

GET YOUR CAREER IN GEAR!



Final Report

Submitted by Workplace Education PEI

May 15, 2002



Department
of Education



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Executive Summary

"Get Your Career in Gear," the career expo for youth, took place on April 29 and 30 and May 1 and 2, 2002 at the Empire Theatres in Charlottetown and Summerside. The event involved five teams of presenters. Each team was comprised of two to three speakers who represented different occupations/fields of work. Participants were assigned a specific theatre at the beginning of the day. Each team of presenters rotated among the five theatres. The team presentations were 30 minutes in length with time allotted for questions. For a complete list of occupations that were profiled see Objective #3.

Before the events, 2,040 individuals, including Grade 11 students, high school teachers, out-of-school youth and youth organization group leaders, confirmed their attendance. There were 1,204 evaluations completed. For detailed evaluation results, please see the Evaluation section of this report.

In addition to the four youth events, four evening workshops were organized for parents. These workshops took place in Montague, Charlottetown, Abram's Village and Summerside. Lorraine Haché from Optimum Human Resources in Moncton, facilitated a two hour workshop, entitled "Lasting Gifts," at each location. The workshops were designed to provide useful strategies that would help parents become career allies with their teens. These workshops were advertised and open to the public. For detailed evaluation results please refer to the Evaluation section of this report.

The media campaign focused on encouraging participation for the parent workshops as the youth events were closed to the general public. The campaign took place two weeks prior to the workshops and involved a week-long radio blitz, and ads ran in all of the PEI newspapers. Flyers advertizing the workshops were distributed to all senior high schools who in turn sent them home with Grade 11 students. Other marketing activities included "Get Your Career in Gear!" posters which were sent to all high schools and youth organizations; a house statement regarding the project made by Minister of Education, Honourable Jeffery E. Lantz, a news release, a segment on Island Focus (airing on May 15, 2002) and interviews with various media contacts.

Background

The career options which exist for today's youth are many and varied. Unfortunately, many youth are not aware of the careers that are available to them, nor are they able to determine which career option may be best suited for them. Both of these factors contribute to uninformed decision making among our youth. There is a need, in this province, to provide youth with a forum to hear about the different career options available to them and to have representatives from industry involved in providing this information to youth. To respond to those needs, a series of career expos for youth was proposed and subsequently funded.

Through the activities and objectives outlined below, youth who attended the expos now have a greater understanding of the skills and attributes they can bring to learning and the workforce. In addition, they have had an opportunity to be informed of the various work roles available to them. The expos provided youth with the occasion to become aware of job opportunities in various sectors of their community, and develop a greater understanding of the educational requirements and specific skills needed to work in these areas. With involving industry representatives in delivering this information, youth had a chance to speak with individuals working in many different roles. Additional labour market information was made available to assist youth in making more informed choices. The Career expo events provided an opportunity for youth to become aware of some of the options available to them. This was the intended goal of the project.

A recent question on the Labour Market Information Outreach Program Survey 2001 asked students in our senior high schools who influenced them most in making their future career choice/plan. The number one answer across each grade level was parents, followed by friends and teachers. Given that youth are relying on parents to support them in making career choices, it is essential that parents be given accurate and appropriate information about the labour market and future career trends in PEI and Canada. Many parents are unaware, or are misinformed about the options available to their children because few were invited to learn about the trends and information. Few career resources and workshops are targeted to parents, yet they are the most influential person their child's life. Four workshops were held for parents, so that they could learn more about current labour market trends and information and to provide them with strategies to assist their children in making informed career choices.

Goals

- 1. To host two Career expos events across the province; one in the east and one in the west.**

This goal was changed to four Career expos to accommodate travel and the large number of students. Two youth events were held in Charlottetown and two were held in Summerside (one English and one French).

- 2. To inform youth about the many career options available to them at various education levels.**

At each event, between 10-15 occupations were highlighted. The education and training requirements for each occupation ranged from a Grade 12 Diploma or GED to some level of post-secondary education. In addition, some occupations required an additional apprenticeship component.

- 3. To assist both in and out-of-school youth with making career choices.**

The expos aimed at providing youth with a diverse selection of career options. Each presenter focused on the concept of adaptability, transferable skills and ongoing learning. They told their personal career stories so that participants could learn that career development is an ongoing journey that can take different paths. They also discussed the training and education that was required in their individual careers. At each career expo event, a labour market specialist from HRDC presented and discussed PEI labour market information, how it affects career planning and how this information can be accessed. In addition to the presentations, the events involved a pre/post activity that was distributed to each school/youth organization. Moreover many handouts that supported presentations were made available to all participants.

- 4. To involve industry representatives in explaining what they do and how youth could contribute to, or work within, the presented career area.**

The 60 presenter spots (15 per event) were filled with individuals who work directly in the field. For example, instead of having an employee from the PEI LNA Association speak to the group, practising LNAs presented. Each presenter was provided with a detailed presentation outline and was encouraged to follow it when preparing his/her presentation.

5. To provide current and relevant labour market information to over 2,000 youth.

Please refer to Goal #3.

6. To involve communities in the education and career planning process for youth.

The Career Expo Advisory Committee was a diverse group. It included representation from senior high schools (counsellor and a teacher); Department of Education (English Programs, French Programs, and Student Services); Workplace Education PEI; HRDC and a youth organization. Numerous community based youth services and agencies were invited to attend the youth events, as well as the parents workshops.

7. To involve parents in helping their children make informed career choices.

Four event workshops were organized and held on April 29 and 30 and May 1 and 2, 2002. The facilitator, Lorraine Haché, Optimum Human Resources, presented useful strategies for parents to help their teens in career exploration activities. The two hour workshops took place in Charlottetown, Montague, Summerside and Abram's Village. A representative from HRDC was present at the Charlottetown workshop and offered valuable labour market information to interested parents.

Objectives

1. To hire a project coordinator to plan, coordinate and implement the career expos across the province from January 15 - May 10, 2002.

Christine Clements began work on January 15th to plan, coordinate, and implement the career expo events. Tanya Tremere was hired as assistant coordinator for 112 hours to assist in the final planning stages and to help at each of the youth events.

The general responsibilities of the coordinator included working with the Career Expo Advisory Committee to:

- C design the event concept, prepare the event agenda and book facilities and equipment;
- C make industry contacts to identify occupations experiencing shortages of

- skilled workers;
- C organize event lunch service;
- C invite schools and youth organizations to events;
- C coordinate parent workshops;
- C distribute pre/post event activity and resources to groups attending events;
- C create a media campaign with Department of Education communication officer;
- C organize volunteers;
- C supervise all career expo events; and
- C supervise the assistant coordinator.

The responsibilities of the assistant coordinator were to:

- C manage the details involved with on-site lunch service;
- C complete administrative duties (typing correspondence, creating event programs, etc.);
- C respond to enquires; and
- C assist coordinator at each career expo event.

2. To aid Grade 11 students and out-of-school youth in completing a skills/interest inventory prior to the events.

A career development resource entitled, "The Sixth Messenger" which included both a value and skill assessment, was distributed to all Grade 11 students and youth organizations who confirmed their participation. A post-event activity was also developed and forwarded to each teacher/group leader to help facilitate the completion of the values/skills inventories. Supplementary material was provided for those teachers/group leaders who wished to facilitate a more in-depth career planning activity prior to the event.

3. To involve industry representatives in delivering information to youth in a variety of career clusters with a specific focus on occupations/jobs in which they currently are employed.

At each event, there were fifteen 10 minute presentations planned. Individuals focused upon the occupations in which they were currently employed. The breakdown of occupations per event were as follows:

Monday, April 29 Charlottetown	Tuesday, April 30 Charlottetown	Wednesday, May 1 French Event	Thursday, May 2 Summerside
		Programmer	
Graphic Designer	Graphic Designer	Television Repairer Technician/ Entrepreneur	Graphic Designer
Licensed Nursing Assistant	Licensed Nursing Assistant	Call Centre Representative	Licensed Nursing Assistant
Early Childhood Educator	Early Childhood Educator	Call Centre Representative	Early Childhood Educator
Craftsperson	Craftsperson	Call Centre Representative	Craftsperson
Chef	Chef	Registered Nurse	Chef
Certified Engineering Technician and Technologist	Certified Engineering Technician and Technologist	Journalist	Certified Engineering Technician and Technologist
Medical Lab Technologist	Medical Lab Technologist	Electrician	Medical Lab Technologist
Aircraft Mechanic	Aircraft Mechanic	Aircraft Mechanic	
IT Consultant Deltaware Systems	Social Worker	Autobody Mechanic	IT Consultant Deltaware Systems
Machinist	Computer Science/ Professor/ Software Developer	Youth Worker	Call Centre Representative
Technical Support Rep. Watts Communication	Technical Support Rep. Watts Communication	Retail Trade Entrepreneur	Carpenter/ Entrepreneur
	Refrigeration & Airconditioning Mechanic	Radio Account Executive	Machinist
	Food Service Manager		

In addition to these occupations a representative from HRDC provided information and resources to help youth with career planning.

4. To work with representatives of industry to identify the skills necessary to do their work.

In the presentation outline, presenters were asked to discuss both job specific skills as well as the transferable skills that are necessary for successful performance in their occupation.

5. To work closely with school counsellors and community groups to match results from the student skills assessment to the skills identified to do the jobs in various career clusters. This will help young people understand "transferable skills."

As was indicated in Objective #2, the career development resource that was provided to each participant prior to the event, coupled with the post activity that was suggested to teachers/group leaders, were designed to help young people understand the concept of transferable skills. Moreover, each presenter touched on the concept in his/her presentation.

6. To provide relevant and current labour market information to all students/youth attending the career expos in the province.

To select the occupations to be highlighted, the PEI Job Futures website was reviewed to determine which occupations had favourable employment outlooks. A number of industry representatives were contacted and asked which occupations in their fields were experiencing a shortage of skilled workers. At each youth event, a labour market specialist discussed the local labour market and how it affects career planning. They also informed the participants of resources that are available to assist them with making informed career choices. In addition, handouts were made available that supported many of the presentations.

7. To inspire youth to reach career goals.

The presenters were encouraged to discuss their personal career journeys and any obstacles that they faced along the way. The goal was that this "personal approach" to the presentation would help the participants realize that any career involves challenges, but with hard work and perseverance, anything is possible.

8. To provide an evening session for parents.

Evening sessions for parents were held at four sites across the province. There were three English events and one French event. Twenty-eight parents completed evaluations.

9. To assist parents in helping their children plan and make decisions about their careers.

Refer to Goal # 8.

10. To provide information to youth about careers in different industries so they can plan their education accordingly.

Refer to Objective #6.

11. To have community members of industry involved in presenting the information to youth at the expo.

Refer to Goal #4.

12. To reduce the trial and error approach to decision making by youth. This approach often results in financial burden to students destined for post-secondary education and a sense of hopelessness to others who are unprepared and uninformed as to other career options.

Youth were provided with a career development resource prior to the event, and teachers/group leaders were encouraged to facilitate a short career planning activity both before and after the events. Each participant had the opportunity to learn about a variety of careers and the required education and training. They also learned about the labour market in PEI and the many career planning resources that are available to them. Participants were provided with support materials for most of the occupations highlighted. Moreover, a consistent message came through, that emphasised that youth today will have many jobs in different fields over their career, and that life long learning is the key to future success.

13. To create a local forum for industry, education, the community, parents and youth.

The planning, coordination and implementation of both the youth events and parent workshops involved industry, education, the community, parents and

youth. Speakers encouraged youth to make contact with industry associations and organizations to learn more about specific career opportunities. Many speakers stressed the importance of volunteer work in skills development.

14. To inform youth of regional, national and international career opportunities.

Although the focus of the youth events was geared at regional career opportunities, the occupations that were highlighted also have favourable employment outlooks at the national and international levels. In addition, youth were given information on a number of career planning resources that provided information about regional, national and international career opportunities.

Evaluation

This project was evaluated by Workplace Education PEI using a short evaluation form. In total, 1,131 students/youth and 73 teachers/youth leaders completed an evaluation form. Approximately 10 minutes were dedicated to complete the evaluations at the end of each day. Participants completed the surveys and dropped them in a box as they exited each cinema.

The following five graphs give a visual representation of both teacher/group leader and student/youth responses. The results from the following questions were graphed:

Teacher/Group Leader

Question 1. The location was appropriate.

Question 2. I would recommend this event to colleagues in my school.

Question 3. I would be interested in having my school/youth organization participate in such an event in the future.

Student/Youth

Question 1. I liked having the career expo at the theatres.

Question 2. I would recommend this event to my friends.

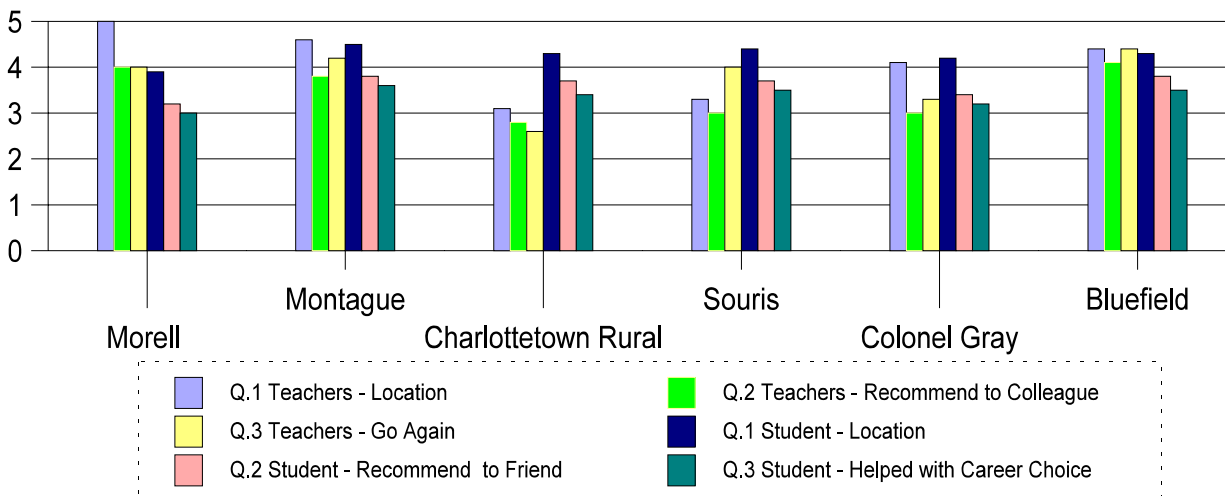
Question 3. The information I heard today will help me make a decision about my career.

The graphs represent: Graph #1 Eastern School District, Graph #2 Western School Board, Graph #3 French Language School Board, Graph #4 Private School, Graph #5 Youth Organizations, and Graph #6 Parent Workshops. A discussion of the results follow.

Graphs should be read left to right where *Q.1 Teachers-Location* is the first bar on the graph and *Q.2 Teachers - Recommend to Colleague* is the second bar on the graph. Teachers'/Group Leaders' responses represent the first three bars and students'/youth responses represent the next three bars. Results are based on a 5-point scale where 1 equals *strongly disagree* and 5 equals *strongly agree*.

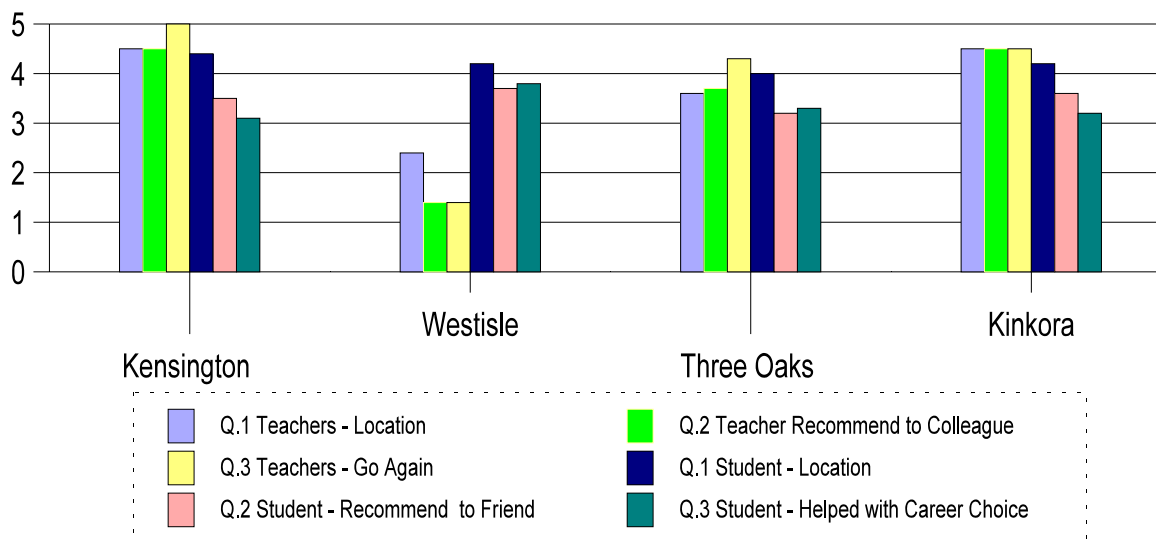
Graph #1 - Eastern School District

(students n=641) (teachers n=39)



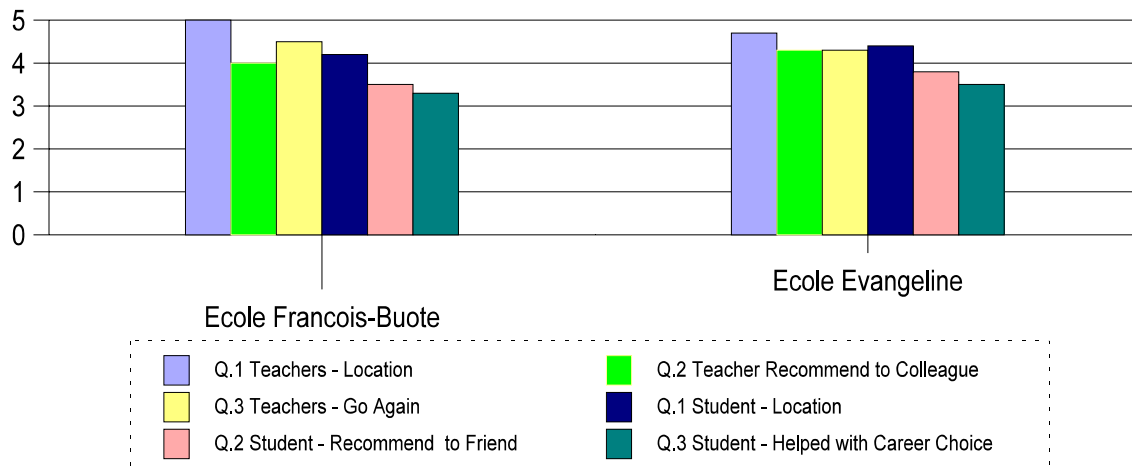
Graph #2 - Western School Board

(students n= 324) (teachers n=16)



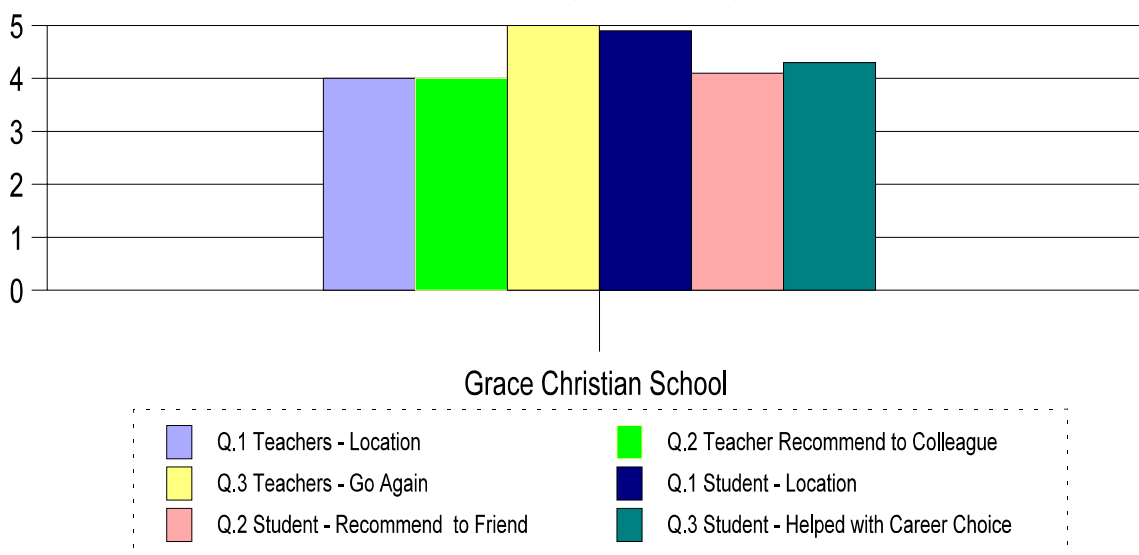
Graph #3 - French Language School Board

(students n= 5) (teachers n= 95)



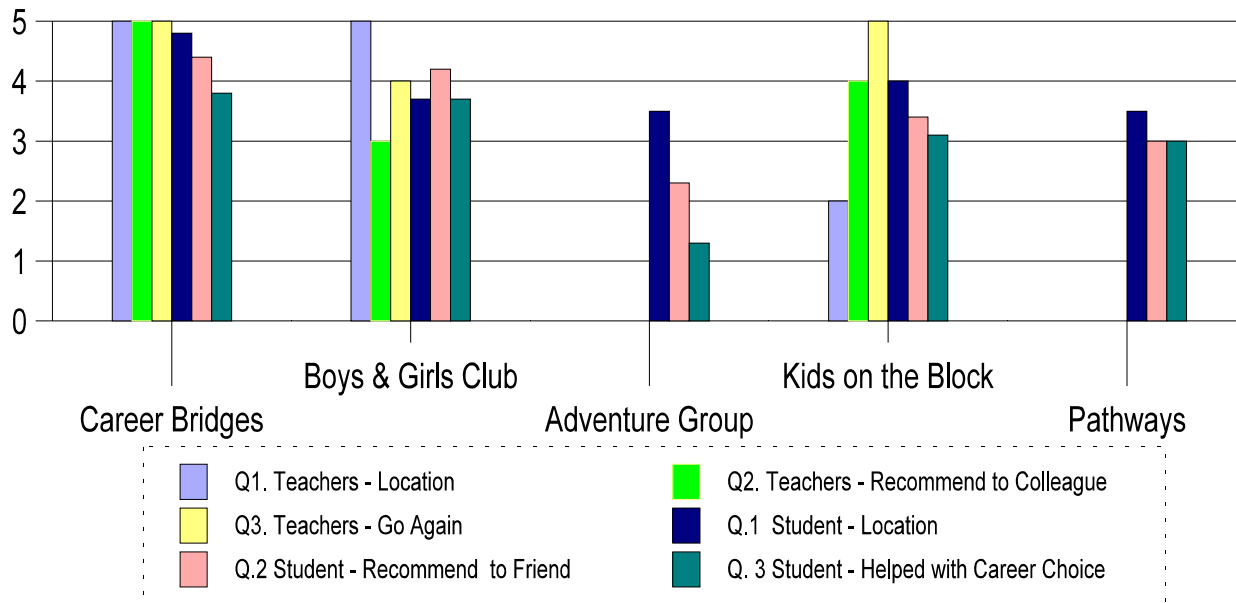
Graph #4 - Private School

(students n=8) (teacher n=1)



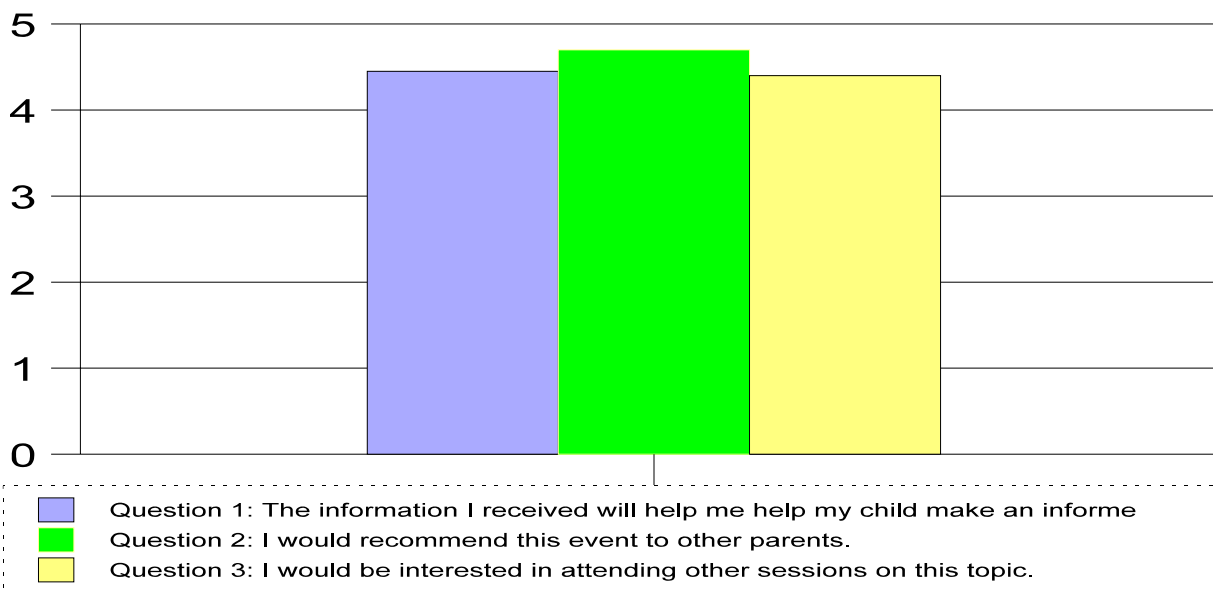
Graph #5 - Youth Organizations (Out-of-School)

(youth n= 38) (group leaders n=6)



Graph #6 Parent Workshops

n=26



Discussion of Graphed Results:

Graph #1 shows the results from schools in the Eastern School District. The results for both students and teachers are represented here. Teachers, with the exception of those from Charlottetown Rural High School (CRHS) and Souris Regional High School (SRHS), stated that they agreed to strongly agreed that the location was appropriate. Teachers from Morell, Montague Regional High School (MRHS), and Bluefield (BHS) strongly agreed they would recommend the career expo to a colleague. Charlottetown Rural High School (CRHS), Souris Regional High School (SRHS), and Colonel Gray would recommend it to a colleague although not as strongly as the first schools mentioned. Teachers were asked if they would go again to this type of event. All teachers, with the exception of teachers at Charlottetown Rural and Colonel Gray, strongly agreed that they would go again to a career expo event. Charlottetown Rural and Colonel Gray teachers were less agreeable although the average response from teachers from these two schools was 3 out of 5 which indicates that they are not opposed to going to the event again. All students were pleased with the location, agreed to strongly agreed that they would recommend this event to a friend, and that the event helped them with their career choice.

The Western School Board teachers on average, with the exception of Westisle High School teachers, strongly agreed that the location was appropriate, they would recommend it to a colleague, and they would go to such an event again. Westisle teachers rated the event 1.5 out of 5. They did not rate the location as appropriate, they would not recommend it to a colleague and they would not want to go to this type of event again. Conversely, the students at Westisle, who chose to attend the event, rated it favorably (3.9 out of 5). Kensington Intermediate High School (KISH), Kinkora, and Three Oaks Senior High (TOSH) students agreed to strongly agreed that they liked the location, they would recommend the event to a friend, and they felt it helped them with their career choice.

The students and teachers, who took part in the French Language Career Expo, responded favorably. All categories were rated by both students and teachers 3.5 out of 5. Both students and teachers liked the location, would recommend the event to a friend or colleague, and would like to attend such an event in the future.

There was one private school that attended the event and rated it, on all levels, 4 out of 5. The location by students was rated as 4.8 out of 5.

There was more variation in the responses from five youth organizations that attended the events as can be seen on Graph # 5. Career Bridges rated the event most favorably on all levels. Kids on the Block and the Boys and Girls Club youth rated the

event higher than the Adventure Group who did like the location but did not feel the information helped them with a career decision. Overall, with the exception of the Adventure Group, the youth groups liked the location, would recommend the event to a friend and said the information received would help them with career decisions.

The parent workshops were well received according to the evaluations. Parents stated that the information they received will help them help their children to make an informed career decision. They would strongly recommend this event to other parents, and they would be interested in attending other sessions on this topic. The overall rating of the event by parents was 4.5 out of 5.

Discussion of Verbatim Comments:

Both student/youth and teacher/group leader verbatim comments were examined from the question, "If I were planning this event I would change" This elicited many helpful and constructive comments. The comments were typed verbatim and were coded. The following four categories emerged from the comments: lunch issues, lack of visuals and student/presenter interaction, presenters, and positive comments. Teachers' comments will be discussed following those of the students.

The four categories of comments remained the same for both the Charlottetown and Summerside locations; however, the frequency of comments and the direction of the comments change for each location. Some issues came out strongly for one school and not at all for another school that participated in the same event. Charlottetown will be discussed first.

The majority of comments in Charlottetown concerned lunch, specifically the length of time for lunch. The events ran on a tight schedule due to busing requirements; therefore, to include all presentations the lunch break was limited to 40 minutes. This was a major complaint for students. Although most did rise to the challenge and get back to the sessions on time, it was difficult for them to get out to get something to eat and back on time. All participants were offered an on-site option for lunch but most opted not to purchase lunch. Some students requested the concession stands be opened during the event. There were comments about breaks as well. Some students/youth requested breaks between speakers and others suggested eliminating the time laps between speakers.

The next most frequent category of comments were related to presenters. Youth were interested in a wider variety of careers. Some wanted a longer time with each presenter and some wanted a shorter amount of time with speakers. Others felt that the careers were not applicable to them as they were more interested in careers such as doctor, lawyer, accountant, RCMP, or, in their words, more "professional careers."

This comment was mainly from students at Charlottetown Rural and Colonel Gray.

Comments were made concerning the lack of visual appeal in the presentations and interaction between speakers and students/youth. This was a concern of the Career Expo Advisory Committee from the beginning when planning the events as the facilities were not conducive to any form of visual presentations. This was compounded by the fact that students generally go to the movies to be entertained. The expectation that students were going to be entertained and the lack of visual entertainment caused some disappointment in this area. The location was rated highly by most participants and teachers, but would need a budget to take into account the technical challenges if it were used as a venue in the future. Some students also requested more interaction with the speakers and others found the speakers unenthusiastic.

Lastly, students and youth were very positive about the event. A large portion of students said if they were planning this event they would change nothing - - they were pleased with it as it was. Bluefield High School was especially complimentary with their comments.

In the Summerside location, the comments fell into the same categories as Charlottetown; however, some of the emphasis was on different aspects. For example, it was not the length of lunch that concerned students, but the fact that they had to remain on site during lunch. Having students remain on-site was a unified decision of the schools in the Western School Board. This was not an issue in Charlottetown as students were free to leave the site. Many students requested that the concession stands be opened. Three Oaks students had the same concerns/requests as the other students but also requested a water fountain or access to water. In the Charlottetown location, there was no access to water; however, students had more options for lunch in the adjacent food court and the availability of water was not an issue.

Students in the Summerside location also requested that a wider variety of careers be showcased. They also requested more visual stimulation and more movement. They wanted to be entertained and have more freedom to move about and interact with the presenters. There were also many positive comments from students/youth particularly from Westisle High School.

Teachers'/Group Leaders' Comments:

Comments were coded and three categories emerged: lunch, lack of visuals and more interaction with speakers. The teachers'/youth leaders' comments echoed the comments of the students. There were many individual comments and criticisms that were specific to individual teachers and their schools. For example, Charlottetown Rural teachers mentioned that the timing was not good for them as they had other

activities going on with their students. Only the comments that formed a group are mentioned in this report. Individual comments are not recorded as one comment out of 67 does not indicate consensus.

Lunch was also an issue for teachers. They suggested a longer lunch and/or better options for students. A few suggested that the canteens be opened so that students could purchase food on-site. Many teachers were concerned about the lack of visual stimulus for their students. In addition, teachers would liked to have seen more interactive presentations. There were seven comments of a positive nature and six teachers suggested a trade show type of environment.

Parent Workshops:

Parents were interested in learning more about career exploration in order to help their children. They found the suggested strategies helpful and felt the information gained at the workshop will help them become career allies with their children. Several commented that the workshop they received should be offered to youth.

Occupations and Careers:

Students were asked the question: I am interested in exploring The following table outlines the occupations and careers they listed, as well as, the number of students interested in each occupation or career. In total 792 occupations and careers were listed.

<i>Occupation/Career</i>	<i># of students</i>
Culinary Arts, Chef, Food Critic, Nutrition	38
Construction/Carpentry/Woodworking	15
Missionary Work/Ministry	1
Archaeology/Anthropology	4
Social Work, Youth Work, Human Services	32
Nursing, LNA	30
Child Care, Health Care, Nutrition, Pediatrics	44
Automotive, Air Plane Mechanic, Machinist	17

Sciences, Agriscience, Forensic Science, Medical Science, Political Science, Computer Science	45
Business	40
Medicine, Medical Field	37
Pharmacist	12
Teaching, Education, Math, History Field	57
Paramedic	1
Arts, Creative, Graphic	46
Computers, Computer Technology, Website	31
Web Design, Graphic Design, Website	26
Law	26
IT sector, ITC	9
Writing, Music, Singing, Theatre	24
Lab Tech, Aerospace Tech, Fridge Tech	14
Veterinarian, Animal medical, Endangered Species, Zoology	13
RCMP/Army/Military	23
Farming, Fishing, Forestry, Agriculture	10
Architecture	8
Psychology, Criminology, Sociology	28
Advertising, Photography, Media	5
Therapy, Physiotherapy, Occupational Therapy	16
Engineering	31
Genetics	2
Biochemistry, Biology, Marine Biology, Radiology	19
Travel, Geography	8
Crafts	6

Management	3
Dentistry	2
Comedy	1
Firefighter	1
Welding	4
Tourism and Hospitality	2
Social Service	1
Modelling, Fashion, Cosmetology, Interior Design	10
Accounting	3
Economics	2
Journalism	12
Plumbing	1
Sports	11
Secretary	1
Photography	5
HVAC/Refrigeration	3
Sales, Retail	3
Bartender	2
Entrepreneurship	1
Broadcasting	1
Pilot	2
Space	3
Total	792

Recommendations

1. The target grade level for future career events should remain at Grade 11.
2. The events should be planned for the month of November or early December to coincide with Career Week activities. The next event should take place in fall 2003.
3. Build on the focus of training parents as career allies by having local educators/consultants trained as "Lasting Gifts" program facilitators (extended 14 hour program).
4. Expand the parent workshops "Lasting Gifts" for parents with children in grades 9-12. Deliver this workshop over several weeks.
5. Build upon the concept of this event and increase the opportunity for industry and youth to interact. Consider a stronger presence of the Apprenticeship Branch.
6. Increase the project funding to allow for multimedia equipment rental and operation. Effective presentations are usually visually stimulating and appeal to a wider range of learners.
7. Should the events be held again, organizers could consider highlighting a wide variety of careers so that other occupations are given the opportunity to market themselves to Island youth. When selecting occupations the range must be very broad so that the chance of appealing to a greater number of participants is increased. The planning committee may want to consider showcasing some of the "traditional" professions, such as physicians, accountants, etc. as well as other occupations with positive employment outlooks on PEI.
8. As the sponsoring organization, the issue of providing lunch on site was the most difficult challenge. It was not part of the original proposal. It was decided by the Career Expo Advisory Committee to respond to a suggestion that lunch should be provided on-site. The decision to do so was a mistake for many reasons. The recommendation, should a career expo be held again and sponsored by Workplace Education PEI, would be for participants to either bring their own lunch or to have lunch at one of the nearby food establishments.
9. Without support from a large number of volunteers (from the Department of Education and Workplace Education) and committee members from the Career

Expo Advisory Committee this event could not have taken place as efficiently and as effectively as it did. In addition, it is essential to have volunteers with experience interacting with students and teachers as well as having experience speaking to large groups.

10. The need for an assistant coordinator is essential for the functioning of this event.
11. Start the media campaign much earlier to help with recruitment of presenters. Approach school principals and counselors much earlier to allow them more time to prepare for this event.

Conclusions

These events were an overwhelming success from both the organizational aspect and from the perspective of both youth/students and their leaders/teachers. The concept for this was innovative in that it was held at a site that was unique - - the movie theatres. Having presenters rotate among groups of participants rather than the other way around, as is the case with traditional career fairs, provided participants with the chance to learn about career options that they may not have otherwise considered.

Another unique and valuable component of this project was the parent workshops. Youth can become overwhelmed with the prospect of career planning, any help that they can receive will assist them in making informed career decisions. The feedback provided by the event evaluations indicated that the career expos and the parent workshops played a positive role in helping Island youth think positively about their career futures. Participants found this very useful and will hopefully use the strategies to positively contribute to their children's career planning activities.

Acknowledgments

The Career Expo Advisory Committee would like to take the opportunity to thank the presenters who gave their time and energy to make the 2002 *Get Your Career In Gear!* an overwhelming success. Without your generous contribution the event would not have been possible. The following is a list of all the presenters who took part in the career expo.

PRESENTERS			
April 29, 2002	April 30, 2002	May 1, 2002	May 2, 2002
Colby Smith	Stephen Howard	Michel Gallant	Jody Massey
Ed Leslie	Tracey Burke	Leo-Paul Arsenault	Joyce Isenor
Barbara Boudreau	Valerie Robinson	Lori Gallant	Sharon Wedge
Laura Hagen-Grant	Michelle Corrigan-Doiron	Steven Harris	Andrea Dowling
Nigel Roe	Tracy McAleer	Louise Bosse	Joan Murray
Catherine Miller	Alan Lowther	Dawna LaBonte	Kim MacNeill
Kim Watts	Nigel Roe	Michael Page	Louise Lortie
Annette Hollis	Corin McFadden	Stella Arsenault	Tracy Doyle
Sue LaFort		Chris Gallant	Peter Brown
Howard Sheppard		Marcel Arsenault	Marianne Folland
Linda Hellingman		Alain Dubreuil	Paul Gallant
James Gordon		Maurice Hache	
		Henri Gallant	
		Vicky-Jo Bryenton	