherhood, lack career self-efficacy due to their limited
opportunities for career exploration, therefore decreasing career self-efficacy. This program will provide an opportunity gain career self-efficacy by exploring their skills, interests, traits, and values.

**Career Development Needs the Program Attempts to Deliver**

Low-income Latina mothers not only encounter challenges with their own cultural values, but they also encounter discrimination, economical, educational, and psychological barriers (Flores et al., 2011). They might have limited work experience and lack career self-efficacy. The section will discuss career issues that affect the career development of the focus group.

**Career exploration.** Low-income Latina mothers are limited on utilizing their individual potential (Ayón, 2011; Acevedo 2005). They encounter identity, personality, and decision-making challenges due to cultural differences and discrimination (Flores et al., 2006). These mothers could benefit from career exploration coupled with group interactions. Career exploration focuses on their individual interests, values, skills, and personality. Interests are activities that an individual enjoys doing. Values are needs within the work environment, and skills are the activities an individual performs well naturally (Sharf, 2006). Traits refer to occupational selection based on individual differences. Career exploration will provide them with a better understanding of the world-of-work. Low-income Latina mothers require occupations that ultimately keep them away from returning to welfare and provide an opportunity for multiple role balancing. This population may benefit from resources that consider their cultural values.
Programs in Existence

DelAlma Latinas is a collaborative, psycho-spiritual group process that is culturally relevant, which can empower U.S born Latinas in their lives (Rodriguez, 2008). Topics discussed in groups are as follows: family, relationships with men, body esteem/sexuality, creativity, and spirituality. One intended goal for Latinas in this group is to facilitate a stronger sense of self that leads towards healing. Incorporating spirituality may provide low-income Latina mothers’ with an opportunity for self-exploration. The Milestones Career Center attempts to address this concept through group processing and story telling, as well as implementation of career exploration.

Welfare is a government program to which low-income women with children often apply. According to Acevedo (2005), Jennings and Santiago (2004), and Albelda (2011) welfare has become a system created to force low-income mothers, such as Latina mothers, quickly into the first jobs available, or risk being sanctioned. The Family Support Act of 1988 required states to develop employment and education programs for mothers receiving cash assistance from the Aid to Family with Dependent Children (AFDC) program. In 1996 Temporary Assistance for Needy Families (TANF) replaced AFDC. The replacement of programs was accompanied by policies that focused on transitioning low-income mothers to employment. Consequently, options for pursuing education and training narrowed, this impacted Latina mothers’ options for pursuing higher education or job satisfaction (Albelda, 2011). TANF’s sole responsibility emphasizes moving welfare applicants into work, rather than assessing interests, values, and job satisfaction. In addition, a failure to acknowledge cultural aspects of Latina
mothers during their transition into motherhood may exert pressure to relinquish their cultural values and career self-efficacy.

CalWorks is a welfare program that provides financial assistance and employment services to women with children. Many individuals participate in CalWORKs in order to have financial assistance during college years (www.cdss.ca.gov/calworks/). The Cooperative Agencies Resources for Education (CARE) program may be found in some community colleges (www.lavc.edu/eops/). CARE offers assistance to underrepresented current students enrolled in the community college setting. To be eligible for this resource, the student must be 18 years of age or older, a CalWorks/TANF recipient, and the single parent of at least one child younger than 14. The program provides individual counseling, workshops, educational materials, and financial assistance for childcare expenses. In order to take advantage of this program, mothers would need to make the decision to pursue higher education. Therefore, more programs addressing the needs of the population may benefit from collaborating with government facilities such as WIC and the WorkSource Center in order to provide information on programs provided in higher education.

Theoretical Approaches Meeting the Career Development Issues of the Focus Group (Social Cognitive Career Theory)

In 1980, Social Cognitive Career Theory (SCCT) was first known as career self-efficacy theory (Lent et al., 1994). SCCT focuses on the strengths of individuals’ beliefs that they can successfully accomplish a task (Lent & Brown, 2013). This theory was primarily based on the social cognitive theory proposed by Bandura (1986). According to Lent, Brown, and Hackett (1994), self-efficacy theories reflect interactions of the
environment and take into consideration personal factors such as memories, beliefs, preferences, and self-perceptions, and actual behavior (Sharf, 2006). Bandura’s (1986) social cognitive theory has been expanded to include academic and career performance with the development of SCCT (Lent et al., 1994). SCCT was designed to provide a framework for women’s role of self-efficacy explaining both academic and career behavior (Sharf, 2006). SCCT theorists elaborated on the process of interest formation, career selection, and performance. The cognitive concepts of self-efficacy, outcome expectations, interests, and goals are factors in academic and career decision-making. According to Lent and colleagues (1994), self-efficacy refers to “people’s judgments of their capabilities to organize and execute courses of action required attaining designated types of performance” (p. 83).

**Self-efficacy.** Social Cognitive theory suggests “people act on their judgments of what they can do, as well as on their beliefs about the likely effects of various actions” (Bandura, 1986, p. 231). In addition to the dual role of self-efficacy and outcome expectations, Bandura (1986) has discussed that these two forms of belief (i.e., self-efficacy and outcome expectations) are often differentially important. Self-efficacy serves as a more influential determinant of behavior; whereas, outcome expectations define the consequences of an action (Lent et al., 1994). For example, low-income Latina mothers entering motherhood, may anticipate valued outcomes (outcome expectations), but avoid pursuing the task if they doubt their capabilities (self-efficacy). A strong sense of efficacy coupled with career exploration, however, may sustain efforts even where outcome attainment is uncertain.
**Outcome expectations and goals.** Outcome Expectations are one’s beliefs about the consequences of given actions (Lent et al., 1994). For instance, what will happen if I do this? What are the consequences of successful performance? SCCT theorists define outcome expectations as the desired consequences of a course of action and goals as the effort required to engage in an activity (Lent et al., 1994). Goals are one’s determination to engage in a particular activity or produce a particular outcome (Bandura, 1986). Such as, what do I choose to do? By setting personal goals and career goals, Latina mothers can organize, guide, and sustain their behavior.

**Interests, Choice, and Performance.** SCCT theorists established a framework with three basic components: (a) establishment of careers, (b) development of goals, (c) level of persistence and achievement in a given career or educational attainment. Lent et al. (1996) suggest self-efficacy beliefs and outcome expectations impact career interest, choice, and performance. This population may select a job based on their perception of available opportunities, taking into consideration discrimination of Latinos, language barriers, and limited work experience (Shinnar, 2007). Ultimately, they may hold positions such as housekeepers, cooks, and janitorial positions, where neither English nor work experience may be required. Aspects of barriers are addressed in this intervention.

**Specific Career Interventions to Meet the Needs of Low-Income Latina Mothers**

According to Shinnar (2007), Latinas encounter specific barriers such as cultural value clashes, discrimination, language and concerns with job security. In order to serve this population, career counselors should have an understanding of the cultural values held by their clients, such as the important role family considerations play in career-related decision making. This is not to suggest that barriers are not relevant in the career...
opportunities and progress of low-income Latina mothers. However, adopting the view that the desire for career progression is natural, normal, and a measure of individual success may limit and bias our interpretation of the career-related choices individuals make.

In application to the present population, how low-income Latina mothers experience their beliefs about their ability to perform their mother role may influence their ability to perform in their worker role. When low income Latina mothers experience the process of transitioning into motherhood and face challenges in other roles such as, worker, family, and spouse role, providing a collectivistic group experience and learning job search skills and their interests, values, traits, and skills (Shinner, 2007; Rodriguez, 2008; Flores et al., 2006; Acevedo, 2005), they need enhanced self-efficacy. Therefore, career counselors are encouraged to understand the background of low-income Latina mothers and develop interventions according to their present needs.

**Summary and Transition**

For low-income Latina mothers, career counselors can use several strategies to help them transition into the workplace after motherhood. Latina mothers tend to be more family-oriented and hold traditional values (Rodriguez, 2008; Flores et al., 2006; Acevedo, 2005). Therefore, framing workshops in a way that allows Latina mothers to incorporate their experiences on cultural values, role balancing, and discrimination in order to properly address this population is central. In partnership with the above approach, the career counselor will need to incorporate outside resources and periodically renew strategies based on updated research.
Knowing the characteristics, identifying career issues, and using Super’s Theory and SCCT with low-income Latina mothers’ experiences in career transition are essential factors for career counselors assisting Latina mothers in this program. These two theories are applicable to low-income Latina mothers. Super’s Theory focuses on roles through the life-span and life-space transitions aspects. Super’s theory illustrates the need for career counselors to know their clients’ present dominant roles and cultural values before assisting them. SCCT incorporates self-efficacy, which aims to aid Latina mothers’ feelings of confidence, thus increasing their successes. Therefore, this program will include all of the above aspects and issues to help low-income Latina mothers succeed in their future career planning. Participants will receive information and resources on how to navigate their newly identified interests, values, and strengths into their job search and ultimate career goals, as well as incorporation of cultural values.

In Chapter three, the logic behind the program, the purpose of the program and how it applies to low-income Latina mothers will be explained in depth. Theoretical approaches will be incorporated in the justification and design explanations. In addition, the chapter will outline and discuss staffing and location, assessment instruments and supporting materials to implement the program.
Chapter 3: Justification of the Program

Logic of the Program

The Milestone Career Center will be designed for low-income Latina mothers juggling multiple roles. Career counselors will be available to assist them by providing the necessary resources to accommodate and start/continue their career journey. In addition, the program will provide a safe zone for cultural support to be implemented during all Milestones sessions. In addition, individual appointments will be made available. The career center staff will provide both individual career counseling and group career counseling. Career counselors will provide hands-on activities that will help mothers gain career self-efficacy and increase the availability of resources for this population. The career center will provide 10 stationary desktops, which the members will be able to utilize during business hours and during specific workshops and activities. The program will be funded by the state and federal funds. It will be located inside WorkSource Centers.

The center will have 5 main areas: a childcare area, a computer lab, a presentation room, a lounge, and a library. The childcare area will be available to members using any of the resources available in Milestones Career Center. The computer lab will be utilized during job search, computer training, and during any sessions that require online access. The websites that will be used are O*NET and LinkedIn, in addition to other career development sites. The presentation room will be where workshops will be held. The lounge will be where the group sessions will take place. Lastly, the library will hold many books focusing on resume writing, cover letters, internships, job titles and descriptions and juggling multiple female roles.
Program Outline

The purpose of the program is to guide the participants in the development of their own career exploration, career self-efficacy, and multiple-role balancing by utilizing cultural values as a framework for career development. The program will prepare participants with career tools and techniques that will demonstrate competence of their interests, traits, skills, and values. The logic of the program is to provide strategies for career counselors in regard to understanding the different issues Latina mothers encounter. This population encounter concerns specific to Latina mothers, which impact their concept of career self-efficacy and outcome expectations. Hence, Social Cognitive Career Theory is used to address their perceived barriers and their cultural concerns. This program is designed to facilitate the career counseling process with a Latina mother returning to the workplace after maternity leave. Furthermore, this project includes a proposed career center with attention to meeting the needs of Latina mothers. The needs addressed are cultural concerns, perceived barriers, multiple-role balancing, role-strain, career planning and development, and job search techniques. By learning skills supporting these areas, the participant will be able to implement goal-setting techniques. This is based on the program’s guiding theories SCCT and Super’s Theory.

The Milestones Career Center will provide a supportive and friendly environment. Childcare will be provided at no cost to the mother. Participants will complete an intake form followed by an interview session with the career counselor. Thereafter, the career counselor and the client will assess if the program is a fit for the participant. The goal for this program’s participants is to attend all sessions, with an option to participate in a
computer class taught by an outside instructor. Sessions will be administrated in a group setting, emphasizing the Latina mother’s cultural world-view. For this reason, the participants will interact and share as a group about their cultural values, multiple role balancing, and career exploration. At the Milestones Career Center each session will be called a Milestone. Each Milestone will take two hours, with the exception of Milestones six, seven and eight, which are two hours and 35 minutes.

- Milestones 1: Interview and Intake
- Milestones 2: Welcome/Ice Breaker/ Group Naming
- Milestones 3: Interests, Skills, Traits, and Values
- Milestones 4: Career Exploration/Decision-making
- Milestones 5: Action Plan/Goal setting/Journal entries
- Milestones 6: Job Campaign: Part 1
- Milestones 7: Job Campaign: Part 2
- Milestones 8: Job Campaign: Part 3

**Computer Skills**

**General Program Goals**

The following are the goals for each Milestone.

- **Milestone 1**: The career counselor will assess a client’s fit for this program.
- **Milestone 2**: The participants will partake in this icebreaker activity to enhance group participation, group connectivity, coupled with self-exploration. This self-exploration session begins with reflection on their present sense of their current personal characteristics, and role balancing.
• Milestone 3: The participants will be exposed to the career development process of self-exploration by taking the VISTa Card Sort assessment.

• Milestone 4: The participants will be exposed to career exploration and decision-making process.

• Milestone 5: The participants will be exposed to an integrative activity that will include prior results in order to enhance career planning, goal setting, and note their experiences and perceived barriers.

• Milestone 6: The participants will be exposed to 3 types of resumes: chronological, functional, and combination.

• Milestone 7: The participants will be exposed to, Informational Interview Tips, Job Interview Tips, Mock Interview, Job Search and Campaign Tips.

• Milestone 8: The participants will be exposed to LinkedIn and Networking.

• Independently from the eight Milestones, the participants can voluntarily attend an eight-week computer class.

**Assessment: VISTa Life/Career Card Sort**

Since mothers are faced with inter-role conflicts the use of the VISTa Life/Career card sort will increase awareness of their own interests, skills, traits, and values and how these connect to jobs or personal roles. This informal assessment defines factors affecting their career satisfaction; determines their feelings about these factors; examines areas of value conflict and congruence; and ultimately applies these areas to their career decision-making. Therefore, these assessments interpreted by the career counselor and discussed with the participants in a group setting will guide the participants through their career
decision-making, simultaneously providing culturally sensitive interventions throughout the whole process.

The participants at the end of Milestone three will identify their interests, skills, values, and traits. The VISTa Life/Career Cards sort will be provided in paper version during group sessions. VISTa Life/Career Cards sort measures interests, skills, traits, and values. It results in a three-letter code, which can be utilized to find occupations, examine their uniqueness, and ultimately overcome barriers. This card sort, developed by Cathy Severson, consists of 300 cards, which are divided into six domain colors that result in the RIASEC, comprised of six categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Beyond the three-letter code this card sort is utilized as a conversational tool, providing a mirror that reflects uniqueness and special characteristics possessed by each individual. Through the selection and examination of each card, they will learn about their characteristics and the application of those characteristics to the world-of-work and other roles. This instrument does not have reliability and validity measures, as it is an informal instrument. However, it is high in face validity and utility.

Participants will also learn about roles through the Super’s Rainbow handout. This activity will provide an opportunity for in-group discussions about the feelings and thoughts of new mothers. Participants will also explore job search techniques such as, interviews, online resources, writing resumes, informational interviews, and job search planning.

The Role of Career Counselors

Career counselors in this program play a crucial role, because the career counselor may be seen as the only role models for the participants. The career counselor will serve
as a guide through the participants’ career exploration process and the focus on increasing career self-efficacy by presenting in-group workshops that promote collectivistic attributes. The career counselor will actively listen to the participants. The career counselor will have several duties including the following: address and assess the participants, to make sure that they are a good fit for the program, confirm that issues such as substance abuse, housing, domestic violence, sexual abuse are limited. If any of the above is present the career counselor will refer to the appropriate entities. To qualify for this program, the Latina mother should be ready for the career development process. The career counselor will assist participants in creating a supportive group, preparing for self-exploration, exploration of occupations, and uncovering their current values, interests, and skills that may match occupations chosen in Milestone four. At the end of every session the career counselor will ask each participant to state a quick one word or phrase checkout regarding how she felt about the days activities. A checkout will provide the participants the opportunity to synthesize the session into a word or phrase. Most importantly, it is recommended that the career counselor should assess own biases on the Latina population, prior to leading this program.

**Summary and Transition**

This Milestones Career Center for low-income Latina mothers specifically takes into consideration their personal barriers and career barriers. Some unique characteristics such as childcare will be provided at this center at no cost for the participant. However, for participants facing other barriers such as the lack of a work permit, outside resources will be provided.
In Chapter four, goals for the program and in depth explanation will be provided. Theoretical approaches will be incorporated within the design of the handouts and discussions. In addition, all materials will be provided, as well as estimated time length for each activity.
Chapter 4: Milestones Career Center

Milestone 1

(Individual Session)

*Topic:* Interview and Intake

*Time:* Two hours

*Goal One:* The career counselor will assess a client’s fit for this program.

*Objectives:*

- The career counselor will interview and make observations using an intake form (Appendix A).
- The client will identify 3 reasons why this program is a good fit.
- The client will complete an intake form (Appendix B).

*Materials:*

1. Interview Questions: Appendix A
2. Intake handout: Appendix B

*Instructions:*

1. The participants will arrive at the assigned time and be greeted by the receptionist and guided to the career counselor. The career counselor will explain the Intake handout and the Interview handout. The Interview process serves to determine if the program is a fit for each client.
2. The career counselor will fill out the Observational/Interview handout (Appendix A).
3. The participant will complete an Intake handout (Appendix B).
4. The participant will be notified within one week via telephone if they are selected for the program at this time.
If selected, and if the client decides to join the program, the client will participate in the following sessions: Welcome and Introduction; Interests, Skills, Traits, and Values; Career Exploration/Decision-Making: Action Plan/Goal setting/Journal entries; Job Campaign: Part 1; Job Campaign: Part 2; and Job Campaign: Part 3. Computer skills class will be recommended if needed.
Milestone 2

(Group Session)

*Topic:* Welcome and Introduction

*Time:* Two hours

*Goal One:* The participants will engage in this icebreaker activity to enhance group participation, group connectivity, coupled with self-exploration. This self-exploration session serves as vehicle to begin to reflect on their present sense of their current personal characteristics, and role balancing.

*Objectives:*

- As a group, the participants will brainstorm a group name, with which the whole group can relate to and identify. The career counselor will facilitate a discussion for participants to explore their experiences with this activity of naming their own group.

- The participants will watch a video on the “World’s Toughest Job.”
  
  [http://www.youtube.com/watch?v=HB3xM93rXbY](http://www.youtube.com/watch?v=HB3xM93rXbY)

- The participants will then discuss as a group their thoughts and feelings.

- The participants will complete the Life Roles Handout (Appendix C). In this activity participants will identify three plus current life roles, now including the role of motherhood.
  
  o Life roles consist of and are not limited to: mother, daughter, worker, homemaker, student, hobbyist, etc.

- The career counselor will provide a safe environment for the participants to share their personal experiences.
Materials:

1. White board
2. Projector to watch video
3. Life Roles handout: Appendix C
4. 1 inch binder (For the whole program)

Instructions:

(45 minutes)

1. The career counselor will welcome everyone for participating in this program and acknowledge their efforts to make it happen.
2. The career counselor will introduce herself and briefly share her experiences and background.
3. The participants will introduce themselves and answer the following questions.
   a. Describe your best job and your worst job and why?
   b. What do you want to accomplish in this program?
4. The career counselor will show this video the world’s toughest job.
   [link to video]
5. As a group the participants will have an opportunity to discuss their thoughts and feelings regarding the video.
   (20 minutes for discussion)
6. The career counselor will facilitate a group discussion where the participants will brainstorm a group name.

Break: 10 minutes

(15 minutes)
7. The career counselor will hand out Life Roles (Appendix C), and ensure understanding of the instructions and how to complete the handout.

*(30 minutes for discussion)*

8. The career counselor will ask participants to share their finding about their current roles and how entering motherhood has affected those roles.

9. The career counselor will ask participants to share tips that have helped them with role balancing.

10. The career counselor will ask participants to share their reactions to these activities.

11. Checkout: The participants will provide one word or phrase synthesizing their feelings about the session.

12. Homework: Participants are to bring career binder with activities of prior sessions.
Milestone 3

(Group Session)

*Topic:* Interests, Skills, Traits, and Values

*Time:* Two hours

*Goal One:* The participants will be exposed to career development process of self-exploration by taking and discussing the VISTa Card Sort assessment.

*Objectives:*

- After taking the VISTa Card Sort assessment the participants will be able to identify ten interests, ten skills, ten values, and ten traits, writing results on their form (Appendix D).
- The participants will also be able to identify their three-letter RIASEC code.
- The participants will fill out Appendix E, F, G.

*Materials:*

1. VISTa Card Sort Results: Appendix D
2. VISTa cards Pyramid Profile Instructions: Appendix E
3. VISTa Profile Review: Appendix F
4. THEMES: Appendix G
5. Dictionary English
6. Dictionary Spanish-to-English
7. Binder Title Page with name of group brainstormed in last session.

*Instructions:*

*(60 minutes)*
1. The counselor will welcome the participants by their group name and provide a blank white paper so the participants can create a title page with their new group name for their binder.

2. The career counselor will provide a brief introduction to the VISTa Card Sort assessment (see Appendix E). The VISTa Card Sort assessment helps individuals identify their interests, skills, traits, and values, by organizing phrases into groups according to the individual card sort sub-categories. With their results participants will explore careers in session Milestone four. The career counselors will explain to the participant that this assessment will enhance their decision-making as they finish Milestones three, four, and five.

3. The participants will be given and complete the VISTa Card Sort assessment.

4. The participants will work individually to sort the cards into sub-categories, then fill out VISTa Card Sort Results (Appendix D) and identify their three-letter RIASEC code, traits, interests, skills, and values.

5. The participant can look up definitions of the words they do not know and can ask for assistance as the career counselor who will be roaming the room answering questions and providing assistance.

(Break: 15 minutes)

(45 minutes)

6. The participant will work on handouts VISTa Profile Review (Appendix F) and THEMES (Appendix G).

8. As a group participants can describe their thoughts or feelings toward this activity.

9. Checkout: One word or phrase of the participants’ synthesis of the session.

10. Homework: Bring career binder with activities of prior sessions.
Milestone 4

(Group session)

**Topic:** Career Exploration/Decision-making

**Time:** Two hours

**Goal One:** The participants will be exposed how career exploration informs the career decision-making process.

**Objectives:**

- The participants will be able to identify ten careers integrating their interests, skills, values, and traits using Career Exploration handout (Appendix H). The participants will conduct basic online research for up to five occupations using O*NET at www.onetonline.org.
- The participants will also identify five individuals engaged in the occupations chosen above using www.yellowpages.com.
- The participants, after identifying ten careers, will create a career decision-making matrix (Appendix I).

**Materials:**

1. Career Exploration: Appendix H
2. Career Decision-Making Matrix: Appendix I
3. Computer labs with internet connection

**Instructions:**

*(60 minutes)*
1. The career counselor will provide instructions to gather their results from VISTa Blueprint Review and VISTa Card Sort to fill out Appendix H and Appendix I.

2. The career counselor will take the participants to the computer lab where they will explore www.onetonline.org and www.yellowpages.com.

   *(Break 15 minutes)*

   *(30 minutes group discussion)*

3. The participants will share their thoughts or feeling regarding prior activities.

4. The career counselor will ask questions such as the following:
   a. What is something important you learned about yourself or about an occupation that interests you?
   b. Was there anything scary/fearful about this process and why?

   *(15 minutes)*

5. Group debriefing

6. Checkout: One word or phrase of the participants’ synthesis of the session.

7. Homework: The career counselor will ask the participants to think about their perceived barriers?
   i. For example they are two types of barriers, external and internal. External barriers may be limited jobs, the economy, discrimination, family members, situations, etc. Internal barriers may be doubt about oneself, low self-esteem, etc.
Participants are reminded to bring career binder with activities of prior sessions.
Milestone 5

(Group session)

Topic: Action Plan/Goal setting/ Journal entries

Time: Two hours

Goal One: The participants will be exposed to an integrative activity that will include prior results in order to enhance career planning, goal setting, and note their experiences and barriers.

Objectives:

1. The participant will create an Action Plan (Appendix J).

2. The participant will fill out a Goal Setting Form (Appendix K). After this activity the participant will identify three goals--for a month, six months, and one year.

3. The participant will also fill out a Journal entry (Appendix L) and identify barriers.

Materials:

1. Action Plan: Appendix J

2. Goal Setting: Appendix K

3. Journal entry: Appendix L

Instructions:

(60 minutes)

1. The career counselor will pass out Appendix J, K, and L followed by instructions provided on each handout.
2. The career counselor will discuss the purpose of these activities, including the importance of taking action and committing the action to paper in order to meet the goals we set for ourselves.
   
a. The participants will start by forming an Action Plan (Appendix J) that will suit their interests, work values, and personality characteristics utilizing previous information gathered through past Milestones sessions.
   
b. After the Action Plan assignment, participants will fill out handout Goal Setting (Appendix K) that provides an opportunity to list their goals within three months, six months, and one year and their plans to accomplish these goals.
   
c. Lastly, Journal Entry handout (Appendix L) provides a space to write and reflect their internal/external barriers in order to formulate a plan to overcome those barriers.

3. The participants will discuss in-group their thoughts and feelings about goal setting, planning, and barriers.

   *(Break: 15 minutes)*

   *(30-40 minutes)*

4. Group debriefing

5. Checkout: One word or phrase of the participants’ synthesis of the session.

6. Homework: Bring career binder with activities of prior sessions.
Milestone 6

(Group session)

Topic: Job Campaign: Part One

Time: Two hours and 35 minutes

Goal One: The participants will be exposed to resumes writing, including types of resumes and categories/content, and will begin the process of writing their own resumes.

Objectives:

1. The participant will be able to distinguish among a chronological (Appendix O), functional (Appendix P), and combination (Appendix Q) resumes.

2. The participant will be able to identify when and how to utilize one of the three types of resume.

3. The participant will be able to list the necessary and optional categories included in a resume.

4. The participant will write a basic resume (Appendix M) and utilize action verbs (Appendix N).

Materials:

1. Resume: Appendix M

2. Action Verbs: Appendix N

3. Chronological Resume: Appendix O

4. Functional Resume: Appendix P

5. Combination Resume: Appendix Q

6. Access to Wi-Fi and a projector
Instructions:

(45 minutes)

1. The career counselor will start by welcoming the participants and introducing the topic of the day:
   a. What is a Resume?
      i. Important to emphasize that a resume is different from an application. A resume provides a picture of ourselves related to the kind of job we now want, including skills and accomplishments.
   b. How many types of Resumes are there?

2. The participants will watch a short video of Keys to Creating a Good Resume found on http://www.youtube.com/watch?v=seaQ-I6LazU.

3. The participants will share with the group their reactions to the short video.

4. The participants will fill out a practice resume handout (Appendix K).

(Break: 15 minutes)

(45 minutes)

5. The participants will watch a short video of Resume Writing Advice with five Critical Resume Writing Tips found on http://www.youtube.com/watch?v=CrOTDNcpkeg.

6. The career counselor will facilitate a group discussion about the video.
   a. What were your thoughts about this video?
b. What were your thoughts about Block’s idea of calling the job search process a “Job Campaign?”

c. After watching this video and filling out Appendix K, what would you add or change on your resume?

(Break: 15 minutes)

(35 minutes)

7. The career counselor will guide participants in drafting their own resumes by walking them through each of the categories and encouraging them to write something in each category.

8. Group debriefing.

9. Checkout: One word or phrase of the participants’ synthesis of the session.

10. Homework: Bring career binder with activities of prior sessions.

11. The career counselor will encourage and remind participants to attend Job Campaign: Part Two.
Milestone 7

(Group session)

*Topic:* Job Campaign: Part Two

*Time:* Two hours and 35 minutes

*Goal One:* The participants will be exposed to Informational Interview Tips, Job Interview Tips, Mock Interviews, Job Search and Campaign strategies.

*Objectives:*

1. The participants will be able to identify three informational interview questions in Appendix R.

2. The participants will be able to identify three job interview tips in Appendix S.

3. The participants will be engage and/or observe a hands-on mock interview sessions utilizing Appendix T.

4. The participants will be able to enhance job campaigning (search) by filling out Job Search Campaign (Appendix U).

*Materials:*

1. Informational Interview Tips: Appendix R

2. Job Interview Tips: Appendix S

3. Mock Interview: Appendix T

4. Job Search Campaign: Appendix U

5. Access to Wi-Fi and a projector

*Instructions:*

*(15 minutes)*
1. The career counselor will explain what an informational interview is. Then she will provide the Informational Interview Tip Handout (Appendix R).

2. The career counselor will facilitate a group discussion on thoughts and feelings about informational interviews.

(15 minutes)

3. The career counselor will explain what a job interview is. Then, she will provide the Job Interview Tip Handout (Appendix S).

4. The career counselor will facilitate a group discussion on their understanding or questions regarding the job interview tip handout.

(Break: 15 minutes)

(5 minutes)

5. The career counselor will explain what a mock interview is. Then, she will allocate 5 minutes to pick 4 questions from the Mock Interview handout (Appendix T).

(20 minutes)

6. Part One: Participant A serves as the potential interviewee and will practice interviewing with participant B (pretend employer) for 20 minutes while a third participant acts as an observer of the interview.

(20 minutes)

7. Part two: Participants B acts as the potential interviewee and will practice interviewing with participant A (pretend employer) for 20
minutes while a third participant acts as an observer of the interview.

8. Part three: The observer will have an opportunity to do the practice interview. Participant A will (pretend employer) while participant B acts as an observer of the interview.

(Break: 15 minutes)

(10 minutes)

9. The career counselor will share a short video with the participants about finding a good job in record time found on http://www.youtube.com/watch?v=ApKF8jea4pw&t=19

(10 minutes)

10. The career counselor will share a video on how to meet potential employers at career fairs found on http://www.youtube.com/watch?v=RJnP7U4Uk&t=221

(30 minutes)

6. Homework: The career counselor will provide the participant with the Job Search Campaign Handout (Appendix U).

11. The career counselor will facilitate a group discussion on their feelings and thoughts about the culmination of this program and organize a possible potluck for the next session.

12. Checkout: One word or phrase of the participants’ synthesis of the session.
13. The career counselor will encourage and remind participants to attend Job Campaign: Part Three.
Milestone 8

(Group session)

Topic: Job Campaign: Part Three

Time: Two hours and 35 minutes

Goal One: The participants will be exposed to Networking and LinkedIn.

Objectives:

1. The participants will be able to create a LinkedIn profile.

2. The participants will be able to identify three tips for networking effectively.

Materials:

3. LinkedIn: Appendix V

7. Access to Wi-Fi and a projector

8. Access to computers

Instructions:

(30 minutes)

9. The career counselor will describe a LinkedIn profile. Then, she will provide a LinkedIn handout (Appendix V).

10. The career counselor will provide participants with computer access.

11. The participants will follow the steps from Appendix V.

(15 minutes)
14. The career counselor will facilitate a group discussion on their feelings and thoughts regarding the utilization of online profile: LinkedIn.

(Break: 15 minutes)

(30 minutes)

15. The career counselor will share with the participants a video on how to network effectively and ask them to write down three tips found on http://www.youtube.com/watch?v=n4Vyx81VbF0

(20 minutes)

16. The career counselor will facilitate a group discussion, debriefing, and closing session.

17. The career counselor will applaud the participants for their accomplishments and recognize their journey.

18. The career counselor will encourage and remind participants to attend individual appointments.

19. Lastly, the career counselor hands out the program evaluations (Appendix W).

20. If majority of group agrees, this will serve as the last session. The potluck begins.
Computer Skills (8 weeks Voluntarily)

Low-income Latina mothers that require more computer knowledge in order to increase their opportunities to gain a job will have the opportunity to enroll in computer skills classes. The Career Center will provide classes accordingly to meet the need of each individual member. An outside professional will teach these classes. At the culmination of the computer class, the member will earn a certificate of completion. In order to earn a certificate, the member is required to show proof of attendance of 8 classes and pass a typing test.

For those mothers who desire to gain computer knowledge to increase their job opportunities, these classes will give them “hands-on” exposure to different software and receive training. These classes are also an opportunity to list the training on a resume or describe in a job interview. They will have the opportunity to ask questions and feel supported at all times.

Objectives

1. The participants will be able to improve their typing skills by completing an eight-week course.

2. The participants will become familiar and learn about useful software such as Microsoft word.

Materials:

1. Computer Lab

Instructions:

1. Outside instructor will provide curriculum and certificates.
Chapter 5: Program Evaluation

Chapter five provides a summary of the evaluations of two professional readers working in the counseling field. Both evaluators received chapters one, four, and appendices, as well as the questions developed by the author. In the first paragraph, the questions are listed. Second, two evaluators are described. Finally the evaluators’ feedback is discussed.

Questions from Program Evaluators

The following questions served as an evaluation tool in order to examine the sufficiency of the program (see Appendix X for a list of questions). The questions addressing the program are as follows: Question one: how likely will the program be able to assist Latina Mothers returning after maternity leave? Question two: does the program contain activities that introduce the clients to resources that will help them connect to the world-of-work? Question three: to what extent does the program contain activities that discuss multiple roles and barriers? Question four: to what extend does the program teach this population the skills necessary to be successful? Questions for the program evaluators, which investigates the appropriateness of assessments, are as follows: Question five: how appropriate are the assessments, VISTa, for this focus population? Finally, questions addressing effectiveness, improvements, and recommendations include the following: Question six: what areas of the program do you view as potentially effective? Question seven: what suggestions do you have to improve this program? Question eight what additional materials could be used in assisting the focus population?
Qualifications of Evaluators

Evaluator one has a Bachelor’s in Psychology from California State University, Northridge and Maters in Science in Counseling with a specialization in Career Counseling from the same University. She is the Alumni Career Program Manager at University of Colorado, Boulder where she works with Alumni. In addition, she develops career programs and special events and provides one-on-one career counseling to alumni, locally and across the country. She has more than 15 years of career development experience in corporate, nonprofit and university settings as a career counselor, executive recruiter and staffing manager. She has worked with adults in transition in both the aerospace and biotechnology industries and also has created programs and services specifically for alumni. She is a trained coach. She enjoys helping people develop strategies that will increase their job search success. She is especially passionate about helping individuals shift their perspective in a way that decreases their anxiety and improves their confidence and instills a sense of hope with regard to their job search or career transition.

Evaluator two has a Bachelor’s in Political Science from University of California, Santa Barbara and Maters in Counseling, Specialization in Career Counseling from California State University, Northridge. He is a program advisor at Los Angeles City College where he works with adults in transition. He has worked in community college settings for over 9 years primarily providing academic, personal, and career advisement to adult students. In spring 2013, he incorporated a career development portfolio (CDP)
where program participants are asked to complete a series of activities such as
career/major exploration, develop a resume and/or cover letter using EUREKA to learn
about their values, skills, and/or possible occupations related to their transfer major.

Question one asked the evaluators to examine the program’s relevance to the
population. Question one asked the readers how likely will the program be able to assist
Latina Mothers returning after maternity leave? Feedback from evaluator one started that,
“The program is viable and could definitely make an impact with this population.” She
mentioned a couple of challenges one of which includes transportation. Once there
however, “the program provides a very structured and comprehensive experience and if
they’re willing to do the work, they can potentially make some really positive changes in
their life related to their career path.” Although the program meets the needs of the
population, transportation may increase low-income Latina mothers’ attendance. A
component that potentially encourages this population to attend would be free childcare.

Evaluator two stated that, the program could be helpful. “The career program has
a high probability of assisting Latina mothers in strengthening their self-efficacy, acquire
new knowledge of self and the world-of-work to be able to compete with the competitive
job market.” These contributions are addressed in several Milestone’s sessions. In
addition, each session incorporates individual cultural awareness.

Question two inquired does the program contain activities that introduce the
clients to resources that will help them connect to the world-of-work? Feedback from
evaluator one stated that, “Definitely, per say the evaluator expresses the program to be
very comprehensive, including all of the components of the job search process that
everyone needs in order to be successful.”
Evaluator two stated that, “It does.” “Milestone four will take potential clients to use www.onetonline.org, to explore possible occupations, but also match their interest, values, and/or skills with their own characteristics.” Also in Milestone six and seven the numerous short video clips designed to offer suggestions and/or teach a client on resume writing, where to find job employment, and build networking skills were seen as effective means to enhance the job search process. Potential Latina mothers also receive useful resource links to research information on their own pace.

Question three asked to what extent does the program contain activities that discuss multiple roles and barriers? Feedback from evaluator one stated that, “The program includes a session on identifying roles, which is important for individuals to be aware of, especially those who are juggling multiple responsibilities.” Barriers are also addressed and are equally as important, as some may have never fully articulated what their barriers are. The sessions provide awareness and assist Latina mothers in spite of their barriers. Another suggestion evaluator one proposed was adding something in the evaluation related to barriers and how they feel about their barriers at the completion of the program. She mentions that, “they would have a different perspective about them at the end.”

Evaluator two stated that, “In Milestone five the Latina mother will engage in a self-reflection about internal and external barriers which, may limit their ability to successfully complete the career program, but more importantly, move successfully into the world-of-work.” In addition, Milestone two contains an activity that allows the Latina mother client to identify their current life roles and provides an opportunity for discussion on their present roles and their impact towards confidence on landing a job.
Question four inquired to what extent does the program teach this population the skills necessary to be successful? Feedback from evaluator one stated that, “I think this program provides all of the skills necessary for someone to be successful.” Moreover, she mentioned how this program may provide motivation to do the work, but once it’s complete, there might be a possibility that these mothers will be reminded of their challenges. The author would be encouraged to maintain rapport with the members of this program by keeping caseload updates and follow-ups.

Evaluator two explicated that, “The career program does attempt to teach Latina mother clients to acquire the fundamental skills that will allow them to compete in the workforce market.” For instance, Milestone three offers Latina mothers the opportunity to do a self-exploration activity, where she will learn personal characteristics that can be linked to various occupational interests and help narrow their occupational search. Also, Milestone six and seven attempt to teach Latina mothers resume writing, informational interview, and what to expect in an interview.

Question five queried how appropriate are the assessments, VISTa, for this focus population? Feedback from evaluator one stated that, “The VISTa card sort seem appropriate for the population.” This assessment facilitated by the career counselor may address cultural biases. These cards provide simplicity in order to understand participants’ needs. The results can be applied using O*NET and other online tools.

Evaluator two mentioned that, “The VISTa card sort is an appropriate tool, which allows Latina mothers identify their three letter RIASEC code and explore occupations that may be of interest.” In addition, per the report of the evaluator, “the simplicity of the words and color-coded cards helps by keeping them engaged through the process. It will
also provide a better understanding in making connections to the world-of-work. Moreover, it will provide concrete information, which Latina mothers can use to create a paradigm of their world, and how to effectively express it in order to compete in the job market.”

Question six asked what areas of the program do you view as potentially effective? Feedback from evaluator one articulated that, “I love the video used in the introduction about mothers. I think it’s a great way to build trust in the group and to begin the discussion. I love how comprehensive the program is, including all of the necessary pieces one needs to successfully conduct a job search.” Therefore, evaluator one viewed the program as potentially effective.

Evaluator two stated that, “I viewed Milestone two as an effective session where it will allow the Latina mother client to build rapport with the career counselor, but also with other participants who share similar characteristics.” The evaluator also expressed that “the Milestone Career Center will foster a supportive environment, where typically Latina mother clients need an environment to be encouraged and supported to push through the career program process.”

Question seven queried what suggestions do you have to improve this program? Feedback from evaluator one stated that, “I would suggest adding in some kind of support piece, perhaps throughout, as well as ongoing following the completion of the program.” She also mentions the importance of providing not only the skills and the training, but also a space that allows them to share the challenges they experienced in between sessions as it pertains to the program (i.e., fears, limiting beliefs, doubts, etc.). The evaluator shares, “as a career counselor if mental/emotional side of the job search is
not addressed, they can only make limited progress in the long run, as the barriers and emotional challenges continue to surface.” In addition, providing more training with Linkedin and how to use it effectively could be beneficial. Before implementing this program, facilitators are encouraged to incorporate these suggestions in future sessions.

Evaluator two responded that, “Overall, the career program is strong but would like to see the career program to incorporate how their occupational interests relate to seeking training such as furthering their education, short-term skills program, and/or an internship.” Although this program encourages higher education, there are limited tools provided for the university application process. These suggestions should be taken into account when implementing this program.

Question eight concluded the questions with what additional materials could be used in assisting the focus population? Feedback from evaluator one stated that “I’m not sure what other materials would be helpful.”

Evaluator 2 stated that “Additional materials and/or resources that can be provided for the targeted population will have to be information on potential educational and/or training programs that is designed to better equip and prepare them for jobs that require education beyond a high school diploma or GED to compete for jobs in the global economy.” For instance, www.assist.org, to learn about majors being offered at the four-year institutions or http://nces.ed.gov/collegenavigator/, where Latina mothers can research a college that offers their major of interest was suggested.

**Summarization of Feedback and Evaluation**

Both evaluators viewed this program as effective and offered feedback including suggestions. The evaluators were in agreement that this program addressed the needs of
low-income Latina mothers. Some of the evaluators’ suggestions provided possible ideas to also assist the participants in the process of acquiring a higher education. The most essential improvement to the program would be adding time to the assessment portion of the program in order for the participants to have more time to process. This was addressed by providing one-on-one counseling to participants that need extra time. In conclusion, the evaluators’ feedback is appreciated.

**Conclusion**

In conclusion, this program presented a program for successfully integrating cultural components in the sessions for addressing low-income Latina mothers’ transition to the world-of-work. The program focused on barriers often encountered by low-income Latina mothers in comparison to women-in-general. The eight Milestones encompass their individual needs, skills, interest, and traits; to enhance their mock interview skills, resume writing, interview techniques, and online resources; to explore cultural difference, multiple-role balancing; and to understand their role in the world-of-work. Further support includes free childcare. The main goal for this program is to assist low-income Latina mothers through their career process coupled with techniques that addresses motherhood and the world-of-work.
References


doi:10.1080/13545701.2011.602355


doi:10.1037/a0025241


Appendix A

Observations/Interview Handout

1. Did the participant arrive on time? ___________________

2. Did the participant seem engaged? ___________________

3. Did the participant seem motivated? ___________________

4. Did the participant seem appropriately groomed? ___________________

Interview Questions

1. Introduce yourself: ______________________________________________

2. What is your marital status? ___________________

3. How many children? ___________________

4. How old are your children? ___________________

5. Do you have social support? ___________________

6. If so, name 3 support entities? ___________________

7. Do you have childcare? If so, what is it? ___________________

8. What are your feelings/thoughts about motherhood? ___________________

9. Do you have housing? ___________________

10. Do you have food? ___________________

11. What is your form of transportation? ___________________

12. Are you receiving or have received any type of counseling? If so, explain: ___________________

13. Can you commit to this program and attend each session? ___________________

14. Is the candidate a fit for this program? ___________________
15. Is there an influential person in your life that does or does not approve of your choices? Explain:

________________________________________________________________________

16. Provide 3 reasons why you think or feel this program is a good fit?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix B

Intake Handout

Name/Nombre: __________________________________________________________

First                          Middle                          Last
Address/Domicilio: ______________________________________________________

Street                          City                          Zip Code

Age/Edad: ____________________

Email/Correo electronico: _________________________________________________

Home or Cell/ Numero de Casa o Celular: ________________________________

Emergency Contact Number/ Numero de contacto en caso de emergencia: ______

Race/Ethnicity/Etnicidad: Circle one or more/ Circula uno o mas

White  African American  American Indian, Alaska Native

Spanish/Hispanic/Latino  Mexican/Chicana

Puerto Rican  Cuban  South American

Religion/Religión: ______________________________________________________

Marital Status/ Estado Civil: ____________________________________________

Yearly Income/Ingresos Anuales: __________________________________________

Highest level of Education/Educacion: _____________________________________ Year Completed

Work Experience/ Experiencia Laboral: Think of three past and present employers. Write the company’s name. List what you liked about the job and what you disliked. Write the skills you gained from working at that job.

Employer: __________________________ Likes: __________________________

Skills: __________________________ Dislikes: __________________________

Employer: __________________________ Likes: __________________________

Skills: __________________________ Dislikes: __________________________

Employer: __________________________ Likes: __________________________

Skills: __________________________ Dislikes: __________________________
What are your housebased duties and responsibilities?/Cuales son sus deberes y responsabilidades como ama de casa?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do you want to gain from this program?/Que es lo que gusta ganar de este programa? List three/Lista tres:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Is there anything else you would like to share? Ay algo mas que gusta comparte de usted?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Family History:
Parent’s highest level of Education/Educacion de padre 1: __________________________ Year Completed

Employment History/Historia Laboral:
1. __________________________
2. __________________________
3. __________________________

Parent’s highest level of Education/Educacion de padre 2: __________________________ Year Completed

Employment History/Historia Laboral:
1. __________________________
2. __________________________
3. __________________________
Appendix C

Life Roles

List the different roles you fulfill throughout your lifespan (for example, homemaker, parent, student, worker, community).

Using the chart below list the roles than mark the time(s) in your life when you played or will play these roles. Indicate the importance of the role by the thickness of the line.
Appendix D
VISTa Card Sort Results

Adapted by Cathy Severson, M.S

TRAITS (Expression of Personality)

TOTALS:
Realistic
Investigative
Artistic
Social
Enterprising
Conventional
SKILLS (Expression of the Mind)

TOTALS:
Realistic
Investigative
Artistic
Social
Enterprising
Conventional
INTERESTS (Expression of the Heart)

TOTALS:
Realistic ______
Investigative ______
Artistic ______
Social ______
Enterprising ______
Conventional ______
VALUES (Expression of the Soul)

TOTALS:
Realistic ___
Investigative ___
Artistic ___
Social ___
Enterprising ___
Conventional ___

GRAND TOTALS:
Realistic ___ Social ___
Investigative ___ Enterprising ___
Artistic ___ Conventional ___

TOP THREE: ____ ____ ____
Appendix E

VISTa Cards Instructions

Adapted from Cathy Severson, M.S

The VISTa Life/Career Cards can be utilizing as a conversational process. A question the career counselor may ask the participants to ask themselves is, “Who am I?” The cards are divided into four decks consisting of Traits, Skills, Interests and Values. Traits describe aspects of your personality. Skills describe your innate capabilities. Interests describe activities you enjoy engaging. Values describe what’s important to you. The 300 cards are divided into six domain colors that result in the RIASEC, which are described below.

<table>
<thead>
<tr>
<th>Realistic</th>
<th>Investigative</th>
<th>Artistic</th>
<th>Social</th>
<th>Enterprising</th>
<th>Conventional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic individuals like to be outdoors, like to use their hands, like to engage in physical activities. In addition they enjoy activities with objects, machines, tools, plants, or animals. Ability to work with things. They are the do’er.</td>
<td>Investigative individuals like ideas: to observe, learn, investigate, analyze, evaluate, or solve problems. Ability to use logic, complex and abstract thinking. They are the thinkers.</td>
<td>Artistic individuals are creative, innovative, possess intutional abilities, and like to work in unstructured situations. Ability to express through imagination, originality and/or creativity. They are the creators.</td>
<td>Social people like to interact with people to inform, help, enlighten, train, develop, or cure them, and are skilled with words. Ability to work with teams and value communication. They are the helpers.</td>
<td>Enterprising people like to work with people to influence, persuade, perform, lead, manage for organizational goals or for economical gain. Ability to use verbal skills to convince or persuade others. They are the persuaders.</td>
<td>Conventional people like work with data, have clerical or numerical abilities, like detail, follow through on others instructions. Ability to follow directions, organize, and be dependent. They are the organizers.</td>
</tr>
</tbody>
</table>

In order to create your profile you will need to follow these steps:

Step 1: Select the ten cards that best describe you from each deck.

Step 2: Starting with Traits, arrange the three cards, Describes me the most, Describes me somewhat and Doesn’t describe me horizontally on the table in front of you. Pay attention to your inner energy level as you place each card in their corresponding category.

Step 3: Try to limit the “Describes me the most” stack to 20.

Step 4: Once you have gone through the stack of Traits cards, narrow the cards in “Describes me the most” down to ten cards.
Step 5: Then prioritize the cards from one to ten.

Step 6: Next enter your selected cards into the Traits pyramid on the VISTa Profile appendix D. Step 7: Place the first letter of domain (RIASEC) in the box and highlight it with the colored marker.

Step 8: Add up the colors in the pyramid and enter them in to the box indicating total.

Step 9: Complete the next three decks the same way as Traits. Note: The Skills Cards are arranged by Most proficient (what you do well), Somewhat proficient, Not proficient. Note: For this step inform the participants to pay attention if what the card describes is an activity they do well and avoid thoughts of whether or not they enjoy engaging in the activity described on the card. Note: The Interests Cards are arranged by Enjoy most, Enjoy somewhat and Do not enjoy. In addition, inform the participants to not be concerned with whether they do the activity well or not, but only if they enjoy engaging in it. Note: The Values Cards are arranged by Most important, Somewhat important, Not important.

Step10: Add up the scores in the total box found in appendix D. That will give you a grand total for each domain. Enter the totals at the bottom of the profile. Your top three domains can be entered into the boxes at the bottom. Please keep your selected cards separate, as we will use them to create your Career Decision-Making Matrix.

For further exploration, answer the questions on Appendix F. If you are interested in careers based on your code, visit the VISTa website. www.vista-cards.com/occupations

Using the drop down menu, select the occupations related to your domains. Rearrange the letters in your code to get the maximum list of occupations.
Appendix F

VISTa Profile Review
Adapted from Cathy Severson, M.S

Explain your results with the Skill cards. Did it show your talents?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Explain your results with the Interest cards. Did it show your passions?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Explain your results with the Value cards. Did it describe where you find your motivation and satisfaction?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Explain your results with the TRAITS cards. Did it represent who you are?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Look at the colors of your results. Are the colors consistent? What are the 3 top colors?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are the patterns that emerge in your colors and words?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Where there any surprising results? What were they? Explain.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Journal on your reactions, thoughts, ideas, and any feelings about this activity.
Appendix G

THEMES
Adapted from Cathy Severson, M.S

Looking at your cards, how do you release pressure?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Looking at your 40 cards from the Traits, Skills, Interests, and Values what is your theme?
You can group your cards in any form that you think creates your themes. In one sentence
or two describe the meaning of your themes.

1. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

4. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

If you are looking for paid work, are you more likely to work where your themes are being
used? Why or why not?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you use your themes at home? If so, explain.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you feel comfortable describing your life and career expectations after this activity? If
so, explain.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix H

Career Exploration

Directions: Using the following website www.onetonline.org and the results from VISTA Card Sorts and THEMES answer the following:

Identify ten careers that integrate your interests, skills, values, and personality characteristics.
1. ____________________ 6. ____________________
2. ____________________ 7. ____________________
3. ____________________ 8. ____________________
4. ____________________ 9. ____________________
5. ____________________ 10. ____________________

Identify five online career resources that provide information about your career options.
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Using the following website www.yellowpages.com. List the names and titles of five people to interview for information about your career options.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I

Career Matrix
Adapted from Cathy Severson, M.S

Insert your THEMES from Appendix G in the last vertical axis cells. Insert potential career or occupation titles in the numbered horizontal cells. Evaluate each occupation from by finding their tasks, qualifications, salary/projection, and education. Then indicate a 1 (lowest) to 3 (highest) to the degree you believe it will fulfill your Themes.

Note: Use the following website www.onetonline.org

<table>
<thead>
<tr>
<th></th>
<th>Title:</th>
<th>Tasks</th>
<th>Qualifications</th>
<th>Salary and Projection</th>
<th>Education</th>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix J

Action Plan

After going through three Milestones it is time, if you are ready, to start implementing your techniques and information that was gathered. Start by forming an Action Plan that will suit your interests, work values, and personality characteristics.

Describe one career/job you have decided to pursue to start your action plan:

________________________________________________________________________

Describe three work qualifications:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

If applicable, list any entities that will help you gather the necessary training or education (for example tech school, certificates, undergraduate, GED):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

If applicable, list volunteer opportunities including phone number, location, name of person to contact.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix K

Goal Setting

After the Action Plan assignment, list your goals within 3 months, 6 months, and 1 year and your plans on accomplishing these goals.

Write three goals for this month.

1.____________________________________________________________________
2.____________________________________________________________________
3.____________________________________________________________________

Write three goals that you plan to accomplish within 3 months.

1.____________________________________________________________________
2.____________________________________________________________________
3.____________________________________________________________________

Write three goals that you plan to accomplish within 6 months.

1.____________________________________________________________________
2.____________________________________________________________________
3.____________________________________________________________________

Write three goals that you plan to accomplish within 1 year.

1.____________________________________________________________________
2.____________________________________________________________________
3.____________________________________________________________________

What were your feeling or thoughts about this assignment? _______________________
________________________________________________________________________
________________________________________________________________________
Appendix L

Journal Entries

What are 3 personal goals you have set for yourself in the program? ________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are 3 or more things that you have learned about yourself? ________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are internal or external barriers you have encountered?
Barrier #1 ________________________________________________________________
How can you overcome this Barrier? _________________________________________
________________________________________________________________________
________________________________________________________________________

Barrier #2 ________________________________________________________________
How can you overcome this Barrier? _________________________________________
________________________________________________________________________
________________________________________________________________________

Barrier #3 ________________________________________________________________
How can you overcome this Barrier? _________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix M
How to build your Resume

NAME: ________________________________________________________________

City, State: ____________________________________________________________

Phone number (Best #): ________________________________________________

Email Address: __________________________________________________________

LinkedIn URL (optional): ________________________________________________

OBJECTIVE
The job title applying for or what you want to do.

______________________________________________________________________

______________________________________________________________________

SKILLS
Strengths concisely stated to draw out top skills and abilities related to objective.

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

EDUCATION
Start with most recent education, listing all attended. Do not abbreviate.
School ____________________________ City, State ________________
Degree ____________________________ GPA ____________________
Coursework: (if relevant to job you are applying for)
_____________________________________________________________________

_____________________________________________________________________

Start with most recent education, listing all attended. Do not abbreviate.
School ____________________________ City, State ________________
Degree ____________________________ GPA ____________________
Coursework: (if relevant to job you are applying for)
_____________________________________________________________________

_____________________________________________________________________

101
EXPERIENCE

Start with most recent position title. List all full-time and part-time jobs, summer jobs, volunteer, leadership activities, etc.

When preparing to write your responsibilities and accomplishments, keep the following in mind: list statements describing what you actually did on the job. Use ACTION VERBS; describe your skills, activities and accomplishments, quantify when possible. Use present tense if you are still doing the job, past tense if not.

Position Title ______________________________________________________________________ Dates ______________
Employer/Company, City, State ________________________________________________________________________________

Responsibilities and Accomplishments:

E.g. OK: Take care of elders

BETTER: Ensure the safety and security of 300 elders at a residential home

• ______________________________________________________________________________________
  • ______________________________________________________________________________________
  • ______________________________________________________________________________________

Position Title ______________________________________________________________________ Dates ______________
Employer/Company, City, State ________________________________________________________________________________

• ______________________________________________________________________________________
  • ______________________________________________________________________________________
  • ______________________________________________________________________________________
  • ______________________________________________________________________________________

Position Title ______________________________________________________________________ Dates ______________
Employer/Company, City, State ________________________________________________________________________________

• ______________________________________________________________________________________
  • ______________________________________________________________________________________
  • ______________________________________________________________________________________
  • ______________________________________________________________________________________

OTHER POSSIBLE CATEGORIES: Special skills & Abilities; Honors & Awards;
Languages; Computer Skills; Class Projects; Volunteer Work; Professional Associations;
Extracurricular Activities (Sports, clubs, or organizations)
Appendix N

Resume Action Verbs

This is the website to find this table:

Appendix O

LISA M. AGUILAR

Glendale, CA (323) 999-999 lmaguilar@gmail.com

(Sample: Chronological Resume)

OBJECTIVE

Administrative Assistance

HIGHLIGHTS

• A self-motivated and organized professional with over 5 years’ experience providing thorough and skillful support to department managers.
• Proficient in Microsoft Office.
• Adept accomplishing multiple tasks simultaneously and working under pressure.
• Highly organized, analytical thinker with strong communication skills.

EXPERIENCE

Concurrent with full-time parenting 2005-2014

Fundraiser
St. Patrick Elementary School
• Coordinated concession stand and fundraiser for the Parent Teacher events earning over $2000.
• Organized and budgeted expenses for 300 students.

Classroom Assistant
Bishop Hall School
• Managed monthly newsletter distribution to 500 students.
• Coordinated classroom activities and art projects for 500 students.

Senior Administrative Secretary 2000-2005
Hughes Corporation, Los Angeles, CA
• Provided direct administrative support to the Human Resources Manager, Human Resources Division Manager, Financial Vice President and Financial Research Group.
• Processed office expenses, verified employee expense reports for accuracy and prepared budget comparison reports.
• Participated in studies and projects for the Financial Research Group, importing table data to Excel spreadsheets.
• Handled all personnel files, inquiries and processes with the utmost confidentiality.
• As a member of the Ergonomic Committee, performed workstation evaluation for every employee; assisted in developing a training program for employees.

EDUCATION

San Fernando High School, San Fernando, CA
Objectives

Administrative Assistance

Highlights

- A self-motivated and organized professional with over 5 years’ experience providing thorough and skillful support to department managers.
- Proficient in Microsoft Office.
- Adept accomplishing multiple tasks simultaneously and working under pressure.
- Highly organized, analytical thinker with strong communication skills.

Administrative Assistance Accomplishments

- Provided direct administrative support to the Human Resources Manager, Human Resources Division Manager, Financial Vice President and Financial Research Group.
- Processed office expenses, verified employee expense reports for accuracy and prepared budget comparison reports.
- Participated in studies and projects for the Financial Research Group, importing table data to Excel spreadsheets.
- Handled all personnel files, inquires and processes with the utmost confidentiality.
- As a member of the Ergonomic Committee, performed workstation evaluation for every employee; assisted in developing a training program for employees.

Work History

Senior Administrative Secretary
Hughes Corporation, Los Angeles, CA
Administrative Secretary
Allstate Insurance, Orange County, CA

Education

San Fernando High School, San Fernando, CA
Appendix Q

LUPE F. LOPEZ

Glendale, CA (818) 999-999 LFLopez@gmail.com

(Sample Combination Resume)

OBJECTIVE

Administrative Assistance

PROFILE

• A self-motivated and organized professional with over 5 years’ experience providing thorough and skillful support to department managers.
• Proficient in Microsoft Office.
• Adept accomplishing multiple tasks simultaneously and working under pressure.
• Highly organized, analytical thinker with strong communication skills.

PROFESSIONAL EXPERIENCE

2000-2014 Administrative Assistance

Fundraiser ST. PATRICK ELEMENTARY SCHOOL

• Coordinated concession stand and fundraiser for the Parent Teacher events earning over $2000.
• Organized and budgeted expenses for 300 students.

Classroom Assistant BISHOP HALL SCHOOL

• Managed monthly newsletter distribution to 500 students.
• Coordinated classroom activities and art projects for 500 students.

Senior Administrative Secretary HUGHES CORPORATION, LA, CA

• Provided direct administrative support to the Human Resources Manager, Human Resources Division Manager, Financial Vice President and Financial Research Group.
• Processed office expenses, verified employee expense reports for accuracy and prepared budget comparison reports.
• Participated in studies and projects for the Financial Research Group, importing table data to Excel spreadsheets.
• Handled all personnel files, inquiries and processes with the utmost confidentiality.
• As a member of the Ergonomic Committee, performed workstation evaluation for every employee; assisted in developing a training program for employees.

EDUCATION

San Fernando High School SAN FERNANDO, CA
Appendix R

Informational Interview Handout

What is an informational interview?

An informational interview provides an opportunity for you to gather information you need about a career, job, or major by interviewing someone that has experience on the field. It can also be “a reality check” of your perception of a given work, job, career, or major. It is also a way to build your network and connect with those that have similar interests. These connections may help you with refining your interview skills, providing information to add to your resume, and expanding your job search. An informational interview is invaluable for career decision-making. The information gathered is essential to your analysis of whether your skills, values, and goals match your career perspective.

Reminder an informational interview is NOT A JOB INTERVIEW. It is just an opportunity to network and get vital information about the work, job, career, or major.

Why would you do an informational interview?

- They may provide information to answer your questions about their industry.
- They may provide you with information about their day-to-day tasks
- They may talk about their educational pathway(s)
- They may provide you with a range of their compensation including: Health benefits, vacation, or retirement.
- They may provide you with internal job opportunities or recommend you to professional associations.
- They may provide a scope of the duties and the culture of the organization.

What are the steps you need to take?

Step 1: Gather information on the field of interest and research what they do.

Step 2: Get their contact information and ask for the head of the department and
explain your intent. Make sure they understand that you are seeking information only.

*Example:* I’m interesting in learning more about…..

**Step 3:** Be prepared! Make sure you have a list of questions to ask for 15-20 minutes. If you call make sure you have a scripted prepared.

*Example:* “Hi my name is _________. I was referred to you through the ____________ (or the name of your referral). I am seeking advice regarding _________. I would appreciate an opportunity to learn more about your field and possible advice or experiences on how I might better prepare to gain entry into the field. I would appreciate a few minutes of your time to get your perspective on the challenges and opportunities in ____________. Could I schedule 15 or 20 minutes with you at your convenience? If so, I’d be happy to meet you at your office.”

*If the response is YES ask to set up a time to meet in person or if the informational interview is by phone make sure to call on time and have your questions ready.

*If the response is “no,” say “thank you,” and ask whom might they suggest you contact.

**Samples of Informational interview questions**

1. I would like to know how most people get into this field.
2. How did you become interested in your area of work?
3. Which part(s) of the job is most challenging for you? Why?
4. Which part(s) of the job is most rewarding? Why?
5. What changes have you seen in recent years and where is the industry going?
6. How could I research materials and career opportunities?
7. What experiences have you had that have been invaluable to your learning the business?
8. Which areas of study/degrees would you recommend I pursue before I go any further?
9. Would you describe a typical workday? Workweek?
10. From your point of view, what qualifications and characteristics do you look for in employee you hire?
11. Which of my skills do you consider strong points?
12. What is your response to my resume? How would you suggest I change it? (Note: Don’t ask about your resume and don’t bring a resume to an informational interview.)

13. If you could do it all over again, would you choose the same path for yourself? Why? What would you change?

14. Are there other job titles that I should be looking at that are comparable to this area of work?

15. What else do I need to know in order to make an intelligent decision about my career?

16. Would you recommend doing an internship to gain more knowledge? Does your organization offer internships?

17. Can you suggest anyone else I can talk to?

18. May I use your name when contacting him/her?

19. Do you recommend involvement in a professional association? Which one?

20. Do you recommend any professional articles or journals?

**Follow Up!**

Be sure to write a thank you note or email to those people who gave their time to speak with you.

**Evaluate!**

Evaluate the informational interview. Think about, “Is this a fit for you?” If so, why? If not, why not?

Develop an action plan whether you would like to contact another professional, change paths, or get awareness of the courses you need to take to get that career, job, or major.
Appendix S

Job Interview Preparation Tips

Prior to any job interview research the Employer.

- Do your homework on the companies that you are interested in working for.
- Find out about different career paths available if you are hired.
- Prepare for an interview.

The information you should look for:

- Products and services
- Structure, operating divisions and subdivisions
- Training and development programs
- Additional career paths
- Size and number of employees
- Accomplishments, sales, financial performances, employee diversity, hiring and promotion policies
- Mission statement, goals and objectives, traditional values, beliefs, views, and operating styles

Where to find the information:

- The internet is a good source.
- Visit the job site.
- Read the Newspaper on hot companies for which to work.
- [www.bls.gov/oco](http://www.bls.gov/oco)
- [www.salary.com](http://www.salary.com)
- [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)
- [www.jobstar.org](http://www.jobstar.org)
- [www.vault.com](http://www.vault.com)
Appendix T

Mock Interview

Directions: Pick a partner. Than decide who will be the Employer and who will be the interviewee. Lastly, pick 10 questions you would like to answer during the mock interview. Take 20 minutes interviewing. At the end switch partners and roles. Take another 20 minutes.

1. What is your greatest strength?
2. What is your greatest weakness?
3. How do you handle stress and pressure?
4. Describe a difficult work situation / project and how you overcame it.
5. How do you evaluate success?
6. Why are you leaving or have left your job?
7. Why do you want this job?
8. Why should we hire you?
9. What are your goals for the future?
10. Tell me about yourself.
11. Tell me about a time when you had to deal with a co-worker who wasn't doing his/her fair share of the work. What did you do and what was the outcome?
12. Tell me about a time that you didn't work well with a supervisor. What was the outcome and how would you have changed the outcome?
13. Have you worked with someone you didn't like? If so, how did you handle it?
14. Tell me about a time that you helped someone.
15. Describe a decision you made that was a failure. What happened and why?
16. Why do you think you will be successful at this job?
17. Tell me about a time that you participated in a team, what was your role?
18. Tell me about a time when you were faced with conflicting priorities. How did you determine the top priority?
19. Tell me about a time when you failed.
20. How do you balance life and work?
21. What did you do during this six-month gap in employment?
22. What do you love?
23. What led you to this point in your life?
24. Do you consider yourself successful?
25. What inspires you in a job?
26. What excites you most about the position and what do you think would be stretch for you?
27. Who are the influencers in your life?

Explain your thoughts and feelings after the mock interview process. Then if you like, share with the group.
Appendix U

Job Search Campaign

Adapted from California Career Café

Create a list of your employers who offer employment opportunities.

**Identify what YOU are looking for.**

Job title: __________________________________________________________

What theme does this position fulfill? ____________________________________________

Target salary: ________________________________

**Create a job list.**

List companies where fulfills one of your themes and that you would like to work at. Provide one reason why this would be a good fit for you.

Target company: _________________________________________________________

Reason: ________________________________________________________________

Target company: ____________________________

Reason: _________________________________________________________________

Target company: _________________________________________________________

Reason: ________________________________________________________________

**Next Steps**

List the next steps you plan to take.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix V
LinkedIn
LinkedIn has become a way to connect with professionals and share ideas, thoughts, articles, and serves as a job search strategy.

Directions: Go to www.linkedin.com and create a username and password. If you do not have an email account follow this link
https://support.google.com/accounts/#topic=3382296
Keep your username and password confidential. Make sure to write it down and keep it in a confidential place.
Username: ______________________________________________
Password: ______________________________________________

Goal 1: After you have created a LinkedIn account upload a professional profile picture.
Goal 2: Develop a summary about your interests and goal(s) for employment. Describe/Summarize your accomplishments/skills.
Goal 3: Fill in the Experience section and Education section
Goal 4: List languages (if applicable) and skills/Expertise
Goal 5: Cut and paste LinkedIn URL into your resume
Goal 6: Continue exploring organizations and people with whom to connect.
Appendix W
Evaluation

Date: _____________________    Facilitator: ____________________

Provide answers for the following evaluation questions. Remember this is anonymous is the sole purpose is to collect opinions for improvement and effectiveness.

1. Was this program a good use of your time? Explain.
__________________________________________________________________
__________________________________________________________________

2. Did the program meet your needs? Explain
__________________________________________________________________
__________________________________________________________________

3. After the program, I can identify my top 2 traits, 2 interests, 2 skills, and 2 values. List.
__________________________________________________________________
__________________________________________________________________

4. After the program, I can identify 1 type of resume. Explain.
__________________________________________________________________
__________________________________________________________________

5. After the program, I can identify 2 roles in my life. Explain.
__________________________________________________________________
__________________________________________________________________

6. After the program, I can identify 2 potential jobs that match with a theme. Explain.
__________________________________________________________________
__________________________________________________________________
Appendix X

Questions from Program Evaluators

Chapter 5: Program Evaluation

1. How likely will the program be able to assist Latina Mothers returning after maternity leave?

2. Does the program contain activities that introduce the clients to resources that will help them connect to the world-of-work?

3. To what extent does the program contain activities that discuss multiple roles and barriers?

4. To what extend does the program teach this population the skills necessary to be successful?

5. How appropriate are the assessments, VISTa, for this focus population?

6. What areas of the program do you view as potentially effective?

7. What suggestions do you have to improve this program?

8. What additional materials could be used in assisting the focus population?