Middle School Career Exploration

“Helping Students Discover Their Pathway to the Future”

Presented by

Dan Blake
Career Development Specialist
Sonoma County Office of Education

Educating for Careers Conference
Garden Grove, CA
March 2, 2010
Why Middle School Career Exploration?
Middle school is an age-appropriate time to ask students to think about their career ambitions. This does not mean forcing students to make career choices, but creating activities that allow them to research and gather information on specific careers.
Without willing & motivated learners, all our best reform efforts will be in vain. Therefore, it is imperative that we ensure curriculum is hands-on, relevant, and engaging.
What does the research say?
Johns Hopkins University research suggests that “the extent to which students [in grades 5-8] believed that the mathematics they were studying would be useful in life...was the strongest predictor of student effort.”
Career Development is an ongoing lifelong process, and its challenges must be addressed beginning in elementary and middle school. (O’Brien, 1999)
Students at risk, girls, and minority group children often limit their career choices early. 
(O’Brien, 1999)
Sex-role stereotypes, particularly about gender-appropriate occupations are formed early.

(Guss & Adams, 1998)
Most middle school students have only a shallow understanding of how school relates to work. (Johnson, 2000)
When surveyed, the majority of high school dropouts say they began to “disconnect” in middle school or earlier. (Castellano et al., 2002)
Too frequently, career preparation for middle grade students consists of a single, brief unit once a year. Ideally, career education and development should be infused into the curriculum.
The most effective career development programs are systemic—developmental, accessible to all learners, and embedded in the curriculum as part of the whole process of educating a child for the larger thing called life. (Maddy-Bernstein & Dare, 1997)
The Education Commission of the States (ECS) recently recommended the following actions schools can take to maximize readiness for Grade 9 and college & careers:
Recommended Actions

- Develop early-warning mechanisms based on grades, attendance, & behavior
- Provide targeted, intensive academic support
- Take steps to reduce the number of absent and chronically absent students
- Ensure the curriculum is hands-on, collaborative, relevant, and engaging
- Provide information on college admission requirements and costs
- Have all students develop an individual learning plan by the end of 8th grade
- Begin career exploration in the middle grades
- Reduce the number of (and prioritize) middle grades content standards
- Develop formative and diagnostic assessments
- Implement middle grades end-of-course assessments
- Foster collaboration among middle grades and high school teachers
- Make sure teacher licensure represents an adequate level of content knowledge
# Career Development Continuum

**Preparing all Youth for Success in College, Career, and Life**

## Career Awareness
- Learn about a wide variety of jobs and careers

### Classroom & School
- Web Research
- Guest Speakers
- Career Interest Assessment
- College & Career Fairs
- Career Contextual Instruction
- College Awareness

### Workplace
- Industry Tours & Field Trips
- Career & Job Fairs
- Youth in the Workplace
- Informational Interviews

### Families & Neighborhood
- Adult Interaction
- Role Model Observation

## Career Exploration
- Explore, research, and plan for the future

### Classroom & School
- Career Pathways, Courses, & Clubs
- Integrated Curriculum
- Classroom Simulations
- Career Plan Development
- Career-Focused Projects & Assignments
- College Exploration

### Workplace
- Job Shadowing
- Career Mentoring
- Community Projects

### Families & Neighborhood
- Risk Taking
- Role Playing

## Career Preparation
- Gain education, training, and work experience

### Classroom & School
- Core Academic Preparation
- Career Technical Courses & Programs
- Work Skills Classes
- Career-Related Project-Based Learning
- Work Ready Certification
- Occupational Certifications
- College Preparation

### Workplace
- Work Experience
- Internships
- Apprenticeships

### Families & Neighborhood
- Skill Building
- Progression of Responsibility

---

**K-8**

Awareness

Exploration

Preparation

**9-16**

---

**Sonoma County Office of Education**
Program Goals & Objectives

Expand knowledge of career options
Program Goals & Objectives

Expand knowledge of high school and post-secondary education/training options
Program Goals & Objectives

Increase perception of post-secondary relevance
Program Goals & Objectives

Increase understanding of career goals, interests, and aspirations
Program Goals & Objectives

Increase awareness of middle school staffs regarding career development resources and educational options.
1. The student learns to project into the future and to understand the consequences of their actions and the choices made today.

2. The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming “identity-achieved.”

3. The student analyzes the effect of personal interest and aptitudes upon educational and career planning.

4. The student recognizes the impact of career choice on personal lifestyle.

5. The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.

6. The student demonstrates the skills to locate, analyze, and apply career information.

7. The student knows the process for career planning and educational preparation.

8. The student can apply the skill sets required to succeed in the classroom and the workforce.

9. The student demonstrates the importance of productive work habits and attitudes.

10. The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.

11. The student knows the effect change has on society and career opportunities.
Organizational Structure
Program Coordinator Responsibilities

- Program goals and direction
- Site Coordinator recruitment and training
- Research, acquisition, and dissemination of career awareness/exploration curriculum
- Sponsor solicitation
- Budget management
- Liaison to professional organizations, CDE, and the State Legislature
- Marketing and promotional event planning
- Media and public relations
- Program evaluation and revision
- Overall program oversight and support
Site Coordinator Responsibilities

- Planning and implementation of program activities
- Participation in program planning meetings and trainings
- Recruit teachers/counselors for participation in career exploration activities
- Solicit information and suggestions from teachers/counselors regarding program activities
- Coach teachers/counselors on the implementation of career exploration activities
- Communicate program goals & activities to administration, faculty, and parents guardians
- Assist Program Coordinator with the recruitment of business and community professionals to take part in school site’s career exploration activities
- Liaison between the school site faculty and the Program Coordinator
Site Administration Responsibilities

- Provide general support for career awareness and exploration program
- Meet regularly with Site Coordinator to discuss program goals & activities
- Promote program to faculty and parents
- Explore and support delivery methods to reach widest possible audience
Teacher & Counselor Responsibilities

• Implement career awareness curriculum as part of regular classroom instruction and in student counseling sessions

• Participate in trainings and workshops on career awareness/exploration as necessary
Key Curriculum & Activities
The Real Game California

Being implemented in a variety of ways:

- Elective “wheel” or “rotation” (9-12 weeks straight)
- Core curriculum for year-long Career Exploration course
- Once-a-week over the course of year (e.g. every Friday)
- After-school or summer enrichment class

And by a number of disciplines:

- Variety of elective teachers
- English teachers
- Math teachers
- ELL teachers
- AVID teachers
- Special Education teachers
Step-Up Classes

• 8 to 16 hour CTE “Mini-Courses” for middle school students at their partner high school
• After-school (e.g., 5 consecutive Wednesdays) or summer (e.g., three hours per day for one week)
• Benefits:
  – Opportunity for hands-on experience in high school pathway
  – Smoother transition from middle school to high school
  – Make connection to high school teacher
  – Recruitment/marketing opportunity for HS pathway programs
Career Day

- OPTIONAL FORMATS/FEATURES:
  - Keynote Speaker + two breakout sessions
  - Three breakout sessions
  - Pre-Activities:
    - Use of career interest inventories to identify careers
    - Survey/menu of speakers
    - Lesson on appropriate/inappropriate questions to ask presenters
    - Career-themed poster contest
  - Post-Activities:
    - Thank you notes
    - Debrief/review of learning
    - Career report/presentation on career of choice
Kuder Navigator

• Built-in assessments on career interests, skills, & work values
• Largest occupation database available
• Detailed information on over 7,000 technical schools, colleges, and universities
• The ability to do side-by-side comparisons of careers and colleges
• A multi-year planning template to track progress toward education and career goals
• Information on over 10,000 scholarships and financial aid programs
• Built-in e-portfolios
• Lifetime accounts
Welcome to Kuder Navigator!

This system is designed to help you explore the education and career opportunities available to you. Choose from the options on the navigation bar above and begin making decisions about your future.

The career planning process has multiple steps and options. Based on the status you selected when you signed on, the menu on the top has been tailored for you. Yet, you may not need all of those options, so you are free to start wherever you wish. Click on any one of the topics above in order to see what it has to offer you.

To Do List

Recommended Links

MyCareerSpace, Inc: A career information website designed specifically for the youth of Sonoma County

(recommended by Sonoma County Office of Education)
Review Your Interest Cluster Ranking

Dan Blake, this is your report from the Kuder® Career Search with Person Match which measures your career interests. Use the icons on the right-hand side to view different sections of the score report.

Jobs are divided into 16 different groups (called "clusters") based on the similarity of their services and products. It looks as if you are most interested in the five clusters shown below.

Your highest score is the one with the longest bar, and the rest of the clusters follow in the order of your interest for them. The number to the right of the bar shows how strong your interest is compared to other people. So, if the number at the end of the bar is 90, for example, it means that 90% of students have less interest in this cluster than you do.

You may compare your report percentile with the Interest Graph Key shown on right to measure whether your interest in each of the 16 clusters is high, medium, or low.

Interest Cluster Ranking
Click on the title of any cluster to learn more about it and the jobs in it. Click on the star to save this cluster in your portfolio.

- Government and Public Administration 94
- Business Management and Administration 91
- Education and Training 89
- Finance 83
- Law, Public Safety, Corrections, and Security 81
- Human Services 63
- Arts, Audio-Video Technology, and Communications 57
- Marketing 54
- Architecture and Construction 45

Did You Know?

An interest is a preference for doing one kind of activity rather than another. Psychologists tell us that people are more likely to be satisfied in jobs that allow them to use their interests.

Career Planning Timeline
Completed tasks: 0%

Advance your progress by completing milestones on the 9-12th grade level timeline.
Occupational Exploration by Clusters and Pathways

All occupations are divided into career clusters, or groups. Explore the clusters by clicking on their icons below, or rotate them by using the slider bar. When you see a title that interests you, click on its icon in order to see a description, a video, and a sample high school plan. If you like the cluster, click on the star above its description to save it in your portfolio.

Explore Career Clusters

Video

Career Pathways for: Law, Public Safety, Corrections, and Security

Occupations that belong to this cluster are listed below by their typical educational level. Click on the plus (+) sign in front of an educational level to see the titles of occupations. Click on the title of an occupation to see its description. You may explore additional clusters in this career field, or change the career field listed above in order to see different clusters.

- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services
maintain order, enforce laws and ordinances; issue traffic summonses; investigate accidents; present evidence in court; serve legal documents for the court system; and apprehend, arrest and process prisoners.

### High School Completion

There are no results to display

### High School Completion & up to 2 Years Beyond

- Animal Control Workers
- Bailiffs
- Parking Enforcement Workers

### Associates Degree or Certificate

- Correctional Officers and Jailers
- First-Line Supervisors/Managers of Police and Detectives
- Police Detectives
- Police Identification and Records Officers
- Police Patrol Officers
- Sheriffs and Deputy Sheriffs
- Transit and Railroad Police

### Four-Year Degree

- Criminal Investigators and Special Agents
- Forensic Science Technicians
- Immigration and Customs Inspectors
Police Patrol Officers

Click on the star to save this occupation in your portfolio.

Occupation Description:
Patrol assigned area to enforce laws and ordinances, regulate traffic, control crowds, prevent crime, and arrest violators.

Employment Outlook:
Police and detectives held about 681,000 jobs in 2008. Seventy-nine percent were employed by local governments. State police agencies employed about 11 percent, and various Federal agencies employed about 7 percent. A small proportion worked for educational services, rail transportation, and contract investigation and security services.

According to the U.S. Bureau of Justice Statistics, police and detectives employed by local governments primarily worked in cities with more than 25,000 inhabitants. Some cities have very large police forces, while thousands of small communities employ fewer than 25 officers each.

Sources of Additional Information

Disclaimer:
Links to non-Kuder Internet sites are provided for your convenience and do not constitute an endorsement.

Information about entrance requirements may be obtained from Federal, State, and local law enforcement agencies.

For general information about sheriffs and to learn more about the National Sheriffs Association scholarship, contact:


Information about qualifications for employment as a FBI Special Agent is available from the nearest State FBI office. The address and phone number are listed in the local telephone directory. Internet: http://www.fbi.gov

Information on career opportunities, qualifications, and training for U.S. Secret Service Special Agents and Uniformed Officers is available from the Secret Service Personnel Division at (202) 416-5800, (800) 813-977, or (888) 813-USSS. Internet: http://www.secretservice.gov/
Police Patrol Officers

Click on the star to save this occupation in your portfolio.

Percent of Workers in the Occupation Who Have Completed

- High School or less: 16%
- Some College: 52%
- College or more: 33%

Typical Education

Education:

- Long term on the job training
  Typically requires training in vocational schools, related on-the-job experience, or an associate's degree. May require a bachelor's degree.

Experience:

- Previous work-related skill, knowledge, or experience is required for this occupation.

Training:

- Employees in this occupation usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.

Suggested College and Postsecondary Majors

- Homeland Security, Law Enforcement, Firefighting and Related Protective Services

Suggested Instructional Programs

- Criminal Justice/Police Science
- Criminology and Criminal Justice

C*NET® is a trademark of the U.S. Department of Labor, Employment and Training Administration. The Kuder® Career Planning System uses C*NET®Version 14. The last date on which all or portions of this Information were updated was September 14, 2009.

Information about Occupations — Kuder systems provide descriptions of all occupations contained in C*NET, developed by the U.S. Department of Labor. Additional information is taken from other U.S. Department of Labor sources, the Occupational Outlook Handbook and the CareerOneNet website (www.onetcenter.org). The information in Kuder systems is updated as soon as the U.S. Department of Labor releases new information, this occurs at least once annually. The last date on which all or portions of this information were updated was September 14, 2009.
Sonoma State University

Contact Information
Mailing Address: 1801 E Cotati Ave, Rohnert Park, CA 94928-3609
General Tel: (707) 664-2880
Admissions Tel: 
Financial Aid Tel: 
Web Site: www.sonoma.edu

General Campus and Student Body Information
Institution Level: Four or more years
Institution Control: Carnegie Classification: Masters Colleges and Universities I
Mission: www.sonoma.edu/university/mis.html
Setting: Suburban; Large
Calendar System: Semester

Campus Housing: On campus housing available (2,373 capacity)
Campus Daycare: On campus daycare for children of students available
Athletic Information: Athletic Conf. Affiliations: NCAA (member for baseball, basketball, track)
Campus Hospital: Enrollment:

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,517</td>
<td>4,182</td>
<td>6,699</td>
</tr>
<tr>
<td>413</td>
<td>571</td>
<td>984</td>
</tr>
<tr>
<td>3,639</td>
<td>6,171</td>
<td>9,810</td>
</tr>
</tbody>
</table>

Black/Non-Hispanic: 2%
American Indian/Alaskan Native: 1%
Asian/Pacific Islander: 5%
Hispanic: 11%

Estimated Student/Faculty Ratio: 44:1
**Sonoma State University**

- Click on the star to save this school in your portfolio.
- Undergraduate Applications and First-Year Admissions

**Application Fee:** $55
**Open admission policy:** Yes

- **Secondary school GPA:** Required
- **Secondary school rank:** Neither required nor recommended
- **Secondary school record:** Neither required nor recommended
- **Recommendations:** Neither required nor recommended

- **Number of first-year applications:** 11,269
- **Number of first-year admissions:** 9,347
- **Percent admitted:** 83%
- **First-year, full-time enrollment:** 1,673
- **First-year, part-time enrollment:** 33

**Admission test scores (SAT, ACT, etc):** Required
- **Percent submitting SAT scores:** 95%
- **Percent submitting ACT scores:** 32%

<table>
<thead>
<tr>
<th>Test</th>
<th>25th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT I Verbal</td>
<td>460</td>
<td>550</td>
</tr>
<tr>
<td>SAT I Math</td>
<td>460</td>
<td>560</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>ACT English</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>ACT Math</td>
<td>18</td>
<td>24</td>
</tr>
</tbody>
</table>

Information about schools is supplied to Kuder by the National Center for Educational Statistics, which collects data from all postsecondary schools in the United States that are accredited and approved to provide government-sponsored financial aid to students. The information in this file is updated annually as soon as new information is available. The last update was done on April 19, 2009.
# Sonoma State University

Click on the star to save this school in your portfolio.

## Costs and Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>In State</th>
<th>In District</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (academic year)</td>
<td>$4,272</td>
<td>$4,272</td>
<td>$14,442</td>
</tr>
<tr>
<td>Charge per credit hour</td>
<td>$0</td>
<td>$0</td>
<td>$336</td>
</tr>
</tbody>
</table>

### Other Estimated Expenses:

- Books and supplies (academic year): $1,656
- Room and board on campus: $10,115
- Other expenses on campus: $3,930
- Room and board off campus: $11,472
- Other expenses off campus: $4,008
- Other expenses off campus with family: $4,260

Find more [tuition and fee information](#) as reported to the National Center for Education Statistics.

### Financial Aid:

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Percent Receiving</th>
<th>Average Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Grant</td>
<td>14%</td>
<td>$4,101</td>
</tr>
<tr>
<td>State Grant</td>
<td>20%</td>
<td>$2,154</td>
</tr>
<tr>
<td>Institutional Grant</td>
<td>19%</td>
<td>$3,002</td>
</tr>
<tr>
<td>Loan</td>
<td>32%</td>
<td>$4,036</td>
</tr>
</tbody>
</table>

Percent receiving any type of financial aid: 29%

[Find Financial Aid](#)
Find Financial Aid

Financial Aid Process Overview

This is an overview of the process of getting financial aid. We suggest that you work through each of these steps in sequence and that you keep track of your progress by making notes in the Financial Aid section of your portfolio.

1. Get Personal Identification Number (PIN)
2. Collect Information to Complete the FAFSA
3. Complete the FAFSA
4. Learn About and Review Your Student Aid Report (SAR)
5. Find and Apply for Scholarships and Grants
6. Follow Up With Your Colleges and Other Contributors
7. Estimate Student Loan Debt and Payments
Schools

Review the favorite schools that you have stored and notes you may have made about next steps.

Favorite Schools
Click on the name of a school to see its description. You may delete individual titles or reprioritize the list. To add new schools, go to School Search page.

- University of California-Santa Barbara
- American River College
- Santa Rosa Junior College
- National University
- Empire College School of Business
- Lytton Redwood Empire Beauty College Inc
- Laney College
- Stanford University
- University of Oregon
- University of Hawaii at Manoa
- University of Washington-Seattle Campus
- University of Colorado at Boulder
- Duke University
- Yale University

Directional Guidance
You will have lifetime access to this portfolio. So, return here often, and keep it updated. Make this portfolio your one place to record your latest choices and upload documents related to career planning.

Career Planning Timeline
Completed tasks: 0%

Advance your progress by completing milestones on the 9-12th grade level timeline. Career Planning Timeline
### Career Goals

#### Most Important Work Values
Click on the title of each item to read its description.

<table>
<thead>
<tr>
<th>Name</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td>Challenge</td>
<td></td>
</tr>
<tr>
<td>Variety</td>
<td></td>
</tr>
<tr>
<td>Prestige</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
</tr>
</tbody>
</table>

#### Favorite Clusters
Click on the title of each item to read its description. You may delete individual titles or reprioritize the list.

<table>
<thead>
<tr>
<th>Name</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no favorites to display.</td>
<td></td>
</tr>
</tbody>
</table>

#### Favorite Pathways
Click on the title of each item to read its description. You may delete individual titles or reprioritize the list.

<table>
<thead>
<tr>
<th>Name</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Training</td>
<td></td>
</tr>
<tr>
<td>Administrative and Administrative Support</td>
<td></td>
</tr>
<tr>
<td>Public Management and Administration</td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td></td>
</tr>
</tbody>
</table>

#### Favorite Occupations
Click on the title of each item to read its description. You may delete individual titles or reprioritize the list. To compare occupations, select a checkmark box in front of two or three titles and click on **compare**.

<table>
<thead>
<tr>
<th>Name</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Technicians</td>
<td></td>
</tr>
<tr>
<td>Middle School Teachers, Except Special and Vocational Education</td>
<td></td>
</tr>
<tr>
<td>Police Patrol Officers</td>
<td></td>
</tr>
<tr>
<td>Secondary School Teachers, Except Special and Vocational Education</td>
<td></td>
</tr>
</tbody>
</table>
# Compare Occupations

| Middle School Teachers,  
Except Special and Vocational Education | Police Patrol Officers | Political Scientists |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Teach students in public or private schools in one or more subjects at the middle, intermediate, or junior high level, which falls between elementary and senior high school as defined by applicable State laws and regulations.</td>
<td>Patrol assigned area to enforce laws and ordinances, regulate traffic, control crowds, prevent crime, and arrest violators.</td>
</tr>
<tr>
<td><strong>State Salary</strong></td>
<td>$60,920.00</td>
<td>$75,310.00</td>
</tr>
<tr>
<td><strong>College Majors</strong></td>
<td>Education</td>
<td>Homeland Security, Law Enforcement, Firefighting and Related Protective Services</td>
</tr>
<tr>
<td><strong>Typical Education</strong></td>
<td>Bachelor's degree</td>
<td>Long-term on-the-job training</td>
</tr>
<tr>
<td><strong>Employment Outlook</strong></td>
<td>Employment of preschool, kindergarten, elementary, middle, and secondary school teachers is projected to grow about as fast as average. Job prospects are expected to be favorable, with particularly good prospects for teachers in high-demand fields like mathematics and science.</td>
<td>Job opportunities in most local police departments will be excellent for qualified individuals, while competition is expected for jobs in State and Federal agencies. Average employment growth is expected.</td>
</tr>
</tbody>
</table>

*Employment change.* Overall employment of social scientists is projected to grow about as fast as average from 2016 to 2026, with particularly good prospects for those with a Master's degree in specialties with applications in natural sciences or engineering.
Welcome to My e-Portfolio

Welcome to my portfolio. Please take a few moments to review my resume and the other information I have posted here.

Contact Me

Email: dBlake@scow.org
Phone: 707/5242780
Welcome!

Welcome to the Kuder® Administrative Database Management System! This product offers you a wide array of reports, tools and resources, and administrative options that are very easy to use. Explore the new capabilities of the ADMS to ease users' experience in the Kuder systems, help maximize usage of the different solutions we offer you, and collect information that is useful when creating or planning career programs.

For more information or for a demonstration of the new ADMS, please contact our Customer Support team at 877-999-5229 or support@kuder.com.

Resource Library

About Kuder Products
- Kuder Navigator
- Kuder Journey
- Kuder Quick Guides
- Kuder Assessments
  View All

Tools
- Post a Message
- Post Links
- Curriculum Manager
  View All

Kuder News
- Kuder User News
- Best Practices
- Testimonials
  View All

My Profile
- Welcome: Dan Blake
- E-mail: dbiakre@scoe.org
- Edit Account Information

Latest Communications
- Check Your Messages

Alerts
- View Alerts

Curriculum Resources
- DPF
Final Thoughts...
Building School-Wide Support

- Create committee or planning team to plan activities & share ideas
- Start with “low-hanging fruit”
- Let others come on board gradually
- Provide concrete examples of how career exploration can fit in all disciplines
Engaging Your Local Community

- Educate community about value of “working upstream”
- Create opportunities for community members to share expertise (e.g., Career Days, workplace tours, guest speakers, informational interviews)
- Implement “Adopt-a-School” campaign
Planning Activities/Handouts

• Stakeholder Analysis Matrix
• Soliciting Buy-in
• Integrating Across the Curriculum
• Institutionalizing the Program
• To Do List & Action Plan
Contact Information

Dan Blake
Career Development Specialist
Sonoma County Office of Education
5340 Skylane Boulevard
Santa Rosa, CA 95403
707-524-2780
dblake@scoe.org