The purpose of this manual is to provide an overview of the types of opportunities that are available for students graduating with a Bachelor’s degree in Child and Adolescent Development (CHAD). The opportunities reviewed in this manual also address to the extent possible the combination of education and experience needed to be competitive for full-time employment. The information was gathered through a combination of surveying managers and other representatives in the field, Internet searches and the analyses of career opportunities and requirements. This guide should be used to supplement services available through the Career Center at California State University, Fullerton.

This career resource manual is organized by various genres with respect to career opportunities in CHAD. This includes information on how to identify opportunities. Categories include the following.

1. **Youth Development** (e.g., afterschool and out-of-school time enrichment programs)
2. **Early Childhood Development** (e.g., working in an early childhood setting such as a daycare or preschool)
3. **Educational/Academic Services** (e.g., working in an Educational Opportunity Program)
4. **Social Services** (e.g., working in a clinical or group home setting where specific challenges such as disruptive behavior or family neglect have been identified)
5. **Philanthropic/Social Justice** (e.g., working for a foundation that provides funding to non-profit or youth serving organizations, working for social justice organizations)
6. **Research oriented** (e.g., working as an evaluation assistant in an organization)
7. **Corporate/Retail** (e.g., working for a children’s clothing manufacture)

**Youth Development**

Youth development work generally focuses on school-age children and adolescents, and involves providing enrichment during out-of-school time. Enrichment may be academic, athletic/recreational, and/or creative. Within youth development there are different types of venues. Opportunities in youth development include part- and full-time employment. Entry level positions are generally part-time, (i.e., 20 hours or less) and involve working directly with children and adolescents. Entry level experience (i.e., effectively working directly with children/adolescents) is generally required to be competitive for full-time positions which range from 30 – 40 hours a week. Increasing responsibilities with full-time positions include the ability to plan and implement enrichment activities, supervise and train part-time staff. Students interested in youth development work can prepare themselves by completing their academic internships in relevant organizations and by volunteering or working part-time at sites as time permits. With a Bachelor’s degree in CHAD, and one or two years of successful experience,
individuals will be better positioned to find full-time and salaried employment. Employment opportunities in school-age care may be enhanced by obtaining a Child Development permit from the state of California with a school-age authorization. More information about this can be found at the following website – http://www.cde.ca.gov/sp/cd/ci/.

Types of organizations/venues offering youth development work include the following.

(i) **City municipalities** offer a variety of services from tutoring, arts and crafts and sports-oriented programs. Opportunities within city municipalities include parks and recreation and child development departments. Some cities offer specialized programming for adolescents. Common job titles at the entry level are “recreational or program leader.” Others include “community services worker I”. Higher level job titles include “specialist and instructor” and community services worker II. Although there are various search engines that identify career opportunities, most cities list job openings on their website. If one is interested in a particular city, it may be worthwhile to get involved as a volunteer or intern.

(ii) **Youth Serving Non-Profit and For profit institutions** – This includes organizations like the Young Men’s Christian Association (YMCA), Boys and Girls clubs, 4-H Youth Development programs, Girls Inc. and Champions where the mission is centered on providing enrichment to youth. In fulfilling their mission, the types of programming include technology training for children and youth, nutrition and character education, academic enrichment and recreation. Common job titles include “line or front-line staff,” or “youth development worker or leader.” “Site leaders or Directors” may oversee part-time staff at a given location and have more education, training and skill. Available job openings can be found on the websites of these organizations.

(iii) **Community Based Organizations (CBOs)** – Community based organizations tend to have a somewhat broader mission than youth serving non-profit organizations, yet many of their functions overlap. CBOs typically are involved in youth development but their mission also involves working with families and the surrounding communities, or with targetted and special needs groups. One example is Kidworks in Santa Ana. They provide a variety of youth development (e.g., financial literacy and homework help) as well as work with parents in addressing community needs. Common entry level job titles include “youth development leader.” Other titles such as “Coordinator and Site Supervisor” require increased experience, education and skill. Another example is the Orange County Children’s Therapeutic Art’s Center which combines enrichment with creative arts therapy for children with disabilities and their families. In many cases, job openings can be found directly on the websites of CBOs.
** Internet directories of “child welfare” and “youth development” organizations in communities in which one is interested may prove fruitful for identifying relevant organizations.

**(iv) School Districts** – Some school districts have before and afterschool School Age Care (SAC) programs. Comprehensive enrichment services are provided consisting of homework help, creative and recreational activities. For some districts full-time employment opportunities exist through “Child Development,” “Child Care” and “Educational Services” Departments. Common job titles include School Age Care Teacher or Leader, or Instructional Aide. *Available job openings may be found on district websites.*

**(v) United States government** – Child care staff at all levels work for the U.S. government at military bases. Positions range from the hourly waged part- and full-time program assistant level (that involve working directly with children and youth) to the salaried (e.g., educational technician) that involve more program planning and quality assurance activities. Information about current job openings is available at [http://www.usajobs.gov/](http://www.usajobs.gov/) where relevant search terms (e.g., child development) will identify opportunities worldwide.

**Early Childhood Development**

Opportunities in early childhood development generally focus on children from birth up to age five. Some may also focus on children from birth to age eight. Within early childhood development there are several types of venues for work as a pre-school teacher. Pre-school teachers partake in creating and carrying out activities that support optimal behavioral and academic growth in young children. Opportunities include part- and full-time employment. Generally some experience working with children is required with increasing levels of employment (e.g., full-time) and position (Teacher). *Associate and Assistant Teachers* require fewer early childhood education college units (e.g., 12) and experience compared to *Teacher or Lead Teacher* positions (e.g., 24 plus college units). Within early childhood development settings, there are also opportunities to provide training and enrichment opportunities to families of young children and early childhood care providers. Students with a Bachelor’s degree in CHAD (early childhood development option); one or two years of early childhood development experience; and a Child Development Permit are well position to find salaried and full-time employment. See the following website for more information about Child Development Permits and early childhood development, [http://www.cde.ca.gov/sp/cd/ci/](http://www.cde.ca.gov/sp/cd/ci/).

Types of venues offering work as a pre-school teacher include the following.

**(i) Head Start programs** can be found at diverse types of organizations. These include school districts, community-based organizations, city municipalities and religious
organizations. One source for identifying Head Start jobs in California is http://jobsatheadstart.org/.

(ii) Many city municipalities offer preschool programs to residents. These may be fee-based or funded by the state or federal government. Examples include Title 1 and California state preschools. Although there are various search engines that may identify career opportunities, many cities list job openings (e.g., Lead teacher or Instructor) on their website.

(iii) School districts offer various preschool programs. Again these may be fee-based or funded by the state or federal government. Pre-school programs are commonly offered through “Child Development,” “Child Care” or “Educational Services” departments. Many districts list and describe job titles and openings through their Human Resources department. Job titles may include lead teacher or teacher in child care or early childhood.

(iv) Private (pre) schools may serve young children, or multiple grades (e.g., pre, kindergarten – 8th grade). The requirement of a Bachelor’s degree in early childhood development or related field is encouraged by National Association for the Education of Young Children (NAEYC), and being phased in over the next decade. Many private preschools are accredited by NAEYC, http://www.naeyc.org. Information about NAEYC accreditation and NAEYC accredited preschools can be found on the NAEYC website.

(v) Large scale non-profit or for profit early childcare organizations with pre-school/day care sites at multiple locations. Examples include Child Development Incorporated, http://www.cdicdc.org/index.php, KinderCare, http://www.kindercares.com/ or Knowledge Universe, http://www.kueducation.com/us. Job openings are listed on company websites and include Teacher at various levels (e.g., I and II) or Teacher/Master Teacher.

(vi) United States government – Child care staff at all levels work for the U.S. government at military bases. Positions range from the hourly waged part- and full-time program assistant level (that involve working directly with children) to the salaried (e.g., educational technician) that involve more program planning and quality assurance activities. Information about current job openings is available at http://www.usajobs.gov/ where relevant search terms (e.g., child development) will identify opportunities worldwide.

Students with a couple of years of experience in a preschool setting, a Bachelor’s degree and/or appropriate Child Development Permit may qualify for Site or Center Director Positions. Types of venues/organizations offering work as a Site or Center Director include the following.
(i) The aforementioned types of venues/organizations

(ii) Community Based Organizations such as the YMCA offer preschool programs which utilize site or center directors.

Finally, large scale organizations such as for and non-profit early childhood serving organizations often have positions that involve providing training or technical assistance, and program development (e.g., curriculum). Such positions generally require a number of years of experience providing direct services (e.g., pre-school/master teacher) as a pre-requisite.

Educational/ Academic Services

Educational/Academic Services positions include working for Educational Opportunity Programs, providing academic advising and student development activities. These include the following.

(i) Serving as an academic advisor for TRIO programs. TRIO programs are federally funded for the purposes of providing academic enrichment and educational opportunity to underrepresented and disadvantaged populations. The work involves providing or coordinating academic development (e.g., tutoring), occupational exploration and guidance, academic enrichment (e.g., study skills), personal support and mentoring to students. There are several TRIO programs such as Upward Bound and Talent Search. TRIO programs are located on college campuses. Employment opportunities with respect to full-time academic support services or advising positions can be identified through college campus websites, and databases associated with university employment opportunities. These include www.higheredjobs.com, and the Chronicle of Higher Education employment opportunities database, http://chronicle.com/section/Jobs/61/. Useful search terms include TRIO, specific program names, and student or academic support. Position openings are also available through TRIO JOBS, http://www.triojobs.com/. Furthermore the TRIO jobs site is located on a twitter page, https://twitter.com/#!/triojobs. For information about specific types of TRIO programs see the following link, http://www2.ed.gov/about/offices/list/ope/trio/index.html. Prior experience with mentoring, tutoring or advising is advantageous for obtaining full-time employment. There are also part-time positions available through TRIO and similar programs (e.g., Gaining Awareness and Readiness for Undergraduate Programs – GEAR UP, and Achievement Via Individual Determination - AVID). GEAR UP employment opportunities are linked on the TRIO jobs page. California Regional Offices for AVID, including employment opportunities can be found at the following link, http://www.avid.org/con_caregionalwebsites.html.

(ii) Serving in academic advising and academic support services at the college and university level. These positions involve providing academic, career and personal support and
guidance to college student populations. Such positions may be within an academic unit (e.g., Child and Adolescent Studies), or through a broader university entity such as Student or Career Services. Generally, these are not funded by federal or external grants. Employment opportunities may be identified on college and university websites and through academic databases as described previously (i.e., www.higheredjobs.comm, http://chronicle.com/section/Jobs/61/). Key search terms include academic advising, academic support services and student life. Again prior experiences with academic support and advising (e.g., programs that help high school students prepare for college success) may aid in one’s likelihood of finding employment.

(iii) Working as an Instructional Aide during regular school-time hours. These are known as “classified position” as no certification (i.e., credential) is required. Instructor’s Aides work in regular and special education classrooms. Instructor’s Aide positions may be advertised through a school district’s website or by databases such as EDJOIN, http://edjoin.org/. Instructor’s Aides are also categorized as paraprofessionals. Paraprofessional opportunities in education (including special education) can also be found using the following database, http://k12jobspot.com/Paraprofessional-jobs-in-California.

Social Services

Social services positions involve working with children, youth and families in contexts with elevated risk factors. This includes working to prevent detrimental outcomes (e.g., substance use). This may involve working with children and youth in residential settings such as the Orangewood Children and Family Center. It may also involve working within public municipalities (e.g., County government). Work as a Child Life Specialist and in community based organizations addressing risk factors also fit within this heading. Common genres relevant to the discipline of Child and Adolescent Development include the following.

(i) Serving as a Child Care or Youth Care worker in a residential facility where responsibilities involve establishing and maintaining positive relations with youth and supervising them during daily activities. Some positions (e.g., Family Specialists or House Parents) requiring living onsite. Some positions involve supporting children as they transition into a residential setting (e.g., Independent Living Skills Coach). One large scale organization with multiple sites throughout southern California is Olive Crest Group Homes. A page with available openings at various southern California locations is available at the following, http://www.olivecrest.org/site/PageServer?pagename=oc_car_careers. Substitute teaching positions are also advertised for organization based schools. Residential facilities offer a variety of full and part-time positions. Students interested in positions within these settings should consider these for academic internships.
Previous or part-time experience in a residential facility may enhance one’s level of competitiveness for full-time positions.

(ii) Entry level positions related to children are available through public municipalities such as the Counties of Orange, San Bernardino and Riverside; as well as in cities. Students may search county websites for relevant positions and sign up for notifications regarding available positions. Relevant entry level positions for CHAD majors may include the following. Child Care or Youth Worker positions as described previously are often funded and administered by counties. Community Services or Program Specialist positions involve assisting in administering education and public awareness initiatives, assisting in neighborhood and community development, and assisting with regulatory compliance issues. Child Support Assistants interview parents to gather information pertinent to custody arrangements, process legal forms and handle telephone inquiries. Social Worker Assistants help social workers in managing client outcomes. This may involve monitoring and documenting client outcomes. Students with germane experiences may qualify for Social Worker I positions. Social Worker I positions require client assessments and the formulation of case plans (in collaborations with clients). Educational Assistants assist in the academic and vocational development of inmates in correctional facilities, and may coordinate literacy development efforts. Furthermore, some city municipalities have similar types of positions through a “Community Services” department.

In searching for positions within county municipalities, one should search relevant web pages. At the human resources page, one can find current job openings and the list for specific job classifications which may vary by county. The following search terms may be useful to identify relevant classifications “child, youth, community, and education.” Students should consider relevant internship offerings within county municipalities which may also be advertised on the human resources page. Such internships allow students to gain relevant experience and develop professional networks to aid them in finding full or part-time employment.

(iii) Child Life Specialists help promote coping and adaptation to hospitalization, illness and health challenges, and even disasters. Child Life Specialists typically work in health care settings. Work as a Child Life Specialist generally requires at least a Bachelor’s Degree in a suitable field such as Child and Adolescent Development, extensive training in a work setting (e.g., a 500 hour Child Life internship) and perhaps additional experiences in a child care setting. Opportunities for child life internships and positions are available through the Children’s Hospital of Orange County, http://www.choc.org/childlife/index.cfm?id=P00209. Information about the Child Life profession is available through the Child Life Council, http://www.childlife.org/ which also hosts a job placement center for members. The Light Spinner Quarterly is
a “magazine for Child Life Specialists” and provides information about Child Life jobs and internships to subscribers.

(iv) Work in Community Based Organizations (CBOs) that address or prevent risk factors fit within this heading. Examples include working as part of a prevention network (e.g., Child Abuse Prevention Network, http://www.brightfutures4kids.org/discover/employment/ or for an organization such as Big Brothers, Big Sisters, http://www.bbbs.org/site/c.9iIL3NGKhK6F/b.5961225/k.77F7/Start_working_with_us.htm. Having relevant community based experiences or working as a volunteer for such organizations may aid in competing for full-time and salaried positions. Finally, relevant positions at non-profit organizations may also be found at websites such as Non Profit Jobs of Orange County, http://www.ONEOC.ORG/Resources/OC-Nonprofit-Jobs/.

Philanthropic and Social Justice Work

(i) Philanthropic work involves working for a charitable foundation. There are many types of charitable foundations. Some are associated with a company while others are formed by families. Charitable foundations provide funding to non-profit organizations. Entry level positions at the Baccalaureate level include but are not limited to “Program or Foundation Assistant.” Program or Foundation Assistants provide support to senior level staff. Activities may involve record keeping, working with volunteers, and report writing.

Identifying positions for charitable foundations may involve searching relevant databases (e.g., http://foundationcenter.org/pnd/ and www.idealistic.org). However it may be quite useful to locate jobs directly through a foundation’s website. Many foundations identify job openings directly on their websites via an applicable icon (e.g., careers, jobs, or employment) often found under the “About Us” section.

To be competitive for philanthropic entry level positions, it helps to have experience working in the nonprofit sector (e.g., as a volunteer or staff), good technological (e.g., proficiency with Microsoft Office Suite), communication and interpersonal skills.

(ii) Some but not all charitable organizations are engaged in social justice or advocacy work. This involves some combination of community/political mobilization, public education, advocacy and policy reform activities. Social justice organizations are involved in a variety of service initiatives that range from mentoring, public education and training, early childhood education and community organizing. Many social justice organizations offer volunteer or internship experiences, some of which are paid (e.g., Americorps, http://www.americorps.gov/).

Many social justice organizations identify current employment or internship opportunities on their website. Portals to social justice organizations can be found at the following link http://startguide.org/orgs/orgs06.html where there are categories of organizations that relate to children and youth (e.g., Children’s Defense Fund), families (e.g., National Research Center for Women and Families) and specific groups (e.g., the disabled and immigrant).

**Research Oriented Work**

At the Baccalaureate level, research oriented work often involves entry level activities reflecting that of “Research Assistant.” Research Assistants may assist with data entry, the design of surveys, collecting data, proofreading and editing research reports. Research assistants should have knowledge of research methodology, statistics and statistical software programs (e.g., SPSS), and the formatting requirements of the American Psychological Association. In some cases research oriented work may involve administering “quality assessment” tools. Quality assessment tools are used to identify the quality of care or services. They may involve observations or direct assessments of children or families. Prior experience as a research assistant can enhance one’s competitiveness for such positions. Research oriented job openings may be identified through the following venues.

(i) County Municipalities (e.g. County of Orange) have similar job titles such as “Research Analyst I.”

(ii) Large scale research and evaluation organizations such as WestEd (http://www.wested.org/cs/we/print/docs/we/home.htm) have ongoing research projects relevant to child development which are advertised through their website. Positions may be temporary, part- or full-time.

(iii) Small scale research and evaluation firms also hire research or evaluation assistants. Job openings for these and other types of research and evaluation positions may be found through the American Evaluation Association career center.
(http://www.eval.org/programs/careercenter.asp). Again positions may be temporary, part- or full-time.

(iv) Academic departments at colleges and universities, or other large scale organizations hire full-time research assistants to partake in and coordinate projects on behalf of faculty or departments. Coordination activities may involve scheduling assessments, site recruitment, and assisting in the preparation of grants. Again previous research experiences and skills, communication and computer skills can aid in one’s competitiveness for employment. Relevant positions may be identified using research specific search engines (e.g., http://www.researchnetwork.com/) where one can search by position (e.g., research assistant) and organizational type (e.g., academic). Furthermore university and organizational websites (e.g., University of California Irvine or Los Angeles, RAND Corporation) have limited postings for positions of this type. Finally simply using relevant search terms and engines (e.g., research assistant positions on yahoo) may identify employment opportunities. Positions may be temporary, part- or full-time.

Corporate/Retail

Employment opportunities may be available at corporations with products targeting children and youth. These include clothing (e.g., Gymboree and Nike) and toy/game (e.g., Mattel, Toys R Us) companies. Entry level positions include the following.

(i) Sales Associate

(ii) Customer/Consumer Relations

Generally some prior experience with retail and customer/consumer relations will enhance one’s competitiveness for such positions. Furthermore, many companies have paid internships during the summer. Information about internships and how to apply can be found on the company websites.

Other Tips for Job Hunting

1. Identify databases that list current job opening specific to Child and Adolescent Development. For instance, the “career” tab through the California School Age Consortium (e.g., www.calsac.org). Furthermore, the “jobs” tab at www.idealista.org lists employment opportunities across a wide spectrum of genres.

2. Identify databases that list non-profit organizations by region (e.g., Guidestar, http://www.guidestar.org/Home.aspx). From there you can go to specific organizational sites and browse through their job openings. Often this information is available through the “About Us” tab.
3. Identify sponsors or exhibitors at child and youth development oriented conferences. Often these are available through conference pages on websites. Again, relevant sponsoring organizations can be identified and their websites browsed for pertinent career opportunities. Sample conferences include those of the National Association for the Education of Young Children (http://www.naeyc.org/conference/) and Best of Out-of-School Time (BOOST) conference, http://boostconference.org/. At BOOST one can find “boost highlights” from various conferences for which exhibitors are identified.