

## Career Center/Local School GO Center



To assist and enhance the existing career centers, funded by Career, Technical, and Agricultural Education Division, the Governor and the School Superintendent has endorsed an initiative called Education Go Get It (GO). GO is a statewide public/private partnership that strives to enable and motivate all Georgia students to reach their potential through education, thereby increasing the state's economic prosperity and improving the quality of life for all Georgians. Partners include the Board of Regents, Department of Education, University System of Georgia, Department of Technical and Adult Education, and Bright from the Start: Department of Early Care and Learning. Modeled after the GO program that was started in Texas in 2002, Georgia GO launched in February 2005 and uses a number of branded community tools such as GO Centers, GO Kits, GO Theater and its web presence, [www.georgiaGO.org](http://www.georgiaGO.org), to help current and potential students answer the question, "Why GO?"

Headquartered in Atlanta in the office of the Board of Regents of the University System of Georgia, GO is a collaborative effort among several statewide educational agencies, government entities, corporations, and community-based organizations to increase high school graduation and college enrollment rates in the state of Georgia. GO anticipates that by the year 2020 its statewide initiatives and partnerships will enable most of Georgia's projected 134,000 high school students to graduate. Additionally, GO hopes to boost the state's college enrollment rate of 18 – 24 year olds from 28 percent to 48 percent, resulting in more than 192,000 students matriculating at Georgia colleges. For more information on Education GO Get It, please visit [www.georgiaGO.org](http://www.georgiaGO.org) or call (866) GO.4.GRAD.

One component of the Career Development Initiative is the renaming of your career center to a GO Center. If you do not have a career center, then you can create a GO Center for minimal cost. While each GO Center will have programs and projects developed around local resources, all GO Centers have the following common elements:

- Designated Space: GO Centers have minimal space requirements. However, a distinct area clearly identifying the GO Center and at least one computer with internet access are necessary.
- Branding: Clear identification of the GO Center that will link the local presence to the statewide campaign effort. GO Center banners and other GO products are available for purchase at the online store at [www.georgiaGO.org](http://www.georgiaGO.org). You may also download the logos and create your own signage.
- Staffing: A designated local leader will serve as the coordination point to leverage GO resources with existing education efforts. The GO team at the state level can help facilitate the recruitment of volunteers, particularly students at nearby colleges.

### **Goals**

As a result of using GO Center resources and participating in GO Center activities, students are able to:

- Identify their personal interests and abilities and understand how these factors affect career choices
- Explore job titles, availability, location, and requirements in their interest and ability areas
- Understand the benefits, working conditions, and opportunities for advancement in various careers
- Access the most current career information through the on-line resources of Georgia Career Information System (GCIS) at [www.gcic.peachnet.edu](http://www.gcic.peachnet.edu) (password and id required).
- Realize that career choices should be based on one's interests, abilities, and aptitudes, not on gender
- Broaden their perspective of available career fields as a result of considering nontraditional training and employment
- Investigate job opportunities
- Investigate and select career focus areas in preparation for future employment.
- Develop a high school individual career plan (ICP) to assist in achieving their career goals
- Determine the type of postsecondary education needed to attain their career goals.
- Learn to make informed educational choices based on self-knowledge, career development, and career guidance

### **Key Practices**

The resources available in GO Centers can benefit counselors, parents, teachers, and the community at large. Counselors can learn about and keep abreast of career trends; emerging high-tech, high-skill jobs; skills desired by employers; and other valuable information.

Parents are encouraged to use GO Centers with their children in order to be more aware of workforce and workplace changes and to better assist their children in making critical educational and career decisions. Teachers, who serve as advisors to students either formally or informally, can obtain current career information to assist them in this role. Some schools choose to open their GO Centers to the community.

## Website Resources

**[Career Voyages](http://www.careervoyages.com/index.cfm)** (<http://www.careervoyages.com/index.cfm>) Students can start exploring career options - whether they are in high school, have graduated, have a vocational certificate, have a 2-year or 4-year college degree, or have knowledge and skills acquired through training centers, on-the-job training, or work experience.

**[My Future - Career Toolbox](http://www.myfuture.com/)** (<http://www.myfuture.com/>) Sponsored by the military, this website features work interest and personality quizzes, practice writing resume and cover letters, and information on military careers.

**[Occupational Outlook Handbook](http://www.bls.gov/search/oooh.asp?ct=OOH)** (<http://www.bls.gov/search/oooh.asp?ct=OOH>) This U.S. Department of Labor website offers an instant search on various careers and includes the nature of the work; working conditions; employment training, other qualifications, and advancement; job outlook; earnings; related occupations; and sources of additional information.

**[Teacher's Guide to Careers in Mathematics](http://www.bls.gov/k12/math.htm)** (<http://www.bls.gov/k12/math.htm>) This U.S. Department of Labor website lists careers in which math is important. Students click on various careers to find out the nature of the work; working conditions; employment training, other qualifications, and advancement; job outlook; earnings; related occupations; and sources of additional information.

**[Teacher's Guide to Careers in Science](http://www.bls.gov/k12/science.htm)** (<http://www.bls.gov/k12/science.htm>) This U.S. Department of Labor website lists careers in which science is important. Students click on various careers to find out the nature of the work; working conditions; employment training, other qualifications, and advancement; job outlook; earnings; related occupations; and sources of additional information.

**[Teacher's Guide to Careers Related to Reading](http://www.bls.gov/k12/reading.htm)** (<http://www.bls.gov/k12/reading.htm>) This U.S. Department of Labor website lists careers related to language arts. Students click on various careers to find out the nature of the work; working conditions; employment training, other qualifications, and advancement; job outlook; earnings; related occupations; and sources of additional information.

**[Teacher's Guide to Careers in Social Studies](http://www.bls.gov/k12/social.htm)** (<http://www.bls.gov/k12/social.htm>) This U.S. Department of Labor website lists careers related to social studies. Students click on various careers to find out the nature of the work; working conditions; employment training, other qualifications, and advancement; job outlook; earnings; related occupations; and sources of additional information.

## **[IRS Understanding Taxes](http://www.irs.gov/app/understandingTaxes/jsp/s_student_home.jsp)**

([http://www.irs.gov/app/understandingTaxes/jsp/s\\_student\\_home.jsp](http://www.irs.gov/app/understandingTaxes/jsp/s_student_home.jsp)) Interested in uncovering the mystery behind taxes? Looking for real-world applications for what you've learned in the classroom? The IRS has developed an interactive, instructional tax program called Understanding Taxes to provide high schools, community colleges, and the general public with a technology-based instructional tool.

## **Career and Labor Market Information**

### **The Georgia Career Information System (GCIS)**

The Georgia Career Information Center operates the Georgia Career Information System (GCIS), a computer-based library of occupational and educational information and a primary component in the career decision-making process.

- GCIS provides students and other users throughout Georgia with vital career information.
- GCIS is used in Georgia's elementary, middle, and high schools; colleges and universities; technical colleges; Employment Services; Rehabilitation Services; Department of Labor; Department of Family and Children Services offices; and public libraries.
- This year approximately 650,000 Georgians will access GCIS at approximately 1,650 sites throughout the state.

### **Occupational Information**

- Bibliography -- references to additional resources for occupation information
- Descriptions -- comprehensive descriptions of Georgia and national occupations, including state and national wage data, employment, and licensing
- Military Employment -- descriptions of 140 military occupations
- Occupation Videos -- 60-90 second snapshots of what an occupation is like (available for more than 300 occupations in the Internet, Windows, and Macintosh versions)
- Preparation -- helpful training and education programs that can provide preparation for an occupation

### **Educational Information**

- Continuing Education -- information about professional, personal, and academic enrichment programs at public and private schools in Georgia
- CO-OP EDUCATION -- list of alternating classroom and work experience programs available for students
- Distance Education -- non-traditional classroom learning opportunities
- Financial Aid -- information on more than 3,000 federal, state, and independent aid programs representing 1.2 million awards and about 5 billion dollars
- Georgia Schools -- information on 300 universities, colleges, technical schools, vocational schools, and apprenticeship schools in the state
- Junior ROTC -- information on military training programs for high school students
- National Schools -- information for more than 2,200 four-year and 2,000 two-year postsecondary institutions including professional, public, and private schools in the United States and its Territories
- Programs Of Study And Training -- comprehensive program descriptions for schools in Georgia and across the nation
- ROTC -- describes military training programs for college students
- Study Abroad -- information about taking classes in a foreign country
- Tech Prep -- information on tech prep programs in Georgia including the names of coordinators

### **Access Strategies**

- Assessment Link -- a tool that matches the results of certain vocational tests with corresponding GCIS occupations
- Financial Aid Sort -- a national aid search that matches educational plans and individual characteristics to a list of scholarships and loans
- IDEAS™ -- a self-assessment tool that identifies your career-related interests and matches them with GCIS occupations
- O\*NET Interest Profiler -- a self-assessment tool that identifies your work activity interests and matches them with GCIS occupations (Internet only)
- O\*NET Work Importance Locator -- a self-assessment that helps you identify your work values and explore related GCIS occupations (Internet only)
- Occupation Sort -- a career search tool that matches your interests and abilities with corresponding GCIS occupations
- School Sort -- a national search identifying colleges and universities that meet specific criteria, such as degrees offered, tuition and fees, and admissions requirements
- SKILLS -- a career exploration tool that matches your self-assessed skills with corresponding GCIS occupations

### **Employment Information**

- Career Studio -- career exercises for middle and high school students based on the 16 federal career clusters
- Industries -- national and state industry information, including federal job titles, industry size, and industry outlook
- Job Search -- information on completing job applications, preparing a resume, and interviewing
- Keep That Job -- information about good work habits, 'Water Cooler Quiz' -- a fun exercise that helps you recognize appropriate job behavior (Internet only)
- Self-Employment -- information about owning a business

### **Learning Exercises**

- Practical Learning Activities -- 480 projects, worksheets, and activities designed to infuse career information and career development concepts

For more information on GCIS, visit their website at: <http://www.gcic.edu>.

### **Georgia Department of Labor Resources**

The Georgia Department of Labor provides a range of services designed to match workers with jobs and promote an efficient labor market. Publications and resources cataloged in this directory track changes in Georgia's economic infrastructure, providing information on business conditions and employment trends. Data on jobs and workers, including labor force, employment and unemployment, industrial growth, occupational trends and wage rates, are increasingly important to remaining competitive in the global marketplace.

Workers and employers must continually remain responsive to advances in workplace technology. The nature of work and the skills required for most occupations are changing at an unprecedented rate. Businesses demand workers with more education and new skills to compete in today's dynamic marketplace. Data on employment trends are essential to matching job skills with job openings, choosing careers, planning for educational and

training programs, and making business location or expansion decisions. The growing disparity between available jobs and workers with requisite abilities frequently results in labor shortages in some industries and occupations, yet high unemployment among other workers. Reliable labor market information is essential to minimizing the inequity of unemployed people who need and want to work and businesses unable to locate workers with the necessary job skills.

Labor market information is generated by the Georgia Department of Labor's Workforce Information and Analysis (WI&A) Division from data collected in employer and household surveys, unemployment insurance claims data, and special research projects. Most of the data are produced in cooperation with the U.S. Department of Labor's Bureau of Labor Statistics. WI&A publishes frequently requested data and provides most to the public at no cost.

### **Websites Resources**

[Get Labor Market Information | Let Us Help You | Employers | Georgia Department of Labor](http://www.dol.state.ga.us/em/get_labor_market_information.htm) ([http://www.dol.state.ga.us/em/get\\_labor\\_market\\_information.htm](http://www.dol.state.ga.us/em/get_labor_market_information.htm)) The Georgia Department of Labor (GDOL) collects, analyzes, and publishes a wide array of information about the state's labor market. This information provides a snapshot of Georgia's economy, job market, businesses, and its workforce. Data on jobs and workers, including labor force, employment and unemployment, industrial growth, occupational trends, and wage rates, are increasingly important to remaining competitive in the global marketplace. Click to find state occupational trends, industry data, occupational wages, economic information and workforce information.

[Current Publications | Find Industry Data | Workforce Professionals | Georgia Department of Labor](http://www.dol.state.ga.us/wp/lmi_publications.htm) ([http://www.dol.state.ga.us/wp/lmi\\_publications.htm](http://www.dol.state.ga.us/wp/lmi_publications.htm)) Offers downloads of monthly, quarterly, biannual and annual and biennial publications on Georgia's workforce, industries and businesses, wages, by-county labor profiles, occupational trends and career planning tools and links to other sources for labor market information.

[Re-Place Yourself | Let Us Help You | Job Seekers | Georgia Department of Labor](http://www.dol.state.ga.us/js/replace/) (<http://www.dol.state.ga.us/js/replace/>) This online workshop is a guide for anyone seeking employment. Although it won't get you a job, it will help you develop a plan, sell your skills to employers, and shorten your period of unemployment. It addresses some of the challenges you may experience in job seeking and provides tips on new and effective job search techniques.

[Plan Your Job Search | Let Us Help You | Job Seekers | Georgia Department of Labor](http://www.dol.state.ga.us/js/plan_job_search.htm) ([http://www.dol.state.ga.us/js/plan\\_job\\_search.htm](http://www.dol.state.ga.us/js/plan_job_search.htm)) Job search requires organization and a calculated effort. Learn what is needed to be successful. Gather and organize this information into a personal Job Search Plan. Access the latest and most effective job search techniques. Includes resources for planning your job search.

### **US Department of Labor Resources**

The Bureau of Labor Statistics (BLS) is the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics. The BLS is an independent national statistical agency that collects, processes, analyzes, and disseminates essential statistical data to the American public, the U.S. Congress, other federal agencies, state and

local governments, business, and labor. The BLS also serves as a statistical resource to the Department of Labor and offers many online publications useful for educators.

### **Website Resources**

[Occupational Outlook Handbook, 2004-05](http://www.bls.gov/oco/home.htm) (<http://www.bls.gov/oco/home.htm>)

The *Occupational Outlook Handbook* (OOH) is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the *Handbook* describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

[Tomorrow's Jobs](http://www.bls.gov/oco/oco2003.htm) (<http://www.bls.gov/oco/oco2003.htm>)

Making informed career decisions requires reliable information about opportunities in the future. Opportunities result from the relationships between the population, labor force, and the demand for goods and services. This resource presents highlights of Bureau of Labor Statistics projections of the labor force and occupational and industry employment that can help guide your career plans and features many useful charts and tables.

[Career Guide to Industries](http://www.bls.gov/oco/cg/home.htm) (<http://www.bls.gov/oco/cg/home.htm>)

The *Career Guide to Industries* provides information on available careers by industry, including the nature of the industry, working conditions, employment, occupations in the industry, training and advancement, earnings and benefits, employment outlook, and lists of organizations that can provide additional information. The *Career Guide* is a companion to the *Occupational Outlook Handbook*, which provides information on careers from an occupational perspective.

[Employment Projections](http://www.bls.gov/emp/home.htm) (<http://www.bls.gov/emp/home.htm>)

Includes links to employment projections, career outlook information, hot jobs, industry growth, and fastest growing employment.

[Teacher's Guide to BLS Career Information](http://www.bls.gov/k12/) (<http://www.bls.gov/k12/>) Lists information on jobs that require math, science, reading, and social studies skills and provides a link to the *OOH* to investigate the various jobs.

[Publications](http://bls.gov/opub/home.htm) (<http://bls.gov/opub/home.htm>)

Other publications from BLS online include:

Economic News Releases from BLS

*Monthly Labor Review* Online

*Compensation and Working Conditions*

*Occupational Outlook Quarterly*

Chart books

*Issues in Labor Statistics*

BLS Bulletins

Catalog of BLS Publications and BLS Research Papers

## **Nontraditional Occupations**

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Nontraditional training and employment concerns occupations or fields of work (including careers in computer science, technology, and other emerging high-skill occupations) in which individuals from **one gender** comprise less than 25 percent of all employees in the occupation or field.

### **Major Benefits of Promoting Nontraditional Training and Employment**

By promoting nontraditional training and employment through career guidance activities and counseling, individuals are encouraged to make educational and career choices according to their interests and abilities and to choose careers that lead to economic self-sufficiency. A fundamental principle within this career guidance component is learning about career opportunities that are not considered traditional to one's gender. Especially for women, these occupations have salary ranges that provide better than adequate living wages for themselves and their families.

Nontraditional careers for females are those that require strong math and/or science skills. These include technological careers such as electronics, mechanical design, automotive mechanics, chemical or nuclear engineering, aviation, and the professional trades.

Nontraditional careers for males are those that require strong nurturing, caring, and/or administrative-assistant skills. These include nursing; community health; physical therapy; early childhood education; legal, executive, and medical secretarial occupations; office supervision, and management.

The objectives of nontraditional training and employment activities in career development are:

- To expand self-concepts of all students
- To identify students' interests, values, and experiences
- To identify students' cultural expectations and stereotypes
- To apply strategies that reduce gender bias in nontraditional occupations
- To explore the impact of math and science on future career opportunities, especially for young women
- To explore a wide range of career options, mainly focusing on nontraditional careers

### **Other Important Benefits of Promoting Nontraditional Training and Employment**

- Technology/Career Education's activities and image are strengthened
- Curriculum is strengthened for all students by questioning assumptions and traditional teaching methods and by updating as needed. The image is strengthened by actualizing a commitment to serve all students
- Effect of declining course enrollments may be reduced
- Previously declining enrollments may rise as a result of recruiting female students and increasing dual enrollments
- Poverty may be reduced and tax revenues may increase as people obtain higher paying jobs and the cycles of unemployment, underemployment, and welfare dependency are broken

- Family units may be strengthened by minimizing economic strain, training people for flexibility, increasing the father's interactions with children, and increasing the respect for and dignity of the work of the family
- New industry can be attracted by ensuring a skilled and diverse workforce. Worker productivity can be increased by improved matching of individuals with jobs, by minimizing tense work environments, by increasing new and innovative solutions to work-related problems, and by increasing job satisfaction

### **Educational Materials for Nontraditional Programs**

The Multistate Academic and Vocational Curriculum Consortium (MAVCC) has created a tool kit, *Taking the Road Less Traveled: Educator's Tool Kit to Prepare Students for Nontraditional Careers*, to help educators develop strategies to create awareness, recruit nontraditional students, retain students, and place them in nontraditional occupations. This tool kit was distributed to all local public high school counselors in the spring of 2002 by Tech Prep Consortium Coordinators. In an effort to ensure that all students are aware of their many options for viable employment and to ensure that all students receive equal opportunity, educators in local public middle and high schools are responsible for the awareness, recruitment, and retention of students in non-traditional programs. (Federal Legislation: 34 CFR 106.23 Title IX)

The kit includes PowerPoint presentations in the following areas:

- Awareness: Expanding Career Possibilities
- Recruitment: Challenging Students to be Different
- Retention: Meeting Student Needs
- Placement: Opening the Door to the Future

*Taking the Road Less Traveled* features

- Over 175 photos of workers and students in nontraditional careers
- Recruitment Brochures
- Recruiting and awareness brochure templates
- Participant Workbooks
  - ✓ Workbooks accompany each of the four PowerPoint presentations (approximate time to work through a workbook and presentation is one hour)
  - ✓ PDF versions of the participant workbooks
- Tool Kit Handbook
- Special Free Bonus
  - Careers Have No Gender - awareness video
  - Four Gender Equity Commercials for general awareness recruiting

The CD-ROM supplement to *Taking the Road Less Traveled* is *Destination Success: Tools for Improving Student Outcomes in Nontraditional Programs*. This program provides a variety of resources at the click of a button, including tip sheets, activities, projects, surveys, and forms for each of the four areas addressed in the tool kit: Awareness, Recruitment, Retention, and Placement. While the original tool kit provided an overview for each area, *Destination Success* contains the "how to" for each area. *Destination Success* was distributed to all public middle schools in the spring of 2004 by Tech Prep Consortium Coordinators.

This resource provides flexibility in selecting and printing documents as needed. Components are provided as PDF (Adobe Acrobat) files and may be printed in either black and white or color to enhance the presentation to educators, students, parents and/or employers in the community. Users are also provided with various forms in Microsoft Word so that they may be customized to reflect the school logo, school name, address, and phone number, or modified, such as adding questions for mentors or evaluation criteria on activities, and filling in blanks on sample letters.

All high schools in Georgia have been provided copies of *Taking the Road Less Traveled* and *Destination Success*. All Georgia middle schools were provided copies of *Destination Success*. These resources are currently available from:

MAVCC

1500 West Seventh Avenue

Stillwater, OK 74074-4364

Phone: 1.800.654.3988

Website: <http://www.mavcc.org>

### **Websites for Gender Equity**

**[Girls Inc.](http://www.girlsinc.org/ic/)** (<http://www.girlsinc.org/ic/>) a national nonprofit youth organization dedicated to inspiring all girls to be strong, smart, and bold. For over 55 years, Girls Inc has provided vital educational programs to millions of American girls, particularly those in high-risk, underserved areas. Today, innovative programs help girls confront subtle societal messages about their value and potential, and prepare them to lead successful, independent, and fulfilling lives.

**[Myra Sadker Advocates for Gender Equity](http://www.sadker.org)** (<http://www.sadker.org>) a non-profit organization dedicated to promoting equity in and beyond schools. By working to eliminate gender bias, MSA enhances the academic, psychological, economic, and physical potential of America's children. The Advocates supports research, training, and special programs for teachers, parents, children, and all those whose work and interests touch the lives of children.

**[American Association of University Women](http://www.aauw.org)** (<http://www.aauw.org>) Despite its name, this organization is for all women and girls, not just university women. They promote education and equity for women and girls, and conduct research on women and girls. Their path breaking studies have included: *Shortchanging Girls, Shortchanging America*; *How Schools Shortchange Girls*; and *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*. (AAUW, 1111 16th St. NW, Washington, DC 20036, 202.785.7700)

**[Ms. Foundation: Change the Way the World Works](http://www.ms.foundation.org)** (<http://www.ms.foundation.org>) Best known for sponsoring Take Our Daughters to Work Day, the Ms. Foundation also sponsors the Girls, Young Women and Leadership Program, which provides funding to girls' programs; and researches issues of interest to girls' health and development. (Ms Foundation, 120 Wall St. 33rd Fl., New York, NY 10005, 212.742.2300)

**[National Women's History Project - A Resource for Information about Women's History](http://www.nwhp.org)** (<http://www.nwhp.org>) Books, curriculum guides, posters, and other materials for teachers to bring women's history alive for students. Includes ideas for community groups, librarians and parents to introduce people to women's history. Hundreds of exemplary

women's history projects throughout the nation are highlighted. A wonderful, comprehensive list of links for women's history sites is included. (NWHP, 7738 Bell Rd., Windsor, CA 95492-8518, 707.838.6000)

**[Women In World History Curriculum](http://www.womeninworldhistory.com)** (<http://www.womeninworldhistory.com>)

Curriculum materials and lesson ideas for teachers to introduce women's world history to their students. Also includes short biographies of little-known women leaders in world history.

**[Expect the Best from a Girl](http://www.academic.org/index.html)** (<http://www.academic.org/index.html>) Curriculum materials, parent information, short biographies for female role models, career information and other resources.

**[AGELE - Association for Gender Equity Leadership in Education](http://www.agele.org)**

(<http://www.agele.org>) The mission of the Association for Gender Equity Leadership in Education is to provide leadership in the identification and infusion of gender equity in all educational programs and processes and within parallel equity concerns including, but not limited to age, disability, ethnicity, national origin, race, religion, sexual orientation, and socio-economic status.

**[Let There Be Equity! -- A Gender Equity WebQuest](http://www.esc2.net/TIELevel2/projects/genders/#TOP%20of%20Page)**

(<http://www.esc2.net/TIELevel2/projects/genders/#TOP%20of%20Page>) This WebQuest was developed as a staff development tool for teachers at Robstown High School in Robstown, Texas, to allow teachers to examine the topic of gender equity and how it applies to their students, their schools, themselves, and society.

**[Welcome to the National Alliance for Partnerships in Equity](http://www.napequality.org)**

(<http://www.napequality.org>) The National Alliance for Partnerships in Equity, Inc. (NAPE) is a consortium of state agencies whose mission includes promoting key equity issues, particularly gender equity, in education and workforce development. NAPE is an advocate for educational policy and programming for youth and adults that reduce the barriers and biases commonly found in our educational and workforce systems. Students who have been served through these efforts credit the policies and programs with changing their lives, enhancing their options, strengthening their confidence, and improving their skills.

**[National Coalition for Women and Girls in Education](http://www.ncwge.org)** (<http://www.ncwge.org>) The National Coalition for Women and Girls in Education (NCWGE) is a nonprofit organization of more than 50 organizations dedicated to improving educational opportunities for girls and women. Their mission is to provide leadership in and advocate for the development of national education policies that benefit all women and girls. This site provides information on the coalition, current activities, updates on relevant federal education legislation, useful resources, and NCWGE publications.

**[Gender Equity Introduction](http://www.genderequity.org/index.html)** (<http://www.genderequity.org/index.html>) The Western Massachusetts Gender Equity Center offers career role model stories, curriculum guides, resources, and links to other websites.

**[NWREL's Equity Center](http://www.nwrel.org/cnorse/)** (<http://www.nwrel.org/cnorse/>) The Northwest Regional Educational Laboratory Equity Center offers publications and an interactive site based on the

joint Equity Center and Technology Center publication, *Closing the Equity Gap in Technology Access and Use: A Practical Guide for K-12 Educators*.

[Work4Women Home Page](http://www.work4women.org/) (<http://www.work4women.org/>) The Wider Opportunities for Women site offers information on training for NTOs, user guides, and a Cool Jobs for Girls section that includes assessments and information on NTOs.