

# Career Plan: A Roadmap to Post High School Readiness



## TABLE OF CONTENTS

---

A Message from Dr. James D. Mapes, Nassau BOCES District Superintendent . . . . .	2
<b>Foreword</b>	
Jean Stevens, Assistant Commissioner, NYSED . . . . .	3
History of Career Plan Initiative . . . . .	4
<b>Prologue</b>	
Marsha Iverson and Jeanette James . . . . .	5
<b>School District Roadmap Narratives</b>	
Nassau BOCES Barry Tech . . . . .	6
Carle Place UFSD . . . . .	10
Hewlett-Woodmere UFSD . . . . .	14
Jericho UFSD . . . . .	16
Lawrence UFSD . . . . .	18
Manhasset UFSD . . . . .	21
Plainedge UFSD . . . . .	23
Riverhead CSD . . . . .	27
Sachem CSD . . . . .	30
Sayville CSD . . . . .	34
Seaford UFSD . . . . .	36
Smithtown SD . . . . .	39
Uniondale UFSD . . . . .	42
<b>Resources</b> . . . . .	44

## A MESSAGE FROM DR. MAPES

---

Ten years ago, the New York State Education Department began developing initiatives to encourage school districts to create Career Plans for students on all grade levels, from kindergarten through grade 12. From the inception of these initiatives, Nassau BOCES has provided leadership and support for Nassau County schools in establishing and successfully implementing their Career Plans. One component of the Career Development and Occupational Standards (CDOS) is a comprehensive Career Planning system that prepares students for the future through short term studies on the elementary level, followed by longer term preparation for the workforce and post-secondary studies.

This case study journal showcases the efforts of Long Island school districts that piloted the Career Plan initiative, with the support and guidance of the Nassau BOCES Career and Technical Education Department. These districts have made significant strides in career planning. The case studies you are about to read are intended to provide strategies, resources and “lessons learned” to those schools that are considering implementing Career Plans. I hope you find it useful.

On behalf of Nassau BOCES, I would like to thank Gene Silverman, Executive Director of the Nassau BOCES Department of Career and Technical Education, authors and Career Plan consultant experts Jeannette James and Marsha Iverson, and editor Sari Goren, who, for the past several years, have assisted us in this work.

Dr. James D. Mapes  
*District Superintendent*  
*Nassau BOCES*

## FOREWORD

---

In 1996, the Career Development and Occupational Studies (CDOS) learning standards and the Career Plan were approved by the Board of Regents. The primary goal of the Career Plan is to combine proven instructional methods with an opportunity for students to find relevance in their school experience. The Career Plan process creates a learning environment in which students can use their experiences in both the classroom and the community to help identify their interests and strengths, and to gain a better understanding of the kinds of skills, education and training they will need to be successful in high school, college, and the workplace. By documenting their experiences, students are able to answer the questions, “Why do I need to know this?” and “How will I ever use this?” The Career Plan initiative has had impressive results across New York State. According to an independent evaluation, students who received more career-planning experiences demonstrated greater interest and involvement in school than comparison students, were more likely to discuss important issues with their parents/guardians, and were more likely to discuss future plans with adults. Clearly, the Career Plan is an initiative that can benefit all students.

I think we can all agree that a successful roadmap to post high school readiness is embedded in the Career Plan and the career-planning process.

Jean C. Stevens  
*Assistant Commissioner for  
Curriculum and Instructional Support  
New York State Education Department*

## HISTORY OF THE CAREER PLAN INITIATIVE

---

In July 1996, the New York State Education Department Board of Regents approved the Career Development and Occupational Studies (CDOS) Learning Standards as part of the 28 learning standards for all New York State students.

One of the performance indicators for CDOS Learning Standard I, Career Development, provides that all students begin a Career Plan process at the elementary level and continue its development throughout their education.

At the elementary level, students should engage in career awareness activities; at the intermediate level, career exploration activities; and at the commencement level, career-planning activities. To assist state educators in the delivery of this performance indicator, the Office of Workforce Preparation and Continuing Education (OWPCE) developed and implemented a Career Plan Initiative, consisting of a pilot phase and a training phase.

The OWPCE selected 17 education sites from applications around the state to participate in the pilot phase of the initiative in April 1998. The pilot sites designed and field-tested a kindergarten through adult Career Plan process and product that documented the implementation of a Career Plan. Their efforts resulted in the identification of:

- The essential Career Plan elements and career development questions:

***Who am I?                      Where am I going?***

***How will I get there?***

- A recommended Career Plan document format for the elementary, intermediate, commencement, and adult levels
- A Career Plan “How to” Guide to assist educators in the implementation of a comprehensive kindergarten through adult career-planning process for all learners
- Recommendations for statewide implementation of the career planning process.

An extensive evaluation of the pilot phase was also conducted by the Westchester Institute for Human Services Research, Inc.

A “Train the Trainer” approach enabled the State Education Department to build the capacity of statewide staff development networks, in order to disseminate the outcomes of the pilot and thus expand the opportunity for all kindergarten through adult learners to engage in the career-planning process.

The University at Albany Two-Year College Development Center created The Career Plan Training Manual. Career Plan training was available to interested education agencies through regional staff development organizations throughout the state. The state encouraged feedback from the trainers, the pilot sites, and the field.

The Career Plan process, documents, technology and accountability have expanded over the last few years. Among the most extensive efforts were those made by the State Education Department in conjunction with the New York State Department of Labor, who established and continually update the statewide CareerZone web site. This free, user-friendly site is available to all students, parents and educators.

Basic Education Data Systems (BEDS) requires New York State districts to examine, record, and report their career-planning efforts. All New York State education providers must ensure that every student demonstrate mastery of all 28 Learning Standards. Thus, career development continues to be a mandate for all students in New York State.

## PROLOGUE

---

Since the inception of New York State’s Career Development and Occupational Studies (CDOS) Standards, schools across New York State have been challenged with providing career-planning experiences for students while preparing a diverse population for high stakes tests. In many districts this essential component—helping students to make connections between their educational and economic lives—has taken a backseat to other equally essential endeavors.

Nassau BOCES has recognized that many school districts can benefit from staff development in career-planning. In 2001, the agency began devoting Perkins/Vocational and Technical Education Act (VATEA) funds to provide this staff development.

Thirteen Nassau County school districts have availed themselves of Career Plan training, which includes developing awareness of the Career Plan, its history in New York State and the use of available technology. Countywide presentations and conferences also highlight the New York State Career Plan and the technology available.

In 2003, Nassau BOCES saw a growing need for a “How to” Career Plan book. *CDOS and the Career Plan: It’s Everybody’s Business K–12* was published in 2003, and has been widely distributed and well received.

Subsequent to this publication, many Nassau County districts at various stages of Career Plan implementation have requested Career Plan staff development for their planning teams, conducted by Nassau BOCES. As of this

writing, most of the districts in the second round of training have implemented a Career Plan, each with its unique local focus or format.

During this same timeframe, Suffolk BOCES also engaged in Career Plan staff development, and many Suffolk County schools have implemented Career Plans as well.

Gene Silverman, Executive Director of the Nassau BOCES Department of Career and Technical Education, proposed the writing of this publication in an effort to continue assisting districts in preparing their students for future success. Districts in Nassau and Suffolk Counties were invited to provide case studies about their Career Plans. Each of the narratives within this publication is unique and presented in the voice of the writer. We believe you will be impressed by the scope of the projects, the successes they highlight and the future plans they describe.

These districts are to be commended for their foresight and dedication to ensuring that all of their students are prepared for the ever-changing, challenging futures they face.

We are appreciative of the efforts of those who have written the narratives, and provided resources and artifacts; to Sari Goren of Nassau BOCES for her leadership; and to Gene Silverman for her enthusiasm and foresight.

Marsha Iverson  
Jeanette James

# CASE STUDY: Barry Tech



## District Demographics

Nassau BOCES is a partnership of the county's school districts and is dedicated to providing the best possible education for learners of all ages and abilities.

The Joseph M. Barry Career and Technical Education Center (Barry Tech) is an integral part of Nassau BOCES, offering a wide range of career education opportunities that are available to all secondary students in Nassau County. This year, more than 1,100 students from more than 40 Nassau County school districts attended Barry Tech. High school juniors and seniors wishing to attend must go through the admissions process, which involves a comprehensive review of each applicant's school records. Regular career education courses are offered in more than 30 different career areas, and each course stresses hands-on participation. Barry Tech students who meet the eligibility criteria may be recommended to participate in a co-op or internship program.

More than 50 percent of those graduating from Barry Tech continue their education beyond high school. Successful completion of a Career and Technical Education course can lead to advanced standing at a two- or four-year college or technical school. Articulation agreements with more than 35 schools have been established for this purpose. The policy for receiving college credit differs among schools. In order to receive credit, students must apply to and be accepted by their school of choice, and meet all eligibility requirements established by that institution.

## I. Career Plan: Beginnings

In the mid-1990s New York State's Career Plan initiative was created, based on the work of several Florida school districts. Barry Tech was chosen as one of the schools to pilot the initiative for New York State. After meeting with the New York State Education Department, Department of Labor, and the 16 other pilot districts, a Nassau BOCES Steering Committee was formed. The Committee consisted of the entire Pupil Personnel Services (PPS) team, headed by Dr. Carol Dahir, and the administrative team, headed by Dr. Kathy Lynch-Neidich.

For three years, Phyllis DePalma (NYSEd) and Florida schools provided training workshops on CareerZone and values clarification. Mini-workshops were set up with groups from the Mineola School District and three Nassau BOCES schools. These groups concentrated on the needs of Long Island and the vocational interests in New York State. These workshops and creative planning sessions continued for two years at the regional level and one year at the state level.

## II. Career Plan: Implementation

During September 2000, the primary departments responsible for the Career Plan project were PPS and central office administration. PPS counselors and vocational teachers were given additional time to complete the assessments and to create the Nassau BOCES Career Plan, and counselors worked closely with teachers in its development.

The counselors met four times with each class:

- Session 1:** Decision making
- Session 2:** Short-term/long-term goals
- Session 3:** Occupational outlook handbook to review careers
- Session 4:** Career-specific value planning

Because the Career Plans were career-specific and the teachers were active participants in the process, there was great success. The Career Plans were an integral part of the curriculum.

Nassau BOCES faced challenges that affected Career Plan implementation. Staff turnover without continued staff development necessitated that, as of the fall of 2001, Career Plans evolve into more of a general plan rather than career-specific plans. Another challenge was the scheduling of more than one session in a class by counselors due to their increased caseloads.

Hard copies of each student's Career Plan were stored in the guidance office. In 2004–2005, we began storing them on disk and through the NYS CareerZone web site, which enables students to access their plans anywhere. Teachers are responsible for disk storage, and once counselors have delivered the CareerZone Career Plan lesson, students can update any material they choose during the course of their schooling. Hard copies and folders are used in the delivery of simplified Career Plans for classified students. School Psychologist Shelly Rebaudo and School Counselor Tara Bilicki created a pilot for the IEP Career Plan and have been successful in its implementation. A copy of the Construction Trades Career Plan follows this narrative.

## III. Career Plan: Future

We are planning to continue using CareerZone and the IEP Career Plan for the next two to five years. We are also exploring the SkillsUSA Professional Development Plan (PDP) and gathering more information that will be needed to integrate the curriculum into the Career Plans, in order to enhance leadership skill building.

*continued on next page*

### Contact Information

James Clark, Principal  
Nassau BOCES Barry Tech  
Phone: (516) 622-6801

E-mail: [jclark@mail.nasboces.org](mailto:jclark@mail.nasboces.org)

### Participating School

Joseph M. Barry Career and  
Technical Education Center

**Grades Participating:** 11–12

## CASE STUDY: Barry Tech *continued*

We believe our Career Plan is unique because it is course-specific and career-directed, which sets us apart from the other plans in New York State. The plan provides teenagers with direction and planning for academic success, enhancement of life skills, and productive employment as members of their communities.

The greatest challenge continues to be time. Teachers have more curriculum to cover than in earlier years, and counselors have many more responsibilities. When teachers had more time, they became more involved in the process. It surprised our staff that using the universal Career Plan, instead of the career-specific plan, saves time. If time were not a factor, the


counselors would elect to return to using the career-specific plans instead of the universal Career Plan.

The school districts we serve are delighted that we are preparing Career Plans because their students are meeting the requirement. The parents are also supportive because they always want to know, "Where will my child end up after taking a Nassau BOCES program?"


We believe that Career Plans help to educate and facilitate communication among all stakeholders involved in the educational process of all students.

*continued on next page*

**“The Career Plan provides teenagers with direction and planning for academic success, enhancement of life skills, and productive employment.”**



Joseph W. Barry Career & Technical Education Center



Board of Cooperative Educational Services

Name \_\_\_\_\_

Review Dates \_\_\_\_\_

Your Career Choice: \_\_\_\_\_

Education/Training Concerns

Grade Level \_\_\_\_\_

Understanding Where I Am! Minimum entry level set by industry

Math \_\_\_\_\_

English \_\_\_\_\_

Science \_\_\_\_\_

Communication Skills:

- Writing
- Speaking (Presentations)

Employability


- Attendance (Dependability)
- Appearance
- Respect of diverse populations & beliefs
- Willingness to learn

Computer Literacy \_\_\_\_\_




**CASE STUDY: Barry Tech** *continued*





Barry Tech Career & Technical Education Center



Board of Cooperative Educational Services

Name \_\_\_\_\_

Review Dates \_\_\_\_\_

- T - Trade
- G - Generic Description within trade
- C - College

**Construction Trades -- Career Choices**

**Title: Trade/Craft** \_\_\_\_\_ **Setting** \_\_\_\_\_

1                    ( ) Residential  
                                  ( ) Commercial

- Plumbing/Heating (T)- Municipal license testing for contractor/civil service \_\_\_\_\_
- Electrician (T) - Municipal license testing for contractor/civil service \_\_\_\_\_
- Mason (T) \_\_\_\_\_
- Carpenter (T) \_\_\_\_\_
- Draftsman (T) \_\_\_\_\_
- Iron Worker/Erector (T) \_\_\_\_\_
- Welding (T) \_\_\_\_\_
- Heavy Cons. Equip. Op. (T) special license and training \_\_\_\_\_
- RAC (Refrig. & Air Cond) (T) \_\_\_\_\_
- Painter/Spackel/Taper (T) \_\_\_\_\_
- Roofing/Window/Siding (T) \_\_\_\_\_
- Home Remodeler Bath/Kitchens (T) \_\_\_\_\_

**Career Ladder -- Field Experience**

Laborer/Helper 1-2 years (G) \_\_\_\_\_

Foreman 5 - 8 years (G) \_\_\_\_\_

Leadman 4 - 6 years (G) \_\_\_\_\_

Journeyman -4 years (G) \_\_\_\_\_

Yardman/Counter Sales (G) \_\_\_\_\_

Estimator Contract proposals (bidding) - 5 years min- plus college(G) C \_\_\_\_\_

Master Mechanic- 10 years(G) \_\_\_\_\_

Inspector (G) 2 yrs college - Municipal lic. testing, \_\_\_\_\_

Construction Mgt. (G) (c) 2 yr college \_\_\_\_\_


Partner (G) (c) 2 yr college \_\_\_\_\_

Owner (G)(c) \_\_\_\_\_


College Required

Engineer - (C) 4 yr plus - Internship w/lic. - practical & state testing.

Architect - (C) 4 yr plus - Internship w/lic. - practical & state testing.



Barry Tech Career & Technical Education Center



Board of Cooperative Educational Services

**Work Sheet**

Name: \_\_\_\_\_

Review Dates: \_\_\_\_\_

Your Career Choice: \_\_\_\_\_

Education/Training

What	When	Where
Barry Tech Co-opp		
Apprenticeship (Dept. of Labor Janulation)		
On-the-job-training		
World Wide Web (Information source)		
Four Weeks		
College Certificate Program (1yr or less)		
Two Year College Degree		
Four Year College Degree		
Master's Degree (Teaching & Engineering)		
Other		

# CASE STUDY: Carle Place UFSD



## District Demographics

Carle Place Middle School and Carle Place High School make their home in the same building, which has a combined enrollment of approximately 700 students from grades seven through twelve. There is one principal, a middle school assistant principal and a high school assistant principal.

In 2004, 55 percent of graduates enrolled in four-year colleges and 39 percent went to two-year colleges. Of these graduates, 71 percent received Regents diplomas.

## I. Career Plan: Beginnings

We began with all seventh grade students, who completed a Coin Jr. interest survey in one of their elective classes. This survey was then scored and returned to the students at a later date. At the high school level, students completed a Self-Directed Search interest inventory in the tenth grade, which was used in planning for the next two years. This paper process was time-consuming and required that the information be sent out for scoring with results returned much later. The approach was disjointed and did not lend itself to a seamless integration of our Career Plan.

During the years 2002 through 2004, counselors and teachers participated in workshops conducted by Nassau BOCES consultants. The New York State CDOS Standards were thoroughly reviewed, demonstrations of career development software and web site products took place, and curriculum integration was discussed. Recommendations on how Carle Place could develop a viable Career Plan were offered and considered. Alison Klein, middle school counselor, and Gail Vlacich, high school counselor, spearheaded the effort to integrate career education within existing course curricula, especially within the elective classes at the middle school.

## II. Career Plan: Implementation

Middle School Counselor Alison Klein headed the rewriting and development of the middle school Career Plan in collaboration with the family and consumer sciences teacher. NYSED mandates and prior curriculum were taken into consideration when reformatting coursework, and great emphasis was given to a career exploration curriculum using state-of-the-art computers. As a result, the previously used Coin Jr. materials were replaced with New York CareerZone and students completed their interest inventories online. The results were then stored in individual electronic portfolios for each student. These portfolios are accessible from both school and home.

At the high school level, all counselors participated in reviewing and rewriting the Career Plan. High school counselor Gail Vlacich was the team leader. Again, the focus was to incorporate the use of state-of-the-art technology with career-planning. The Self-Directed Search questionnaires were replaced with New York CareerZone and students completed their interest inventories online. In the 2002–2003 school year, we completed the same task with tenth graders. The results were stored in individual electronic portfolios for each student. In succeeding years, the career-planning curriculum was

changed to Career Connections, which is accessed through Guidance Direct, an online internet service. Career Connections is one of the components available through the Guidance Direct license, and it contains an interest inventory that is part of the career exploration component. The high school purchased license rights to this service and has been using it for the past two years. For the 2004–2005 school year, we added ninth grade students to the career exploration/career interest inventory process.

## Middle School Program

In the seventh grade, the counselor begins with classroom presentations to discuss careers, career clusters, skills needed for particular careers and any other aspects of careers that may be of interest to students (e.g., relatives or friends with unique or interesting careers, the genesis of their careers and the types of education they may have). After the classroom presentations, students are scheduled in the computer labs to complete interest inventories through CareerZone and to develop electronic career portfolios.

In the eighth grade, students complete resume writing and career exploration activities in an eight-week family and consumer science class. They also participate in a Career Day sponsored by the Nassau Counselors' Association, which is held at a local university and features presentations on various careers. In addition, female students attend the Nassau BOCES "Tech Divas" workshop, where girls explore non-traditional careers such as carpentry, plumbing, electrical engineering and automotive technology.

The middle school counselor organizes a Career Week, during which teachers talk about careers requiring particular skills that students may already be learning in a major class (e.g., math, writing and science skills). Related careers and college majors are also discussed, and a day is designated for students to dress in the attire of a particular career (e.g., doctor, nurse, businessperson, etc.). Career Week culminates in Career Day, when presenters speak about their careers and the paths to obtain them. A Career Day Questionnaire and Career Awareness Memo follow this narrative. All of these activities lead students to develop a better understanding of who they are.

*continued on next page*

### Contact Information

Cynthia Rossi, Guidance Chairperson  
Carle Place Middle/High School  
Phone: (516) 622-6400  
E-mail: [crossi@cps.k12.ny.us](mailto:crossi@cps.k12.ny.us)

### Participating Schools

Carle Place Middle School  
Carle Place High School

**Grades Participating: 7–12**

## **CASE STUDY: Carle Place** *continued*

As part of the course selection process for ninth grade electives, students are asked to think about their interests and match those interests to possible high school elective courses.

### **High School Program**

Ninth and tenth grade students complete a career interest inventory in the computer lab using Career Connections. Counselors give a brief overview of the need to develop a personal Career Plan, and how the plan ties into high school course selections, college choices, college majors and future careers. Results of the interest inventory are instantaneous, so students can immediately review the careers related to their highest scoring interests and review possible college majors related to these careers. This information is stored electronically in individual student portfolios and students are given a wallet card with the necessary Career Connections login information. Students are encouraged to review their results with their parents from their home computers.

Tenth grade students can correlate interests with eleventh grade course selections to determine if a technical program at Nassau BOCES is viable. Sophomores and juniors who may be interested in attending a Nassau BOCES technical education course in the next school year are taken on a tour of the Barry Tech facility to view existing programs, which is required if they wish to enroll.

The business teacher coordinates job shadowing opportunities and placements for twelfth grade students, who complete a senior project after their Advance Placement exams are completed. High School Counselor Gail Vlacich coordinates internship and job opportunities, maintains a job information board and coordinates interviews for our students with local businesses.

Students are scheduled for career-planning sessions through a pull-out program, in which counselors go into individual classes and students complete the computer portion of their Career Plan. As would be expected at the high school level, we could always use more time for career planning. Due to conflicts with exams, special projects, etc., there is usually some difficulty scheduling classroom and small group sessions, where assessment results are reviewed.

One of the successes of the implementation of our Career Plan has been fewer schedule changes for elective courses. Students now have a better understanding of why a particular elective might help them with a future career. Another success has been students gaining greater self-awareness. They are more informed about their course selections, and have a better understanding of their interests and how these interests may correlate to jobs.

### **Transition Planning for Classified Students**

The Guidance Department hosts a luncheon for our current twelfth grade classified students on Alumni Day and invites grads who were also classified students. At the luncheon, self-advocacy is discussed and alumni relate how they have adjusted to college. We also host a workshop in which a guest

speaker from a local college speaks about the services available to students at the college level. Classified students have the opportunity to take trips to two- and four-year colleges and meet with special services staff. These students may also attend the Nassau Counselors' Association Spring College Expo, where they have the opportunity to participate in a workshop for students with learning disabilities and learn how to ensure that their needs are met in college.

### **III. Career Plan: Future**

Carle Place Middle/High School will continue to review and revise its current Career Plan to ensure that students are better educated and informed about careers. Our goal is to be able to link all electronic Career Plan files so that we can review them in depth. This will help students see their developmental progress and gain greater self-awareness.

A goal for our eleventh grade student college planning sessions is a more individualized planning process, based on increased student self-awareness and knowledge of interests. We believe that our students will become more goal-oriented because they will have the ability to "see the big picture" of how academics, interests, personal skills, personal goals and achievement all relate to planning their future. We will continue to explore and evolve our ability to integrate new technology and programs into our Career Plan.

*continued on next page*

**“We believe that our students will become more goal-oriented because they will have the ability to ‘see the big picture.’”**

## CASE STUDY: Carle Place UFSD *continued*

### Benefits of the Career Plan

- Students build greater self-knowledge and develop realistic expectations
- A larger number of parent and community members participate in the eighth grade Career Day
- Teachers encourage their students' self-awareness and help them to develop a better understanding of the need for math, writing, foreign language, science and other academic skills in relation to future careers

Carle Place has a small middle/high school, which enables smooth Career Plan integration and the involvement of counselors. Middle school and high school counselors are aware of what students are doing and are able to discuss the transition from middle to high school, as well as the relationship between students' interests, and program and course selections.

The greatest challenge to Career Plan implementation is insufficient time to explore and conduct career sessions with students. So much emphasis is placed on meeting state mandates and testing that it is difficult to find the time to conduct workshops.

The feedback we have received tells us that students enjoy completing interest inventories, and researching career options and earning potentials. They also enjoy hearing from the "practitioners" at Career Day activities. Our students are better able to focus on college and choice of majors, but they also know it is okay to dream, to be unsure and to change careers. Our parents enjoy participating in Career Day and witnessing how school programs relate to the instructional process on a day-to-day basis.



### IV. Career Plan: Miscellaneous

- We plan to implement one or two additional programs in the near future. We will research available products.
- We know that we need to be patient as our plan evolves. Counselors play a pivotal role in the development of this plan.
- We are willing to explore different programs.
- We will evaluate our Career Plan on a regular basis.
- We will ask for input and help from teachers, administrators, parents and students.
- Although a Career Plan is required of all school districts, the plan must meet the unique needs of our district, as "one size does not fit all."

*continued on next page*

NAME: \_\_\_\_\_

**Carle Place Middle School  
"Career Day Questionnaire"**

Speaker's Name: \_\_\_\_\_ Career: \_\_\_\_\_

1. What type and amount of education is needed for this career?  
\_\_\_\_\_
2. List the skills this occupation requires.  
\_\_\_\_\_
3. List 2 tasks of this job  
1. \_\_\_\_\_ 2. \_\_\_\_\_
4. What does the speaker like about his/her job?  
\_\_\_\_\_
5. What does the speaker dislike about his/her job?  
\_\_\_\_\_
6. Would you be interested in this career for yourself?  
Yes \_\_\_\_\_ No \_\_\_\_\_
7. What did you learn about this career that you did not know?  
\_\_\_\_\_

**CASE STUDY: Carle Place UFSD** *continued*
**CARLE PLACE MIDDLE SCHOOL GUIDANCE OFFICE**
**INTEROFFICE MEMORANDUM**

To: 8<sup>th</sup> Grade Teachers  
 Cc: Neil Connolly, Seth Katz, Cynthia Rossi  
 From: Alison Klein  
 Re: Career Awareness Week  
 Date: May 12, 2005

To further enhance our Middle School Career Exploration program, I will be organizing the following activities for the week leading up to Career Day. I will discuss these events with everyone this week. The week's activities will be as follows:

- Monday, May 16<sup>th</sup>** *Careers Are All Around Us*  
 In each class period, teachers are asked to introduce a career that relates to their subject area. Students will be asked to keep a record of the careers discussed in each subject.
- Tuesday, May 17<sup>th</sup>** *College Pride Day* - Teachers are asked to take the first 5-10 minutes each period to explain their own college selection process.
- Wednesday, May 18<sup>th</sup>** *Dress For Success Day*- All students are requested to dress as their future or fantasy career or dress up for a job interview. Math teachers will handout "**Career Data for Jobs on Long Island**" (I will supply you with copies). 5-10 minute class discussion on handout would be appreciated.
- Thursday, May 19<sup>th</sup>** *Career Day 2005*  
 Period 1-4 Career Café - Continental Breakfast in the M.S. Cafeteria for guest speakers and staff.  
 Periods 2-4 Guest speakers will address 8<sup>th</sup> grade students in the MS Quad classrooms. Students will complete a questionnaire on selected speakers during the presentations.

If you have any questions about the above schedule, please let me know.  
**Thank you in advance for your help in making Career Week successful!!**

# CASE STUDY: Hewlett-Woodmere



## District Demographics

The Hewlett-Woodmere School District is located in the southwestern portion of Nassau County in the Town of Hempstead and has a population of 20,265. The district serves the incorporated villages of Hewlett Bay Park, Hewlett Neck, Hewlett Harbor and Woodsburgh, as well as minor portions of Lynbrook and Valley Stream. The total district enrollment is approximately 3,206.

George W. Hewlett High School is a four-year comprehensive secondary school with 1,112 students. The student body includes 85.5 percent Caucasians, seven percent Asian Americans, five percent Hispanic/Latinos and two percent African Americans. The staff consists of 142 professionals. The high school's mean SAT scores for 2004 are 550 Verbal and 579 Math. Of the 2004 graduating class, 96.3 percent went on to college, 82.8 percent of whom attended four-year schools. G.W. Hewlett High School is accredited by the Middle States Association and the NYS Board of Regents, and is a member of the Tri-State Consortium.

## I. Career Plan: Beginnings

Over the years teachers and administrators of the Hewlett-Woodmere Public Schools have viewed education as a "big picture." On all levels and in all buildings, activities have been incorporated into the curriculum to help students make connections between learning and living. Parents and community members are very supportive of the work being done in the schools; we have an excellent partnership.

In the early 1990s, the high school Guidance and Business Education Departments spearheaded Hewlett-Woodmere's School-to-Career movement and the Business Advisory Board was created, comprised of teachers, counselors, administrators, local business professionals, parents and students. The Advisory Board, which celebrated its 15th anniversary this year, is active in the high school and assists in raising money for scholarships, as well as in developing programs within classes and for the community. They plan Career Awareness Week events and participate in the semi-annual Interview Day Program. The Advisory Board remains an integral part of our CDOS activities.

In 2002, Deputy Superintendent Dr. Myrna Uhlich formed a committee to educate the staff on CDOS, consisting of representatives from all levels of instruction. The Nassau BOCES booklet *Activities That Work* was distributed and faculty members were asked to find ways in which the lessons could be used. In addition, the committee reviewed the CDOS activities already embedded in the curriculum and determined how to formalize career-planning activities. The middle school then requested and was provided with training.

A form was developed for high school teachers to record their CDOS activities. This information was compiled and used to provide information for New York State's Basic Educational Data System (BEDS) Report. The BEDS Report is the basis for the School Report Card that is published in local newspapers.

## II. Career Plan: Implementation

Based on New York State's thrust for the Career Plan, the high school Business Education Department began formalizing career-planning. The New York State Education Department's (NYSED) Career Plan was integrated into the tenth grade keyboarding curriculum, which is a local requirement for graduation. This course now includes resume preparation, career research and interviewing techniques. Local business professionals conduct mock interviews with the students, who arrive with their resumes, wearing the appropriate attire.

A committee was created to establish a four-year action plan for ninth through twelfth graders to formally participate in specific career-planning activities. The committee consists of representatives from each high school department, as well as the administration. The following year, Nassau BOCES consultants trained additional departments on CDOS Standards, CareerZone and Choices Planner. Based on departmental feedback, the four-year action plan was revised and the committee members became turnkey trainers.

Based on the four-year plan, eleventh grade English teachers are expected to engage students in career-planning activities. In 2004-2005, again with Nassau BOCES consultants, the eleventh grade English teachers developed a menu of career-planning choices to provide for teacher flexibility. This was implemented in the spring semester and teachers provided feedback for future discussions that would finalize the Career Plan curriculum. We have created a common "Career Planning" drive on the school's computer network that is accessible to all students. It now houses our Career Plan template and career-planning activities.

## III. Career Plan: Future

In 2005-2006, we will meet with twelfth grade English teachers to identify ways for seniors to complete their Career Plans. Once this is accomplished we will have an integrated 9-12 Career Plan for every Hewlett-Woodmere student.

*continued on next page*

### Contact Information

Barbara Mattes,  
Business Education Chair  
Lead Teacher for Career Development  
[www.hewlett-woodmere.net](http://www.hewlett-woodmere.net)

### Participating School

G.W. Hewlett High School

**Grades Participating: 9-12**

**CASE STUDY: Hewlett-Woodmere** *continued*

**IV. Additional Thoughts and Suggestions**

Districts that are beginning to formalize the career-planning process need to stress CDOS awareness with staff. Take time to educate staff through presentations at department meetings, professional development days and faculty meetings. Survey the staff to identify activities that are already taking place. The support of the administration at both the building and district level is essential.

My recommendation to those who are beginning the process is not to “reinvent the wheel.” NYSED has provided a wonderful, informative PowerPoint presentation that can be adapted. Brochures are also available at a small cost.

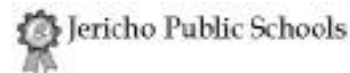
I do not believe a formal Career Plan is the only way to accomplish career-planning. Any form of documentation, analysis and reporting done with a School-to-Career activity is an effective option. The variety of career-planning activities is unlimited. Educating your staff can be overwhelming, so set general goals and then become more specific. Don’t try to do it all yourself; career-planning is meant for everyone.

**“The variety of career-planning activities is unlimited... Don’t try to do it all yourself; career-planning is meant for everyone.”**

CAREER PLAN				
	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
Tasks	Interest Inventory*	Prepare Resume	Revisit Interest Inventory*	Complete and update resume
	Skills Inventory*	Interview Day	Revisit Skills Inventory*	
	Work Importance Inventory*	Career Skills Profile**	Career Project	Complete and reprint Career Planner
	Identify a Career Cluster	Update Career Planner	Identify a Career Cluster	
	Begin the Career Planner**		Update Career Planner	
			Print hard copy of planner	
Locale	Global Studies L???	Keyboarding	English	PIG/AP Gov't

\*performed in CHOICES Program  
 \*\*found on designated drive on network

# CASE STUDY: Jericho School District



## District Demographics

In the 2004–2005 school year, 3,251 students were enrolled in sixth through twelfth grade in Jericho; 834 students in the middle school and 1,090 in the high school. We estimate that approximately 14,140 residents live within the boundaries of this school district. The median cost of a home is \$650,000, which puts us in the middle to upper-middle class of home values.

Ninety-four point three percent of our high school students attend four-year colleges after graduation and 2.8 percent attend two-year schools. Ninety-six percent of our students receive Regents Diplomas and 81 percent of our students complete Advanced Placement courses.

## I. Career Plan: Beginnings

We began in the 2002–2003 school year at the middle school, in seventh and eighth grade technology classrooms. We utilized CareerZone in these classrooms and worked with students to create individual New York State Education Department (NYSED) Career Plan portfolios. We began planning and scheduling in December and conducted classroom activities throughout the month of February and into March.

The following faculty members were instrumental in implementing the Career Plan curriculum in the middle school:

- Kerri Kropas, *MS Counselor*
- Rebecca Gottesman, *HS Counselor*
- Cecile Wren, *MS Principal*
- Lois Smith, *Director of Guidance*

Career Day was established through the efforts of Superintendent Hank Grishman, the building principal, guidance counselors and a number of dedicated faculty members. There is now a Steering Committee that includes members of the Industry Advisory Board, as well as staff members.

We were first introduced to CareerZone at a conference in October of 2002, where it was also recommended that we create a districtwide Industry Advisory Board. When we began inquiring about an Advisory Board, we discovered that the Superintendent had previously worked with the high school staff to develop a working committee.

At our next meeting, in January of 2003, the initial discussion centered on the creation of our first Career Day. This was how it all began!

We received special training from Nassau BOCES, involving three two-hour sessions primarily focusing on the CDOS Standards and CareerZone. This was most helpful to us in getting the program started.

## II. Career Plan: Implementation

The Counseling Department spearheaded Jericho's Career Plan program, implemented in the middle school. Counselors are involved in all aspects of the Plan: We create the program, coordinate the scheduling of CareerZone (determining when it should be utilized), and facilitate the completion and review of individual portfolios with students. The Counseling, Technology and Business Departments were all instrumental in the creation of the Career Day.

Counselors recruit presenters for Career Day (125 total) and organize the logistics of the day, which include middle and high school presentations, and the Career Fair in our gymnasium. We also create panels of speakers to provide students with an opportunity to hear from a variety of people.

The Counseling Department meets with the middle school Technology Department to create a student schedule that is convenient for everyone. The Technology Department was selected because access to the computer labs is essential for students to work on their NYSED Career Plan portfolios. We felt that three 40-minute sessions were needed to complete these portfolios. Since Technology classes meet every other day, we allotted a six-day cycle for seventh and eighth grade classes.

Prior to beginning the program, we created lesson plans that introduce students to the difference between a job and a career. Students assess their personality types by using the "assess yourself wheel" from CareerZone and heighten their awareness of the importance of matching their career choice with their personality.

Working with CareerZone enables students to make connections to Career Day speakers. Our middle school students asked insightful and detailed questions during the day's presentations, and many of the presenters commented on their sophisticated questions. We believe we are successful in our goal to help students make connections between their school experience and the world of work.

One frustration we have experienced is with the speed of the CareerZone web site. Because it is an internet-based program and we have 25 children accessing it simultaneously, the pace is sometimes very slow, making the Career Plan portfolio process more time-consuming than originally planned. Another limitation of the web site is that it includes only New York State information.

A benefit of CareerZone is that both the web site and portfolios can be accessed either from school or home, enabling students to share the information with their parents. In addition to the online portfolio, a hardcopy of the NYSED Career Plan is stored in each student's cumulative folder in the

*continued on next page*

### Contact Information

Rebecca Gottesman,  
High School Counselor  
Kerri Kropas, Middle School Counselor  
Phone: (516) 681-2895  
[www.jerichoschools.org](http://www.jerichoschools.org)

### Participating Schools

Jericho Middle School  
Jericho High School

**Grades Participating: 6–12**

## CASE STUDY: Jericho School District *continued*

guidance office. This folder moves with the student each year until they graduate from Jericho High School.

Overall, we have really enjoyed working with CareerZone and its portfolios. It is extremely comprehensive and really gives students a range of careers in zones one through five (the zones are clustered by the amount of education necessary to explore the careers in each; for example, most kids do not realize the amount of education necessary to be a teacher).

In addition, students seem to find the results helpful in making connections with their education, future dreams and goals. This is our overall goal and we are thrilled that this program helps us to accomplish it.

### III. Career Plan: Future

We will continue using CareerZone portfolios in the middle school. We are delighted with the success that we have encountered thus far and we do not see a need to change anything. We will continue with our annual Career Day, giving students an opportunity to make real-life connections between school and the world of work. We are exploring the possibility of extending our Career Program from a one-day event to a full Career Awareness Week, during which we will incorporate many more interdisciplinary activities.

Students have a heightened awareness of their strengths and interests, which expands their knowledge base, resulting in more appropriate course selections for high school and eventually for choosing a major in college.

The community also benefits, as many of our Career Day presenters are parents in the district and are thrilled to be a part of their children's education for the day.

Guidance counselors have the opportunity to work closely with their students, and to learn about their interests, goals and dreams. We are also able to work with many of our parents on a different level.

Teachers have gained a heightened awareness of how to infuse real-world experiences into the curriculum. The most unique feature of our Career Plan is the collaboration between middle school and high school staff in developing a grade-appropriate, comprehensive curriculum. The challenge is to ensure that this collaboration meets the needs of both middle and high school students. It took three years for the faculty to understand the significance of how the plan benefits our children's education. They now fully support the program.

We developed a Career Day evaluation for students and presenters, and were pleased with the feedback we received on all levels. A sample of the evaluation follows this narrative. The Career Plan has brought everyone together and is a successful program for everyone involved.

**“The Career Plan has brought everyone together and is a successful program for everyone involved.”**

#### JERICHO SCHOOLS CAREER FAIR 2005

##### STUDENT EVALUATION

Dear Student,

We would like to find out how you felt about the Career Fair.

1. Was it interesting?
2. Did you understand what the speakers were talking about or was it confusing?
3. Did the Career Fair actually help you understand different careers?
4. Do you think we should have another Career Fair next year?
5. What changes would you make to the Career Fair?
6. Which presenters did you see?

We hope that you enjoyed the Career Fair and we appreciate your responses and suggestions.

##### PARTICIPANT EVALUATION

Dear Career Fair Participant,

Thank you for your participation in the Jericho Career Fair. Can we please get your feedback on the event.

1. Did the students seem receptive and interested in the information presented?
2. Would you do anything different in the future regarding the content?
3. How were the logistics? Was everything comfortable/accessible for you?
4. Please comment on the length of time you had. Was it too long, too short, or the right amount of time?
5. What changes would you make in the future?
6. Would you be interested in having any of our students doing an internship with you and your company? If so, how would we get in touch with you?

# CASE STUDY: Lawrence School District



## District Demographics

The Lawrence Public Schools are located in the “Five Towns,” a wealthy suburban enclave in Nassau County. The school district serves students living in Lawrence, Cedarhurst, parts of Woodmere, North Woodmere and Inwood (a less affluent community). There are 7,800 school-age children in the community, approximately 3,700 of whom attend private schools (mostly yeshivas)—a situation that is unique to Lawrence. For the most part, the yeshiva students come from the wealthier part of town, leaving a large percentage of students from a lower socio-economic background attending the public schools. Therefore, Lawrence faces many of the problems of schools in lower socio-economic areas. The district receives Title I funding, with 22.5 percent of the students eligible for free lunch. The per-pupil cost in Lawrence for the 2003-2004 school year was \$23,769—significantly higher than the Nassau County average. This figure is somewhat misleading, however, because it includes the costs incurred by the 3,700 students enrolled in private schools.

## I. Career Plan: Beginnings

The Lawrence School District scheduled “Developing a Career Plan in the Middle School” as part of staff development for the 2002–2003 school year. The purpose of the staff development was to acquaint family and consumer sciences, technology and business education teachers, as well as guidance counselors, with the New York State Education Department’s (NYSED) requirement that all districts address CDOS Learning Standard 1 and develop a Career Plan with their students. Several training sessions were held with Marsha Iverson and Jeanette James to introduce the Career Plan and to present the staff with the resources available for creating one.

During my administrative internship in the summer of 2003, my district office internship advisor, Assistant Superintendent of Curriculum and Instruction Michelle Lineal, assigned me the task of developing a Secondary Career Plan for the district. I was able to initiate this plan based on my prior experience piloting a Career Plan on the middle school level.

The Career Plan requires cooperative planning between the family and consumer sciences teachers at the middle school, and the middle and high school guidance counselors. Director of Guidance Diane Johnson monitors the plan’s progress and acts as a liaison between departments. High School Principal Dr. Geoff Touretz and Middle School Principal Dr. Mark Kavarsky are also advised of the Career Plan’s progress.

Family and consumer sciences teachers Cindy Hecht and I work with eighth graders to establish their Career Plan. Middle school guidance counselors use the plan to learn more about their students and to plan high school programs. The high school guidance counselors will come on board in the next few years as the Career Plan follows students to the high school. We do not presently have a Steering Committee, due to time and money constraints.

I have been involved with the New York State Career Plan from its inception. While working in the Valley Stream Central High School District, I piloted several versions of the plan

using the state’s original folder design to collect information and direct the project. I was trained by Nassau BOCES to use eChoices (now Choices Planner), a computer program that enables students to explore careers.

In addition to the Nassau BOCES “Developing a Career Plan in the Middle School” training, I enrolled in professional development courses to further my knowledge of career-planning and development, including a webquest course and an online SCOPE course.

## II. Career Plan: Implementation

The Career Plan is currently being implemented in eighth grade home and career skills classes. Each eighth grader is scheduled for ten weeks of home and career skills, with five weeks devoted to the “World of Work.” The majority of student time is spent in the computer lab using a webquest designed to prepare a Career Plan and explore careers. You can find this webquest at <http://firstclass.lawrence.k12.ny.us/~eshurgan/webquest/index.htm>

The Career Plan webquest can be found following this narrative.

Students are guided through self-paced instruction by following the directions on the webquest. They then use CareerZone to create a Career Plan portfolio. Counselors can access the student portfolios online.

An important part of the curriculum requires students to research a career and present the information to their class. By sharing this information, students are exposed to a variety of careers, and are often inspired by information about a career they have never before considered.

Students are very motivated to use the computer to create a Career Plan and to conduct research on careers. There is a great deal of reading involved, and we have yet to receive a complaint.

When we first started using CareerZone, the web site was frequently down and it was difficult to schedule additional days in the computer lab. New York State has remedied this problem and has improved the site exponentially with regular updates. Students especially like the fact that the site links to colleges and to jobs.

*continued on next page*

### Contact Information

Ellen Shurgan, Family and  
Consumer Sciences Teacher  
Career Plan Coordinator  
Phone: (516) 295-7000  
E-mail: [ellens422@aol.com](mailto:ellens422@aol.com)

### Participating Schools

Lawrence Middle School  
Lawrence High School

**Grades Participating: 6–12**

## CASE STUDY: Lawrence School District *continued*

Because CareerZone is a free online program for all New York State students, we have been able to continue our Career Plan curriculum. It also enables us to provide differentiated instruction to students of varying abilities, to whom we provide differentiated instruction throughout the course.

### III. Career Plan: Future

This year a high school guidance counselor visited home and career skills classes while they were working on the Career Plan webquest. With the middle school Career Plan curriculum in place, we have created a blueprint for a comprehensive grade six through twelve Career Plan for the Lawrence School District.

The Guidance Department plans to continue the Career Plan in the ninth grade by accessing student accounts on CareerZone and updating students' electronic folders annually. Counselors are also considering accessing the folders during parent conferences and providing parents with the information they need to interpret the electronic Career Plan.

In grades ten through twelve, guidance counselors will use the updated information as it relates to course selections and post-secondary plans. It is the desire

of the Guidance Department that business teacher James Green, who presently helps high school students secure employment, will be able to arrange internships for interested students. To date, time and money constraints have hindered this process.

The diligence and dedication of the staff involved in Lawrence's career-planning process ensure that the district's Career Plan remains viable. The staff is committed to providing students with the information they need to set goals and make wise decisions in preparing for and choosing a career. The greatest challenge to date is finding the time for middle school and high school articulation. It is difficult for us to meet to compare and coordinate the progress we are making, so this progress is often not communicated.

We have received much positive feedback from students who have completed the Career Plan curriculum. They have a thorough understanding of what they need to consider when deciding on a career. They find the webquest process interesting and fun. Many have shared their work with their parents by accessing their accounts at home, and parent feedback has been positive as well. We hope to formalize the process of sharing Career Plan information with all parents and teachers.

*continued on next page*

GRADE	KEY COMPONENT	TOPICS	DELIVERY (to be included in Folder)
6th	Career Awareness	1. Career Options 2. Career Characteristics 3. Set up Career Plan Portfolio Folder	Computers (Students will use keyboarding skills and programs to collect and compare information about careers)
7th	Self-Awareness	1. Values, Wants, Needs, Goals 2. "Where have I been?" 3. "Where am I now?" 4. "Where am I going?" 5. Update folder	Home and Career Skills (Students will create "A Book About Me" by following projects that promote self-awareness)
8 <sup>th</sup>	Career Exploration	1. NYC CareerZone Portfolio – complete and print 2. Career Report 3. Career Fair 4. Career Interview 5. Career Acquisition Activity –(Self-paced), resources, interviews 6. Update folder	Home and Career Skills (Students will print computerized NYC CareerZone Portfolio, prepare a career report, collect information from career fair, interview an adult about career path & prepare a resume)
9 <sup>th</sup>	Self-Exploration	1. "IDP/AS" Interest Determination, Exploration and Assessment System 2. Update folder	Guidance Counselors (Students will work with guidance counselors in English Class to Complete Inventory (1 period)
10 <sup>th</sup>	Connecting School to Work	1. Complete "Is School A Real Job?" 2. Update Folder if Complete 4.- Skills Application –back of folder)	Guidance Counselors (Students will complete sheet and folder in class)
11 <sup>th</sup>	School/Career Awareness	1. Complete English Regents Session (One June 6) 2. Update folder	English Teachers (Students will meet CCLS Standard and English Language Arts Standards to see the relationship between School and Work)
11 <sup>th</sup> and 12 <sup>th</sup>	Implementing Careers that Work for Me	1. Job/College Application 2. Job/College Interview 3. Shadowing 4. Internships 5. Educational/career plan 6. After School Jobs 7. Review Folders	Guidance Counselors (Students college planning meetings to learn about and practice the job/college application process and interesting process) 1. Classes offered 2. Community (Students will use the appropriate resources available to them to connect high school to their future plans)

**“Students who have completed the Career Plan curriculum...have a thorough understanding of what they need to consider when deciding on a career.”**

## **CASE STUDY: Lawrence School District** *continued*



### **The Task**

**The journey to your future begins today. For this trip you will need to:**

- Determine who you are by identifying personal characteristics such as what is important, what you enjoy, what you do well, the things that make you proud, who you admire, favorite places and personality characteristics that will influence your career choices.
- Begin a Career Plan Portfolio using [www.nycareerzone.org](http://www.nycareerzone.org). Take a career interest inventory and determine from the analysis which careers are of interest to you.
- Research a career and construct a Fact Sheet or PowerPoint presentation to share with classmates.
- Collect information about the other careers presented by classmates and judge whether or not they are suitable for you.
- Prepare a student resume and write a cover letter to your guidance counselor.

### **The Process**

Your Web quest is broken down into five separate tasks. Some tasks will take one period, others will take several. Your journey to explore careers will make stops in the computer room, library, classroom and home so be prepared to work on this in a variety of locations. Web quest can be found at:

<http://firstclass.lawrence.k12.ny.us/~eshurgan/webquest/process.htm>

\*\*\*Print out all the forms.

Save all of your work in your folder.

Task 1: Complete Careers and You

Task 2: Career Plan Portfolio. Print out the portfolio directions and follow the directions to complete your portfolio.

Task 3: Research careers using the computer research sheets. Using the PowerPoint Presentation/ Fact Sheet instructions prepare your career materials.

Task 4: Record information about your classmate's career presentation using the Career Comparison Form. Put a check next to the careers that sound interesting to you.

Task 5: Prepare a student resume and print. Write a cover letter to your guidance counselor and attach resume.



# CASE STUDY: Manhasset School District

## District Demographics

Manhasset is an upper-middle class community on the north shore of Long Island. The district consists of four schools, serving a diverse ethnic population of 2,700 students. Ninety-six percent of recent graduates enrolled in two- or four-year colleges.

## I. Career Plan: Beginnings

The lead home and careers skills teachers felt that it was important to introduce our students to the various career paths available to them, aside from those chosen by their parents, grandparents, family and friends.

With the help of the Guidance Department, the district purchased Coin Jr. and Career Futures in the mid-1990s. These software programs were used as part of our eighth grade curriculum and were highly successful. The language and activities were geared for middle school, and the students learned key facts about the world of work and the different career paths available.

The addition of this module to our curriculum was approved by Principal Tom Gilroy, Supervisor Frank McDermott and District Guidance Director Noreen Cambria. They were very supportive of the program, making for an easy transition. Impressed with the career education curriculum in the eighth grade, Ms. Cambria invited me to attend a workshop on "The Real Game" in April 1999. We immediately started using this program as part of the seventh grade curriculum. We did not have the entire semester that is required to play the whole game, so we modified the game to meet our time constraints. We currently use the wish lists, occupations, monthly budget, business cards and gender equity portions of the game.

Our objective is to teach students what it is like in the "real world" of life and work. Every child learns to create a monthly budget in order to purchase a form of transportation, live in a house or apartment, pay bills by drawing checks and keeping a check register, and possibly purchasing some type of luxury item.

With the addition of "The Real Game," a career segment now exists in both seventh and eighth grades at Manhasset Middle School.

In the 2002–2003 school year, I attended a workshop about the state guidelines for a K–12 Career Plan, with Jeanette James as the keynote speaker. It was very informative, and I shared the information with Interim District Guidance Director Glen Merhtens, who promptly acted upon it, arranging three two-hour Nassau BOCES Career Plan workshops for the district. Jeanette James, a Nassau BOCES consultant, conducted the workshops on the implementation of CDOS Standards and Career Zone training. A Career Plan team was formed, including administration, guidance, business, and family and consumer sciences.

We also purchased and were trained in the use of Choices Planner (both software and online versions) through Nassau BOCES, which the high school uses exclusively for college/career planning.

## II. Career Plan: Implementation

In February 2004, as part of the home and career skills seventh grade curriculum, family and consumer sciences teacher Mary Blehein, the middle school guidance counselors and I started

developing college/career portfolios with the entire seventh grade. We instructed our classes in the computer center using the NYS CareerZone web site. It took approximately five periods to complete the New York State Education Department (NYSED) Career Plan portfolios. Each portfolio was stored electronically for future use and easy access by counselors, teachers, students and parents. When the students completed their portfolios, each one was printed out, and youngsters were given copies to view and share with their parents.

In February 2005 we again took the seventh grade through the college/career portfolio process. We also revisited the web site with eighth grade students, all of whom had electronically stored college/career portfolios. This time the eighth grade students updated their personal information, but did not change their career choices from the previous year. Using these same choices, the eighth graders were instructed to further research one career and create a brochure for it in Microsoft Publisher, as if they were selling that career to someone else. A sample of one student's work follows this narrative.

The challenges that we faced during this process were technical problems, including internet accessibility.

During open school night presentations each September, we inform parents about the college/career planning curriculum and its benefits to their children.

## III. Career Plan: Future

The future of the college/career portfolio in the middle school remains very strong. The Home and Career Skills Department, with the help of the Guidance Department, is able to meet with the entire seventh grade to set up portfolio accounts and complete career exploration activities.

The curriculum is still evolving in the high school. District Guidance Director Kitty Klein is presently investigating a way for students to update their portfolios during the school day. Our goal is to have a Career Plan integrated into various subject areas within the next year or two. Presently, the guidance counselors meet with high school students and use Choices Planner for researching college and careers.

*continued on next page*

### Contact Information

Jeanette Kaplan, Home and  
Career Skills Teacher  
Phone: (516) 267-7589  
E-mail: [jeanette\\_kaplan@  
manhasset.k12.ny.us](mailto:jeanette_kaplan@manhasset.k12.ny.us)

**Participating School**  
Manhasset Middle School  
**Grades Participating: 7–8**

**Programs to Pursue your Dream**



Here are some ways you can get closer to being in Advertising and Promotion

**High School Level**

- Business
- Studio Art
- Graphic Design
- Film-Making/Production
- Advertising and Marketing

**College Majors**

- Sales and Marketing
- Communications
- Broadcasting



**Imperiale Advertising Inc.**

180 Madison Ave.  
New York, NY

Phone: 212-555-5555  
Fax: 212-123-4567  
Email: nyadvertising@aol.com

**Imperiale Advertising Inc.**

Advertising and Promotion Manager

Kathryn Imperiale




"We're Here to Let you Know"

Advertisers of clothing, food, electronics, and more!

**“Our goal is to have a Career Plan integrated into various subject areas within the next year or two.”**

**So, You Want to Go into Advertising?**




Not just anyone can become an Advertising and Promotion Manager—you need to have certain interests, talents, education, and traits. One should be artistic, yet know business aspects as well. Needed also is being able to work with others, reading comprehension, leadership, time management, speaking skills, critical thinking, active listening, math skills, and self-expression/creativity. Most advertising positions require a four-year Bachelor's degree and several work-related or on-the-job trainings. A good way to get promoted in this business is to excel further and get a Master's Degree.

**Career Information**

Advertising and Promotion Managers create original advertisements for several products. Working conditions require originality, time management, and ability to work under pressure. Advertisers will work both by themselves and with a team. Sometimes you'll be asked to create an ad by yourself on a computer and other times there will be meetings of several people together, trying to compromise and think up an idea for a commercial. Creating advertising and promotion is mainly done inside, but at times you can go out and talk to everyday people to get their input or to check out how a billboard's doing.

Benefits of this career are that you really get to create and express yourself. You also have the opportunity to travel to different places and work with your fellow peers.



You can advertise clothes, food, electronics- whatever!

Advertising and Promotion Managers are one of those jobs where you wake up every morning and say, "I really love what I do!"

**Job Outlook**

In 2004, the average wage in New York was \$61,011 for beginners and \$138,772 for more experienced workers—wow, hard work really pays off! There is also an increase of 132 jobs each year and 282 job openings each year.

Similar jobs to Advertising include Marketing, Sales, Retail Buyers, Art Directors, Public Relation Specialists, and more.

Need more information? Contact the American Association of Advertising Agencies at 405 Lexington Avenue, New York, NY or [www.aaaa.org](http://www.aaaa.org)

---

**Imperiale Advertising Inc.**

180 Madison Ave.  
New York, NY  
Phone: 212-555-5555  
Fax: 212-123-4567  
Email: nyadvertising@aol.com

# CASE STUDY: Plainedge School District

## District Demographics

The Plainedge School District is located in Nassau County, in the suburban community of North Massapequa, on the south shore of Long Island, 40 miles east of New York City. Its population of 22,000 is employed in nearby New York City and on Long Island in the professions, the technology field, service industries and family businesses.

Three elementary schools (grades K–5), one middle school (grades 6–8) and one senior high school (grades 9–12) serve 3,650 students. Plainedge provides an academically rich curriculum that features an innovative and challenging program of study at the high school. The district has demonstrated continuous improvement in all areas, and we take pride in the many accomplishments of our students.

## I. Career Plan: Beginnings

Three years ago the Plainedge School District moved to a different philosophy of professional development. Based on a model designed by educational reformers, our entire district staff was clustered into professional learning communities. The members of each community shared some type of commonality. In the lower grades, communities were made predominately of teachers who taught the same grade level. Members of secondary level communities tended to be teachers of the same discipline. One community consisted of seven school counselors (four from the high school and three from the middle school), two middle school family and consumer sciences teachers, and the director of guidance.

According to this model, the learning communities' first task was to identify their respective missions. In the first few meetings we discussed three essential questions:

- What do we want students to learn?
- How would we know if they have learned it?
- What should we do with students who have not learned it?

My learning community struggled with the first question. The key issue was that counselors deal more with personal development and future planning issues than they do with the teaching and learning process. We ultimately decided to focus on what our students needed most. The middle school counselors shared some information about the New York State Department of Labor web site CareerZone, which they had learned about at a Long Island Works conference. Because so many of our juniors and seniors lacked focus with respect to what they wanted to study after high school, we decided that our objective should be to use CareerZone to help these students find a career path.

Shortly after we decided on our objective, I came across some literature from Nassau BOCES outlining training sessions for establishing a Career Plan for students. The Career Plan described by Nassau BOCES was very similar to what we wanted to accomplish in Plainedge, and the middle school counselors recalled that some of the speakers at the Long Island Works conference were also involved in the Career Plan training. With permission from the assistant superintendent, I discussed our district's needs with Nassau BOCES training

facilitator Sari Goren, and we scheduled training sessions during four of our monthly professional development meetings. Among the many topics covered in these sessions were the CDOS standards, how to establish a districtwide steering committee, and the resources available to us on Long Island. In our final session, Marsha Iverson demonstrated CareerZone. During our second year, Marsha returned to facilitate advanced training sessions with our professional learning community, in order to help us develop grade-specific components for our Career Plan.

## II. Career Plan: Implementation

In the 2003–04 school year, the Career Plan was initiated with all eighth grade students. One of the challenges facing our district was integrating the existing eighth grade career exploration project with the home and careers curriculum. This became a collaborative effort among eighth grade teachers, family and consumer sciences teachers, and our middle school counselors. Counselors administer the “Self-Directed Search,” a career assessment survey developed by Psychological Assessment Resources based on John Holland's career development model. The self-directed search assesses students on their self-reported interests, competencies, activities and occupational preferences. Eighth graders complete the assessment and counselors assist with scoring and interpretation. The family and consumer sciences teachers and the eighth grade team engage their students in a research assignment about the careers that seem most compatible with their individual profiles. Students conduct their research using CareerZone and prepare brochures on the careers they have explored. Each brochure contains basic information about a specific career (job description, training requirements, employment outlook, etc.) and is filed in the student's Career Plan folder. Counselors then have students create their own CareerZone accounts for their New York State Education Department (NYSED) Career Plan portfolios. When these students arrive at the high school the following year, their Career Plan folders follow them and are housed in the Guidance Department.

All ninth graders participate in a freshman transition program, which meets four times during the fall. In the 2004–2005 school year, the district added a two-session future planning

*continued on next page*

### Contact Information

Verdel Jones, Director of Guidance

Phone: (516) 992-7485

[www.plainedgeschools.org](http://www.plainedgeschools.org)

### Participating Schools

Plainedge Middle School

Plainedge High School

**Grades Participating: 8–12**

## **CASE STUDY: Plainedge School District** *continued*

component to this program, expanding the career development curriculum. One of the activities in the new component is the “Ten Year Reunion,” where students project ten years into the future and write about their dreams and goals. The narrative is filed in the student’s Career Plan folder and is revisited as they progress through high school. Students update their CareerZone portfolios on laptops in the library, adding to the previous year’s information and completing the interest profiler assessment. Results are printed and filed in their Career Plan folder.

During the Nassau BOCES training with Marsha Iverson, we discussed possible changes to our tenth grade career exploration program. Instead of a shadowing program, in which only 20 percent of our tenth graders could participate, we decided to hold Career Awareness Week. Speakers are invited into specific disciplines so that students can see the connection between what they are learning in school and the skills they need in related careers. For example, the district may invite an engineer to come in and speak to math classes, or an attorney to speak with social studies/criminal justice classes. The district’s goal is for each student, over the course of a week, to have the opportunity to hear from several different speakers. At the end of the week, students are asked to write a reaction paper that is filed in their Career Plan folder.

We decided to pilot this concept during the second semester, but with a twist—the speakers were all Plainedge graduates. Although this was difficult at first, we eventually contacted an alumnus who had organized a class reunion. He had many contacts and was able to secure most of our speakers. With a lineup of about 20 speakers, a flyer was prepared inviting the entire faculty to participate. A school counselor individually greeted the alumni as they arrived and gave them a personal tour of the building, during which they were introduced to the principal, spoke with their former teachers and met the students. The grads were excited to be back in their old high school and their enthusiasm spilled over into their presentations. Many brought their yearbooks with them, and told fascinating stories of “life after Plainedge” and how they got involved in their present careers. Some even brought samples of their work. An author brought copies of his book, a fashion designer brought her portfolio and an advertising executive brought clips of the commercials he had created. The highlight of the week was when Plainedge High School’s most famous alum, actor Steve Guttenberg, made a surprise appearance. His presentation to our students in a packed boardroom was very inspirational. It was a very special week that evoked strong feelings of pride from both former and present Plainedge students. The pilot program was a huge success and, with some fine-tuning, Career Awareness Week will be an annual event at the high school and an important component of our Career Plan.

The eleventh grade component of the Career Plan is the junior family conference on post high school planning. We have been conducting this conference for many years, but it now has a greater emphasis on career planning.

### **III. Career Plan: Future**

I expect that the Career Plan will evolve and change considerably over the next few years. New accountability standards, such as Regents and No Child Left Behind testing requirements, are driving changes in the curriculum and putting pressure on school districts to place an even greater emphasis on academics. Consequently, academic intervention services are being phased into student schedules, so that many students can no longer enroll in electives and have less access to career development.

Our culminating event/project for the Career Plan is still a work in progress, which we envision as a menu of different options. Since we currently have a very active internship program for juniors and seniors, some students may opt to take an internship in a field that is compatible with their Career Plans. For other students, taking courses at local colleges while completing high school may be the most sensible option. Students who have a passionate interest outside of our curriculum could pursue an independent project under the mentorship of a faculty member.

We believe that the Career Plan should not be implemented in isolation, and that some grade components can be integrated into the curriculum and become part of an interdisciplinary unit. Other grade level components can be completed independently, rather than as a classroom activity.

*continued on next page*

**“Hopefully...through the publication of this book, the Career Plan will become well-known and valued by all administrators and staff.”**

## **CASE STUDY: Plainedge School District** *continued*

### **IV. Career Plan: Miscellaneous Information**

Ninth grade students completed an evaluation of the Career Plan. In total, 82 percent of the students gave at least an average rating, while 57 percent gave an above average rating. In their comments, the majority of students saw value in the activity and enjoyed learning about careers that match their profile.

The feedback from counselors was also very positive and the level of interest that the students showed encouraged them. With few exceptions, students were actively engaged in the Career Plan.

While we did not conduct a formal evaluation of the eighth grade, these students were also very involved and interested in the interdisciplinary career project. The middle school counselors, teachers and librarian all felt very positive about the project.

The Career Plan has been a great addition to our counseling program. We believe that it assists students in making clear choices before entering college, giving our district the added benefit of improving college retention statistics. Additionally, guidance counselors at the middle and high school levels, previously separate entities, have now become a cohesive 6–12 Guidance Department.

An important factor to consider in starting a Career Plan is the district's ability to provide middle and high school counselors the opportunity to observe one another. As part of their individual learning plans for the year, three middle school counselors paired off with three high school counselors, each

having a chance to visit and observe the other. Middle school counselors were able to observe what they started in eighth grade continue and develop in high school, while high school counselors witnessed the beginning of the Career Plan in middle school. The beauty of the Career Plan is that it pulls the secondary grade levels together to create a true 8–12 continuum.

Sari Goren and our Nassau BOCES trainers, Marsha Iverson and Jeanette James, advised our district to create a broad-based steering committee that includes staff and administrators from all levels—elementary, middle and high school. The structure of our professional learning communities made this a very difficult task to accomplish, so I decided that my community should function as the steering committee. This decision, however, did not establish the broad base of support necessary to successfully implement the Career Plan. Hopefully, with the huge success of our Career Awareness Week and through the publication of this book, the Career Plan will become well-known and valued by all administrators and staff.

Furthermore, it is very important for parents to know about the Career Plan. While articles have been written in our district newsletter and I have spoken to parents at evening meetings about the Career Plan, I doubt that many parents really understand its true scope. The plan must be the main topic of discussion at our parent grade level meetings starting in middle school. Parents should also be made aware of their children's accounts in CareerZone, so that they can encourage them to use it at home.

*continued on next page*





# CASE STUDY: Riverhead School District

## District Demographics

The Riverhead School District is located on the eastern end of Long Island, 70 miles from New York City. The district has a comprehensive four-year high school with approximately 1,450 students in grades nine through twelve. The ethnic composition of the student body is 70 percent Caucasian, 27 percent African American, two percent Hispanic, and one percent American Indian, Asian or Pacific Islander. This diversity adds to a multi-cultural education in which students are taught to respect other cultures. Riverhead High School is proud of its athletic teams, its extracurricular offerings and its reputation for community service.

One of the district's goals is to improve graduation rates and the percentage of students successfully advancing into higher education. The district's demographics could be considered a deterrent to this goal. The total district enrollment is 4,828, out of which 1,081 (22.4 percent) are eligible for free or reduced lunch. There were 238 graduates in 2002, of whom 138 (58 percent) earned a Regents Diploma. One hundred and four students went on to four-year colleges, 70 went on to two-year colleges, four went on to other post-secondary education, 16 joined the military and eight went on to employment. Thirty-six students went on to "other areas."

## I. Career Plan: Beginnings

In the Riverhead School District, we believe that special education students must learn the skills necessary to become independent citizens. While teaching special education in 1996, I connected with the Riverhead Marine Foundation. Through a School-to-Career grant, our special education students would go to the Foundation's preview center on a weekly basis to perform maintenance chores and to work in the gift shop. The students took inventory of the gift shop, decided what new items could be added, and ordered these items. During this time, I earned certification as a cooperative education teacher.

In 1998—in the role of School-to-Work Coordinator for the district and with the support of Principal George Duffy—I attended the New York State "Train the Trainer" sessions covering the CDOS Standards. In addition to training staff on these standards, the district implemented shadowing experiences and internships. After receiving training and support from the Long Island School-to-Career Consortium and Long Island Works, we established a Business Advisory Board. Lisa Strahs-Lorenc (of Long Island Works) is a wonderful supporter of and resource for this initiative.

I became a board member of the Riverhead Chamber of Commerce, and joined the Riverhead Rotary, East End Women's Network and Eastern Long Island Executives. The connections I've made through these memberships have been invaluable.

## II. Career Plan: Implementation

I have had a central role in implementing the Career Plan initiative. The district gives yearly presentations on career

decision making and the use of CareerZone, which assists students in making informed decisions about their futures. A few teachers have integrated CareerZone into their curriculum, but it is unfortunately not as widely used as we would like. Career Plans are stored on the CareerZone web site and hard copies are submitted to the guidance counselors, enabling the counselors to more effectively encourage their students to access them. A sample of an Intermediate CareerZone portfolio follows this narrative.

Career Field Month speakers and several special panel discussions are also arranged. Career Field Months were instituted through the support of our Business Advisory Board, who felt this was a better alternative to Career Day, which offers only a one-day glimpse of careers. By focusing for a full month on a specific career field, speakers can be placed in appropriate disciplines to enlighten those students who may not have considered that career. Students who have already made their career field choice will have a chance to meet with panels and ask specific questions to help them reach their goals.

The elementary schools also include the CDOS Standards in their teaching. In one of our elementary schools, Junior Achievement volunteers from Federal Express implement their program in second grade classrooms. In the 2003–2004 school year, we initiated a program enabling those high school students who planned to become teachers to spend a day teaching the Junior Achievement curriculum in the elementary schools. Students are trained by Junior Achievement in the "Our Community" curriculum, and every second grade class gets a pair of student teachers for the day. The program was so successful with both students and teachers that we are expanding it to other grades in 2005–2006.

## III. Career Plan: Future

We are currently working on a planning grant for Smaller Learning Communities. Our plans include the establishment of a Freshman Academy, in which students will spend ten weeks investigating careers and making decisions about the careers they wish to pursue. This information will be used to place them in Career Academies for the next three years of high school.

*continued on next page*

### Contact Information

Cornelia Gevinski, School to Work  
Coordinator

Phone: (631) 466-0479

E-mail: [cgevinski@riverhead.net](mailto:cgevinski@riverhead.net)

### Participating Schools

Riverhead High School  
Riverhead Middle School

**Grades Participating: 6–12**

**CASE STUDY: Riverhead School District** *continued*

Students will be instructed on specific careers and will be expected to complete the Career Plan, possibly as a part of their Senior Projects. Each student would be required to choose a career path, complete research on his or her chosen career, investigate educational options, analyze likes and dislikes, and give a final presentation in May. This presentation may be oral, using PowerPoint, video, etc.

The planning grant will also include presentations for parents, such as Long Island Works' *Do You Want Your Child Living Home Forever?* Guidance counselors will be responsible for specific career clusters. The Business Advisory Board is very supportive of this initiative, which will allow for greater integration of business and industry in the classroom.

Currently, our greatest challenge is convincing teachers to change practices that they have had in place for years.

*continued on next page*

**NEW YORK STATE EDUCATION DEPARTMENT**  
**Career Plan**  
*Intermediate Level*

**1. Personal Data**  
Name: Carlos, Mico  
Student Identification Number:  
School:

---

**2. Review of Student Career Plan**

Grade Level	Date of Review	Student	Parent / Guardian	Teacher	Counselor	Other
6	11/2/2001	A		A		
7	12/2/2002	B	A	B	A	
8	3/27/2003	C		C		

---

**3. Knowledge**

**A. Self-knowledge: "Who am I?"**  
**1. Identify the area of the following areas of interest:**

Grade Level	Ia. Personal: One of school activities you enjoy the most	Ib. Academic: Classes or subjects you enjoy the most	Ic. Work Preference: Working with people or doing something with things or data
6	Tutor Club	English 6 Math 6 Physical Education	Things
7	Arctic Zone Junior Leaders Yard Cleanup	Math Physical Education	
8	Classroom Sleep Kitchens Class Play Science	English 8 History	

**2. Identify the personal skills and interests that will be helpful in your career choice.**

Grade Level	"I can spend at..."	"Career areas where my abilities will be useful..."
6	Auditory and Speech Abilities Visual Abilities Oral Abilities Creative Invention Abilities New Interpretation Abilities Verbal Abilities Mathematics Social Abilities Self-Direction and Reasoning Abilities	Construction Classical Equipment Operators and Operators Precision and Heavy Duty Machinists Precision Superintendents and Managers/Supervisors - Logging Workers Nuclear Power Reactor Operators
7	Auditory and Speech Abilities Creative Invention Abilities Verbal Abilities Mathematics Social Abilities Self-Direction and Reasoning Abilities	Operations Classical Equipment Operators and Operators Precision and Heavy Duty Machinists Precision Superintendents and Managers/Supervisors - Logging Workers Nuclear Power Reactor Operators
8	Auditory and Speech Abilities Flexibility, Balance, and Coordination Fine Motor Skills Abilities Creativeness	Defendants Precision and Heavy Duty Machinists Chemical Equipment Operators and Operators First-Line Supervisors and Managers/Supervisors - Logging Workers

**“Currently, our greatest challenge is convincing teachers to change practices that they have had in place for years.”**

May 2003

Judicial Abilities: Secondary School Teachers, Except Special and Vocational Ed

**I. Personal and school interest used in strengths:**

Grade Level	"I want to strengthen..."	"Steps I will take to strengthen..."
7	I have to finish my homework each night before watching TV.	Limiting the amount of television I watch.
8	Need to study more.	Change as a part of my home to study more in study.
8	Doing homework.	Stop watching TV & doing homework.

**II. Career Exploration: "Where am I going?"**  
**1. Indent, brief or community experiences or participation in following school, work or community experiences:**

Grade Level	School, Work, Community Experiences	Skills Acquired through it
6	Classroom	Judgment and Decision Making Equipment Selection Reporting
7	Arctic Zone	Complex Problem Solving Social Perceptiveness
8	Sleep Kitchens	Judgment and Decision Making Systems Evaluation Social Interpretation
7	Junior Leaders	Complex Problem Solving Time Management Social Perceptiveness Management of Personnel Resources Equipment Selection
7	Yard Cleanup	Systems Analysis Social Perceptiveness Management of Personnel Resources Coordination Equipment Selection
8	Tutor Club	Instruction Time Management Operative Monitoring Management of Personnel Resources
8	Class Play	Persuasion Judgment and Decision Making Systems Evaluation Instruction Complex Problem Solving Equipment Selection Operation and Control Management of Personnel Resources Management Social Perceptiveness Technology Design Management of Personnel Resources Programming
8	Science	Persuasion Judgment and Decision Making Systems Evaluation Complex Problem Solving Equipment Selection Operation and Control

**2. Career of Interest and Chosen Field on interest in the following area and how developed in the following field in the following area:**

**CASE STUDY: Riverhead School District** *continued*

Math Careers Career Plan, page 1 of 4

Grade Level	Careers of Interest:	Education Requirements:	Skills I need to Acquire:	How Has This Career Fulfilled My Personal Goals and Society's Needs?
6	Aerospace Technicians	4	Troubleshooting Installation Reading Comprehension Mathematics	

**C. Future Goals and Decision Making: "How do I get there?"**

**1. Career Goals and Action Steps:**

Grade Level	Goals to reaching your career exploration activities:	Action Steps (what I need to do to accomplish my goal?)	Check off completed steps:
6		Talk to someone who has this job Research this job online with CareerFlow Talk to my counselor Talk with parents or other adults about my interests	<input type="checkbox"/> <input type="checkbox"/>

**4. Skills / Application "What do I need to know?" "What skills are important to me?" "What am I learning?" "Why am I learning it?" "How can I use it?"**

**Directions:** Briefly describe a classroom experience or activity that helped you to acquire each of the following skills needed in school, work, and life. Identify the subject area in which the experience or activity took place. Explain how you may apply the skill to your life or future work.

Skills	Experiences/Activities:	Subject Area:	Application
<b>Basic Skills</b> - Understands, reads, and analyzes the ideas of others; acquires and uses information from a variety of sources; applies mathematical operations to solve problems orally and in writing.	My teachers call my name when I am not listening in class.		I learned how to research a topic on the Internet from the class librarian.
<b>Thinking Skills</b> - Identifies facts, solves advanced problems, and makes decisions using logic and reasoning skills.	I had to make lots of decisions to complete the project for Science class.	My parents encourage me to make my own decisions whenever I can.	
<b>Personal Qualities</b> - Demonstrates an understanding of the relationship between individuals and society.	My parents have taught me to be honest.		
<b>Interpersonal Skills</b> - Demonstrates the ability to work with others, presents facts that support arguments, listens to differing points of view, and engages in a shared decision-making process.	I play on a soccer team and we have to go along to play well.		
<b>Technology</b> - Selects and uses appropriate technology to complete a task.	My group created a Power Point presentation to present our project to the class.		
<b>Managing Information</b> - Selects and communicates information in an appropriate format (i.e., oral, written, graphic, pictorial, multimedia).	When I did the research project in my job, I had to organize all the information I found while at the library.		
<b>Managing Resources</b> - Understands the financial, human, and material resources needed to accomplish tasks and activities.	I am very good at saving my money for something I want to buy.		

**Systems** - Understands the process of evaluating and changing systems in an organization.

I do not understand this.

**5. Culminating Activity**

**Directions:** Describe the activity that you completed and what you learned as a result.

Activity:	What I Learned:
I attended the career fair at school.	I found out that I didn't want to be a lawyer.

# CASE STUDY: Sachem School District



## District Demographics

Sachem Central School District is a middle-class community located in the center of Long Island, 60 miles east of New York City. The District's boundaries encompass 25 square miles and include portions of three townships. There are 12 elementary schools, four middle schools and two high schools. In fact, Sachem has grown to become the largest suburban school district in New York State, with over 15,000 students. Our schools and staff support programs and facilities that are extensive. We are proud of what we provide as an educational system, and this feeling of accomplishment permeates all of our programs.

## I. Career Plan: Beginnings

Under the guidance of School-to-Career Coordinator James Cast, Sachem Central Schools began developing the concept of career awareness for our elementary schools in the spring of 1997. The first step: creation of the Sachem Elementary School-to-Career Tool Kit. Though our team of business and elementary school educators designed an excellent product, the district was unable to provide the follow-up professional development needed to effectively implement it.

In December 1998, business educator Jeanette James earned certification as a CDOS Trainer for the New York State Education Department (NYSED), through a multi-day conference sponsored by Western Suffolk BOCES. After completing a SCOPE online career and professional development course, taught by Sue Gubing, Jeanette proposed a pilot career-planning program for grades nine through twelve. Administrators in the district office gave their approval and offered their support, especially Assistant Superintendent for Instruction Harold Einbinder and Superintendent Dr. James Ruck.

Before implementing the career-planning pilot program in the fall of 2000, Jeanette created the curriculum, surveyed technological needs, and met with the Guidance Department, building principals and faculty. That first year, 4,000 Sachem High School students completed career-planning sessions in the Computer Career Center, using CareerZone and Choices web sites. Students created and printed individual Career Plan portfolios in CareerZone. They participated in four sessions; one in each of the four major subject areas.

Teachers attended the sessions with their students in order to become familiar with the NYSED Career Development and Occupational Studies Standards, as well as Sachem's career development curriculum. The greatest challenge that first year was raising awareness of the CDOS Standards among teachers and building administrators. Jeanette conducted additional professional development workshops about CDOS for all departments in both high schools.

## II. Career Plan: Implementation

In the fall of 2001, Jeanette James was named District Chairperson for career development and occupation studies, a role that carried the responsibility of creating and implementing a K-12 career development curriculum. Along with this new position, an additional teacher was hired to conduct the ninth

and tenth grade Career Plan sessions. It should be noted that all career development educators in Sachem are also certified business educators.

During the 2001-2002 school year, Jeanette conducted workshops for all secondary guidance counselors, introducing them to the career-planning curriculum, as well as the student portfolios. Counselors were provided with a hard copy of their students' CareerZone portfolios, which they distributed to parents at their annual parent meeting. In response to technology issues and counselor preference, Choices software from Bridges Transitions was purchased to give counselors a choice between software and online access. By the end of the school year, the Guidance Department was using the same software and web sites used by the students in their career-planning sessions, bringing continuity to the curriculum. Career Plan concepts were steadily being infused into the curriculum, and teachers started integrating career and universal foundation skills identification into their lessons. It soon became evident that teachers were in need of professional development workshops on the CDOS Standards. With the intention of expanding the curriculum to the seventh and eighth grades, Jeanette provided presentations and workshops for the entire faculty at this level.

In the summer of 2002, a team of business educators rewrote the ten-week home and careers curriculum for seventh grade to include the CareerZone Career Plan portfolios. In response to the need for CDOS professional development, Jeanette created two online career development courses that

*continued on next page*

### Contact Information

Jeanette James, District Chairperson  
for Business & Career Development  
Phone: (631) 471-1433  
E-mail: [jjames@sachem.edu](mailto:jjames@sachem.edu)

### Participating Schools

Sachem East High School  
Sachem North High School  
Sagamore Middle School  
Samoset Middle School  
Seneca Middle School  
Sequoia Middle School  
Cayuga Elementary School  
Chippewa Elementary School  
Gatelot Elementary School  
Lynwood Elementary School  
Tamarac Elementary School  
Tecumseh Elementary School

**Grades Participating: K-12**

## **CASE STUDY: Sachem School District** *continued*

are currently offered through the Sachem Teacher Center and Dowling College.

The eighth grade career exploration curriculum was introduced in the 2002–2003 school year, following the same four-session format. These career exploration sessions are taught by: business educators trained by Jeanette; the CareerZone team from the New York State Labor Department; and Doug Manning, President of Bridges Transitions, Inc. All six career development teachers (one in each of the four middle schools and one in each of the two high schools) meet at least once a month to collaborate on curriculum mapping and technology. During the spring of 2003, Jeanette conducted presentations for the faculty and staff of Sachem’s 12 elementary schools, in anticipation of piloting an elementary career awareness program in the 2003–2004 school year.

During the summer of 2003, under Jeanette’s guidance, the district’s elementary educators created Sachem’s elementary career awareness curriculum, which was piloted in 2003–2004 by 30 volunteer classroom teachers in three of the 12 elementary schools; Cayuga, Gatelot and Tamarac. This curriculum utilizes many aspects of NYSED’s Elementary Career Plan, as well as “Paws” software from Bridges Transitions. Gatelot Elementary School’s first annual Elementary Career Night in May 2004 was a great success, well-attended by students and parents. The night was a culmination of many in-school career events held throughout the year (the brochure from Gatelot’s second annual Career Night follows this narrative).

The grade 7–12 career development teachers were trained in the implementation of the Bridges “Snapshots” exploration program during the summer of 2003. They also became part of an ongoing career development research project conducted by the University of Massachusetts, studying the relationship between students with meaningful plans and school achievement.

The Sachem CDOS web site, [www.sachemcareerdevelopment.com](http://www.sachemcareerdevelopment.com), was introduced and linked to Sachem’s homepage in 2003–2004. The site features CDOS activities that are being conducted throughout the district.

In conjunction with the district’s School-Business Alliance, under the guidance of coordinator Nancy Armstrong, Sachem held its first annual Middle School Career Night for seventh grade students and their parents in April 2004. The support and efforts of the Career Development Department, Guidance Department, English Department, middle school principals and middle school Parent Teacher Associations were integral to the success of this event, which was initiated in planning meetings beginning in September 2003. Parental involvement is an important component of Sachem’s middle school career exploration curriculum. It was remarkable to see cooperation among so many individuals result in such an outstanding event.

The 2004–2005 school year brought the completion of the secondary (grades 6–12) career development curriculum. Sixth grade students now meet with their teachers, and a career development teacher, four times a year in the Computer

Career Center. The Sachem elementary career awareness curriculum was fully implemented in the three pilot schools during the 2004–2005 school year. Teachers integrate the career awareness curriculum and maintain Career Plan portfolios that follow each student through elementary school. Completed elementary career development portfolios are transferred to the appropriate middle school career development teacher.

In May 2005, Sachem’s middle school career exploration curriculum was awarded the National ABC Award from the National Consortium for State Guidance Leadership (NCSGL), which recognizes exemplary career awareness and exploration programs for students at the elementary and middle school levels.

### **III. Career Plan: Future**

The goal for the next two to three years is complete implementation of the Sachem elementary career development curriculum in the remaining nine elementary schools. The current elementary career plan utilizes software and paper portfolios. Teachers are responsible for the completion of grade K-5 career plans. This year we have added individual student computer logins, and we are currently researching the creation of a customized career plan template that will house the elementary Career Plan electronically, making it accessible to students, grade 6–12 career development teachers and guidance counselors.

The grade 6–12 curriculum is continually scrutinized for content, use of technology and relevance. The most challenging component of the career development curriculum has been technology, the challenge being internet access. During the last two years, many of the problems were caused by major construction necessary to reconfigure the district. To increase our technological flexibility, Sachem now uses both software and internet products for career development at the secondary level. The district has been very supportive of the career development curriculum and provides technology that is used by the entire student population.

Sachem students can now view their ongoing Career Plans, and are able to recognize the patterns in their identification of careers, job readiness skills (SCANS) and abilities over a long period of time. This has proven to be a valuable process in preparing our students for the 21st century workplace. Students are more focused when meeting with their counselors and are better able to answer essential questions, such as:

- Who am I?
- Where am I going?
- How do I get there?

Parents are continually informed about the career development curriculum through guidance counselors, parent-teacher nights, workshops, newsletters, and online access to their children’s Career Plan at the secondary level. The Career Plan is a tool to help parents guide their children in decision-making and goal-setting.

*continued on next page*

## **CASE STUDY: Sachem School District**

### **IV. Career Plan: Miscellaneous Information**

Thinking about bringing career development to your building/district? Following are some helpful suggestions:

- Create a pilot program that targets a specific class or grade level.
- District and building level support is critical to the program's success.
- Once you have approval, spend as much time as possible informing and training administrators, guidance counselors and teachers; they are integral to your ability to continue after the pilot.
- After a successful pilot, create a multi-level program in which students engage in age-appropriate career planning activities every year.
- In the first year, set your sites on specific, attainable goals: Succeed in small steps.
- Above all, be sure that the students are not the only ones viewing their Career Plans. Make the Career Plan portfolios available to parents, teachers and guidance counselors as a tool to create a student-focused school.

*continued on next page*


$$\begin{array}{l}
 \text{The more times a student} \\
 \text{revisits his career plan} \\
 + \\
 \text{The more people who} \\
 \text{review the career plan} \\
 \hline
 = \\
 \text{The more students with} \\
 \text{meaningful plans for the} \\
 \text{future}
 \end{array}$$

Thanks for coming and sharing in our showcase of exciting careers. We hope it started you thinking about all of the many wonderful career opportunities that are available.

A special thanks to the PTA, Renaissance, and the Career Night Committee members for their time and effort.

# 2nd Annual

# GATELOT CAREER NIGHT



Tuesday May 17th 7:00-8:30

## CASE STUDY: Sachem *continued*

### CAREER NIGHT FLOOR PLAN

Inside the Gymnasium you can visit:

- An Anchorwoman
- A Welder
- A Sculptor
- An Attorney
- A Fireman
- A Makeup artist
- A Policeman
- A Dance Instructor
- A D.J.
- A Postal Worker
- A Cake Decorator

In the Gym/Library corridor you can visit:

- An Aviator

In the Library you can visit:

- A Public Librarian
- A Science Teacher

Raffles are stationed in front of Faculty room!

### SCHEDULE OF PRESENTATIONS

*Make sure you schedule time to visit our exciting presentations!*

All Presentors are scheduled at the following times:

7:10, 7:40 & 8:10

You may visit the following presentations:

- Piano Teacher in the music room
- A theatrical performance in Room 14
- Homeland Security Officer from JFK airport with special guest in the art room
- A powerful motivational speaker ready to inspire our children for their future highlighting the children's book *Who Moved My Cheese?* by Spencer Johnson in the multipurpose room

Refreshments are located in front of cafeteria!

Don't forget to bring in your stamped index card passport to your teacher tomorrow!

*Enjoy your evening!*

**“Sachem students can now view their ongoing Career Plans...This has proven to be a valuable process in preparing them for the 21st century workplace.”**

# CASE STUDY: Sayville



## District Demographics

The Sayville Public School District, located 55 miles east of New York City on the south shore of Long Island in Suffolk County, serves approximately 3,650 students in the communities of Sayville and West Sayville. It is primarily a middle class area, with residents employed in educational, managerial and professional occupations. The district consists of three elementary schools, the middle school and the high school.

## I. Career Plan: Beginnings

In the early 1990s, prior to the establishment of the New York State Learning Standards, the Sayville School District had a graduation requirement in "Computer Essentials" for the ninth grades. The computer teacher conducting this half-year course was also a teacher trainer who provided technical support to the staff. Each department assigned students a specific project. The goal of the Computer Essentials curriculum was to teach students the skills necessary to effectively use different computer programs applicable to specific subject areas.

Once the learning standards were implemented, it was decided that the Computer Essentials curriculum had to reflect all of the New York State Education Department's (NYSED's) seven standard areas. In order to accomplish this, the Business Education Department redesigned the curriculum to include the CDOS Standards. Professional development for Bridges Transitions software was provided by Jeanette James at Sachem High School, and a Computer Essentials project template was created and installed in each student's directory. A copy of the CDOS Computer Essentials project follows this narrative.

## II. Career Plan: Implementation

The Business Education Department provided instruction to all ninth graders. The guidance counselors, who had been trained at the Bridges Transitions workshop at Sachem High School, became partners in the career-planning process. Counselors met with the Director of Pupil Personnel and replicated the NYSED Career Plan folder. This folder contains important documents, such as skills assessments and home and careers activities, and is included in each student's permanent record, which follows him or her to high school. The process articulates the skills that students have completed at the middle school level and serves as a valuable tool for the high school guidance office. Once students complete their CDOS projects, their brochures and career interest documents are filed in their student folders. This Career Plan folder is used when parents and students plan their program with the counselor.

The Advisory Board provides school-to-career activities for students in grades K-12. Through Advisory Board committees on career development (at the high school and middle school), elementary schools, community service, math/science technology and public relations, we have the opportunity to foster Career Plan initiatives. One of our most successful activities at the elementary level was the fifth grade trip to Commerce Plaza. By functioning as a part of the business community,

students cooperatively learned valuable skills. Another excellent program was the Entrepreneurship Mentoring program conceived by three Advisory Board members and our Youth Leadership class. Student partners developed imaginary businesses and were mentored by local businesspersons. The students learned how to develop a business plan, finance their business, and meet the necessary legal requirements. The program culminated with student PowerPoint presentations to an audience of their high school principals, parents, teachers and mentors.

The biggest challenge to Career Plan implementation has been the constraints set forth by the other learning standards. Because of increased academic requirements, valuable career programs take a backseat to the Regents examinations. Much of a student's schedule is comprised of either two or three Advanced Placement courses or remedial courses.

## III. Career Plan: Future

The Computer Essentials class is still required for high school graduation. Other than the usual career activities (i.e., Career Café, Teens on the Job and the Entrepreneurship Mentoring Program), I do not foresee a dramatic change to what we are currently doing.

*continued on next page*

### Contact Information

Ellen Potere, School to Career Coordinator

Phone: (631) 244-6639

E-mail: [epotere@optonline.net](mailto:epotere@optonline.net)

### Participating Schools

Sayville High School

Sayville Middle School

Sunrise Drive Elementary School

**Grades Participating: K-12**

## CASE STUDY: Sayville *continued*

**“The biggest challenge to Career Plan implementation has been the constraints set forth by the other learning standards.”**

### CDO'S Computer Essentials Project

- Log onto Choices Planner.
- Create a portfolio as follows:  
**PORTFOLIO NAME:** last name first initial  
**PASSWORD:** first name  
 Fill in all the required information so that the assessment tests will save under your name.
- Complete Interest Profiler, Work Values Sorter, Basic Skills Survey, Workplace Skills Checklist and Transferable Skills Checklist.
- Select three (3) jobs that are of interest to you.
- Type your three (3) jobs in *Career Answers* file where indicated. (Microsoft Word).
- Click onto your career choice and research the required information (i.e., number employed, job outlook, average earnings and kinds of training). Complete the Career Interest Assessment Results.
- Compare the information about the three jobs. Select one job that you like best. Type that job in the box. Print Career Interest and keep in your folder.
- Develop a PowerPoint presentation (see *Career Presentation* file in Microsoft Word).
- You will be interviewing a parent or relative who has a career that you are interested in learning more about. Type the answers in *Interview Questions* file. The questions are supplied for you but you need to create two more on your own.
- Design a brochure in Publisher all about yourself. Make sure you include the following topics:
  - Name
  - Address
  - Photo(s) of yourself (Use Scanner)
  - Assessment Results
    - Interest Profiler (graph)
    - Work Values Sorter (graph)
    - Choose one additional graph from remaining three
  - Future Career Goals (include college choices)
  - Employment (if applicable)
  - School/Community Activities
  - Extracurricular activities
    - Clubs
    - Sports
  - Awards
  - Hobbies
- Once a parent occupational survey is completed with class, enter the data into **EXCEL**. You will create one (1) pie chart depicting the career pathways of your classmates' parents. Copy your chart onto Slide 10 of your PowerPoint presentation.

# CASE STUDY: Seaford

## District Demographics

The Seaford School District is located on the south shore of Long Island in Nassau County. The presence of commercial properties in the community is limited to small businesses. Seaford is a middle class community with a population of 22,162. Approximately 92 percent of residents over the age of 25 are high school graduates and 31 percent have obtained a bachelor's degree or higher. The school district serves 2,718 students (of whom approximately three percent are minority students), employs 209 teachers and has an average class size of 26. There are two elementary schools, one middle school and one high school. Last year, 170 students graduated, sixty-four percent of who continued on to a four-year college, 26 percent of who continued onto a junior college and 5 percent of who joined the workforce.

## I. Career Plan: Beginnings

In the 2003–2004 school year, the Seaford School District began the process of exploring the Career Plan with the assistance of Nassau BOCES consultant Jeanette James. Over the course of three information sessions, we learned about the CDOS Standards and the Career Plan requirements for New York State. In 2004–2005, the Steering Committee was selected by school administrators. The committee consists of Business and Computer Teacher Carol Yablonsky, Computer Sciences Teacher Lauren Thompsen, Business and Computer Teacher Kathy Kerner, Middle and High School Guidance Counselor Aline Daly, Middle School Guidance Counselor Stacey Silverman Ranzie, and School to Career Coordinator Salvatore Rizzo.

The committee met as a group on three occasions over a period of four months, under the guidance of Marsha Iverson. Discussions centered on existing plans in other districts and how to implement the Career Plan in Seaford. A review of existing initiatives ensured that Seaford's plan encompassed all of the important pieces already in place in other districts.

## II. Career Plan: Implementation

The Business and Computer Sciences departments are spearheading this project for grades six through twelve, with the support of district administration. We began pilot implementation of the Career Plan in the middle and high school during the 2005–2006 school year, and full implementation is scheduled to begin in the 2006–2007 school year.

Each student will have a Career Plan portfolio account on the New York State CareerZone web site, and each year students will print updated hardcopies of their portfolios, which will be housed in their Guidance Department folders. A copy of the proposal for Career Plan implementation follows this narrative.

## III. Career Plan: Future

Our goal is to provide students with the experiences necessary to discover the path to satisfying, successful and flourishing careers. Based on the understanding that professional development is integral to the success of Career Plan implementation, the following activities are planned:

- Collegial Circles for teachers who instruct grades six through eight
- Paid curriculum writing to interject topics of diversified career planning within each subject area
- Staff Development Conference Day presentation and workshops
- At the freshman orientation, eleventh grade students will be matched with incoming ninth grade students. The juniors will take the role of mentor, assisting the ninth graders through their career explorations.
- Approved summer reading lists will include selections based on career research and interest inventory (i.e. entrepreneurship: *The Art of the Deal* by Donald Trump)
- Teacher implementation options (how a teacher may incorporate career-planning into their specific course curriculum), guest speakers, role playing, game creation, shadowing, research papers, and cooperative learning

*continued on next page*

### Contact Information

Lauren Thompsen,  
Computer Sciences Teacher  
E-mail: [Lauren\\_Thompsen@mail.  
Seaford.k12.ny.us](mailto:Lauren_Thompsen@mail.Seaford.k12.ny.us)

Carol Yablonsky,  
Business and Computer Teacher  
E-mail: [Carol\\_Yablonsky@mail.  
Seaford.k12.ny.us](mailto:Carol_Yablonsky@mail.Seaford.k12.ny.us)

Michael Ragon, Principal  
Seaford High School  
Telephone: (516) 592-4400  
E-mail: [Michael\\_Ragon@mail.  
Seaford.k12.ny.us](mailto:Michael_Ragon@mail.Seaford.k12.ny.us)

### Participating Schools

Seaford High School  
Seaford Middle School

**Grades Participating: 6–12**

## CASE STUDY: Seaford *continued*

Some of the challenges that we anticipate having to address in the pilot year are:

- Budgetary support
- Administrative approval
- Parent and student endorsement
- Maintaining accurate records
- Accessing the New York State CareerZone web site
- Effecting change in teacher practices
- Guidance scheduling of students into the Career and Financial Management course

We believe our Career Pplan pilot is an illustration of the involvement of all academic and elective departments, administrators, and guidance departments. We have implemented lesson plans involving multiple disciplines and differentiation of instruction, which will yield positive results for all students.

*continued on next page*

**“Our goal is to provide students with the experiences necessary to discover the path to satisfying, successful and flourishing careers.”**

### Proposal

#### A Career Plan for Every Seaford School District Secondary Student *An Assessment of Work Readiness Skills for all Students*

##### Grade level proposal:

##### Grade 6:

##### **In Family and Consumer Sciences class...**

- Childcare and babysitting skills are learned and practiced.

##### **In Computer Sciences class...**

- Introduce the CareerZone Website
- Initialize Student Career Plan Accounts
  - \* Student logon and password are established for future access
- Preliminary Career Investigation
- Explore Wants, Abilities and Interests
- Complete and analyze an Interest Profiler
  - \* Printed copy is kept in student's Guidance folder

##### Grade 7:

##### **In Family and Consumer Sciences class...**

- Career interest inventory, values survey and personality survey administered to students.
  - \* Printed copy is kept in student's Guidance folder.
- Students research a specific career in the library.
- Students learn how to obtain a job: secure working papers, prepare a resume, complete a resume and practice interview skills.
- Students learn about money management: paychecks, credit cards, savings and checking accounts and how to draw checks.
- Students learn about consumerism and advertising.
- Students are introduced to Community Service.
- Students write journal entries in their CareerZone website portfolios.\*

##### Grade 8:

##### **In English class...**

- Students take part in the Career Game by Rick Truog Productions and the Career Cafe' created by Education Transfer.
- Students prepare a research report on specific careers they may wish to pursue.
- A school-sponsored Career Day is the culminating activity in Grade 8. Outside business people, as well as district administrators, participate as guest interviewers. Interviews are targeted to specific career clusters.
- Students develop general and specific questions for their interview at Career Day.

**CASE STUDY: Seaford** *continued***Grade 9:****In Orientation session...**

- The CareerZone website and the Career and Financial Management course will be introduced to the parents and students using a computer and PowerPoint presentation produced by the Business and Computer Sciences students.

**In School-to-Career activities...**

- Reinforce any additional career research accomplished during grade 8 English program of study.
- Career guest speakers related to the academic and elective subject area (ie. English – Journalist, Business Law – Lawyer)
- Employment opportunities for all grades—the School-to-Career Coordinator supervises an employment placement program. Employers seek employees by soliciting high school prospects through this program.

**In English classes...**

- Integration of Literacy and Careers by creating critical lens essays or reports based on the careers of literary characters. (ie. Willy Loman – salesman)
- Students create pertinent employment documents for a literacy character such as employment application, resumes and cover letters based on the career and personal situation of a literary character.

**Grade 10:****In Career and Financial Management classes:**

- Update 6<sup>th</sup> grade CareerZone Interest Profiler Assessment.
- Revise Wants, Abilities and Interests.
- Research career clusters.
- Research individual career choices.
- Compose a resume, cover letter, and follow-up letter.
- Complete a job application.
- Explore interviewing techniques.
- Develop interpersonal skills.
- Develop personal statements.
- Practice writing samples.

**In Videography classes...**

- Videography course to tape and analyze interviewing process.

**Grade 11:****In Guidance sessions...**

- Discuss career and college options with students and parents.
- Plan employment and college visitations.
- Review and examine student's CareerZone Career Plan portfolio.

**Grade 12:****In School-to-Career-Program which is available to all interested high school students...**

- Internships
- Job Shadowing
- Work Experience Program
- Corporate Visitation

**In Guidance sessions...**

- Students obtain three letters of reference.

**In English class...**

- Students write a Reflection essay on their goals for the future.  
\* Printed copy kept in student's Guidance folder

## CASE STUDY: Smithtown



### District Demographics

Smithtown Central School District encompasses approximately 30 square miles and is located 55 miles east of New York City. The district operates nine elementary schools (grades K–5), three middle schools (grades 6–8), and two high schools (grades 10–12), with a total enrollment of 10,440. The Board of Education is committed to providing a quality learning environment for all students.

Smithtown is made up of educational institutions, service businesses, manufacturers, retail stores, restaurants and financial institutions. The community's residents consist of property owners, merchants, wholesalers and various professionals.

### I. Career Plan: Beginnings

In 1992, the Career/Guidance Committee of the Industry Advisory Board devoted a great deal of time to developing a career-planning curriculum. This curriculum was incorporated into the full-year "World of Work" classes at both high schools. Approximately 75 students have been engaged in an in-depth career-planning process each year.

In 2000 the World of Work class was divided into two one-semester courses, renamed "Career Jump Start" and "Career Planning." These two courses are now a vital part of the ninth and tenth grade business curriculum.

### II. Career Plan: Implementation

At Smithtown High School we offer a half-credit one-semester course in career-planning. In addition to coursework, each student is required to participate in a one-day shadowing experience during the semester. Former school/industry coordinator Susan Gubing created the original career-planning course for Smithtown Schools. Since her retirement, this course has been taught as part of the School of Business curriculum by the district's current School/Industry Coordinator, Mary Pat Grafstein. An outline of the curriculum for this course follows this narrative.

Though the career-planning course is not a requirement, students in grades ten through twelve are strongly encouraged to take it as a business elective. Approximately 90–120 students complete the career-planning course each year. As a culminating project, each student must create a PowerPoint presentation on the career of his or her choice that includes information about their job shadowing experience. In addition, students must write a two- to three-page reflective essay on their shadowing experience, their feelings about the experience, and whether or not they are still interested in pursuing their particular career choices in the future.

The biggest challenge in the creation of this course has been motivating students to complete the research necessary to find a shadowing experience or mentor, which is a required component of a their grade. While teachers guide students in their search for a mentor, making the phone call and following up are the responsibility of each individual student.

Guidance counselors are invited to view their students' PowerPoint presentations at the end of the semester, and they

receive copies of reflective essays to help them advise their students in course selection. We currently have no formal method for storing the Career Plans. They are either filed by the teacher or given directly to the student, with a copy given to each student's guidance counselor. Our goal is for all students to have a formalized Career Plan by the end of high school. We are working diligently toward this goal, but due to the size of our student body and the increasing New York State mandates, progress is slow.

An important component of Smithtown's Career Plan is the collaboration between the community and the school district. The district's Industry Advisory Board is made up of approximately 300 members, including industry and business representatives, educators and parents. Since its inception more than 28 years ago, the Industry Advisory Board has marked each year with a specific theme or organizational goal reflective of the issues of the time. In addition to maintaining programs that support these themes and goals, each of the Advisory Board's eight to ten subcommittees has worked on its own projects that connect industry, education, the community and the students. The Advisory Board's diversity of programs is its greatest strength—from the School of Business Committee that organizes real-life "Apprentice"-style business competitions, to the Career Tracks Committee that raises awareness about the need for more highly trained female workers in our ever-changing economy.

A sample list of career-related student activities organized by Smithtown Schools in conjunction with the Industry Advisory Board follows this narrative.

### III. Career Plan: Future

In the Smithtown Central School District, we continually strive to increase the number of students taking the career-planning course. Our goal is for all students to take this course in either tenth or eleventh grade. The district's "High School Heroes" program, run in conjunction with the Junior Achievement

*continued on next page*

#### Contact Information

Mary Pat Grafstein, School/Industry  
Coordinator

Phone: (631) 382-2977

E-mail: [mgrafstein@smithtown.k12.ny.us](mailto:mgrafstein@smithtown.k12.ny.us)

Sherrion (Dianne) Elmore, CTE Chairperson

Phone: (631) 382-5211

E-mail: [selmore@smithtown.k12.ny.us](mailto:selmore@smithtown.k12.ny.us)

#### Participating Schools

Smithtown High School East

Smithtown High School West

**Grades Participating: 9–12**

## CASE STUDY: Smithtown *continued*

program, empowers high school students to go into elementary classrooms and make various career-related presentations material. We encourage all teachers to integrate career awareness into their classrooms.

For the 2005–2006 school year, the Industry Advisory Board has created a new Education Committee that links higher education to the high school. The mission of this committee is to assist high school students in integrating career and occupations with their college planning. We bring all aspects of post-secondary education together (technical, vocational and two- and four-year schools) to encourage realistic expectations about future careers and link those expectations to educational goals. The committee's goal is to raise students' standards and expectations for their education and future careers.

The district currently has commitments to serve on this committee from representatives of the following schools:

C.W. Post

Adelphi University

Hofstra University

Dowling College

SUNY Stony Brook

Suffolk Community College

Gibbs School

Island Drafting & Technical Institute

*continued on next page*

### Smithtown Career Planning Curriculum

**#1 - Foundation:** The first step in the students Career Plan is to assess the foundation students have already begun to build. This foundation includes the courses they take in school, the activities they join, and the projects they have completed. This unit includes the analysis of their Foundation Courses, Enrichment Courses, Club and Team involvement, Awards and Honors, Academic Reports, School Building Projects as well as Community Projects. Students are also asked to all about special collections, hobbies and field trips that they have been on.

**#2 - Assessment:** After assessing their high school foundation students are now ready to perform several activities which will help them better understand interests, personality traits and natural abilities. These activities will help them discover who they are and what careers would be suitable for them. This unit includes:

- 2.1 Exploring your interests through the Holland Code.
- 2.2 Matching the Career Zones to your Holland Code.
- 2.3 Analyzing your personality traits through the Bigman Personality quiz.
- 2.4 Are you a "People, Data, Things" person?
- 2.5 What are your natural abilities (aptitudes)?
- 2.6 An additional Career Exploration activity through Onat.
- 2.7 What are your "lifestyles and values" activity.
- 2.8 Personality Checklist.
- 2.9 Bridge interest analysis test.
- 2.10 What is your "True Color"?
- 2.11 What do you like doing?
- 2.12 Enneagram Personality exercise

**#3 - Career Exploration:** The third step in Career Planning is to explore the careers which are suitable to students interests, personality, skills and life styles. They can explore careers in many ways including:

- Reading and researching via the Internet or printed materials.
- Shadowing an individual who is currently employed in the career you want to know more about. **++REQUIRED++**
- Speaking, in-person, or via the Internet, to an individual who is currently employed in the career you want to know more about

<b>E-Commerce Mentorship Program</b>	<b>January - June 2005</b>
<b>Accounting Mentors</b>	<b>January - June 2005</b>
<b>Law Mentors "The Practice"</b>	<b>January - June 2005</b>
<b>Financial Literacy Day</b>	<b>February 2005</b>
<b>Female Power Brunch</b>	<b>April 2005</b>
<b>International Career Day</b>	<b>April 2005</b>
<b>Business Etiquette Dinner</b>	<b>May 2005</b>
<b>Career Track events</b>	<b>May 2005</b>
<b>Alumni Career Day</b>	<b>November 2005</b>

**“An important component of Smithtown’s Career Plan is the collaboration between the community and the school district.”**

**#4 – Education:** The fourth step in Career Planning is to explore the educational requirements for their chosen career. Many careers will require further training and education to climb the career ladder.

This unit includes:

<ul style="list-style-type: none"> <li>● <u>4.1 Choosing a two-year college major</u></li> <li>● <u>4.2 Choosing a four-year college major</u></li> <li>● <u>4.3 What can I do with this major?</u></li> <li>● <u>4.4 Choosing a post-secondary institution.</u></li> <li>● <u>4.5 The application process.</u></li> </ul>	<ul style="list-style-type: none"> <li>● <u>4.6 Connecting with a college professor.</u></li> <li>● <u>4.7 Armed Services</u></li> <li>● <u>4.8 Exploring technical school.</u></li> <li>● <u>4.9 Exploring Labor Organizations - Unions</u></li> </ul>
--	---

**#5 – Employment:** In the final step of the career planning process students will now determine which corporations would hire them and what employment tools they need to compete in this competitive job market. No career planning process is complete until students are able to potentially identify future employers.

A good example of the importance of this final step would be a bride-to-be, planning with her parents, the ultimate wedding event. After all the tasks have been completed, the bride-to-be would make as her last decision, “Who will be the groom?” As you know, this would never happen. In fact, the first decision is “Who is the groom?” Career Planning is a similar process. You need to know, “Who will hire me?” and “What industry do I wish to work in?” almost at the beginning of this entire process.

This unit includes:

<ul style="list-style-type: none"> <li>● <u>5.1 Industry Research</u></li> <li>● <u>5.2 Corporate Research</u></li> <li>● <u>5.3 Job Databases</u></li> </ul>	<ul style="list-style-type: none"> <li>● <u>5.4 Salary Information - How much will I make?</u></li> <li>● <u>5.5 Career Development -</u></li> </ul>
---	--

	<ul style="list-style-type: none"> <li>● <u>Professional Associations</u></li> <li>● <u>5.6 Competing in the job market - Employment Tools</u></li> </ul>
--	---

# CASE STUDY: Uniondale



## District Demographics

Uniondale is a multi-cultural suburban community located in Nassau County, 25 miles from New York City, with a population of 39,000 residents. The Uniondale School District is a K–12 district consisting of five elementary schools, two middle schools and one high school, with a total enrollment of 6,242 students. Seventy percent of the overall student population is African American and 30 percent is of Latino descent.

## I. Career Plan: Beginnings

In 2002, school districts were required by the state to provide Career Plan information on the Basic Educational Data System (BEDS) Report. In an effort to be pro-active, the assistant superintendent of Uniondale Schools determined that a district Career Plan must be developed. The director of pupil personnel services was given the task of creating a 9–12 Career Plan and began investigating available resources. The director learned that Nassau BOCES offers staff development through a Vocational and Technical Education Act grant for districts embarking on the Career Plan development process. Marsha Iverson was the Nassau BOCES facilitator for three three-hour sessions guiding the development of the Career Plan.

The district put an eleven-member committee in place to spearhead the project. This committee consisted of the director of pupil personnel, the director of occupational education, the coordinator of staff development, one high school assistant principal, four guidance counselors and four teachers. Over a period of nine months (one day a month), the committee spent numerous hours planning and writing the Career Plan.

As with the implementation of any new program, there was some initial resistance, as well as challenges that had to be overcome, before the career-planning process was accepted. At first the committee members felt that the time commitment was overwhelming, but as they realized the significance of a district Career Plan, they became strong advocates of the process. The committee anticipated resistance from the teachers who would be responsible for implementing the Career Plan and worked to address perceived teacher concerns about the limited amount of time available for additional lessons. This issue was resolved as teachers realized that career-planning was not an “add on,” and that they were already implementing components of the Career Plan in their daily lessons.

Marsha Iverson presented the committee with several models to consider, including the Valley Stream Career Plan, New York Universal Foundation Skills, and various models from Nassau County Schools. The committee finally decided that the Career Plan should be delivered through the business, guidance, English and social studies departments. The committee realized that components of the plan were already in place for grades six through twelve, and the formal plan only lacked structure and an evaluative component.

## II. Career Plan: Implementation

The completed Career Plan was presented to and adopted by the Uniondale Board of Education in September 2004. Building

administrators were trained in the implementation of the components of the plan, as well as in the use of the evaluative tools for assessing teachers’ lessons. The plan provides teachers with sample lessons that can be adapted to each teacher’s instructional approach. The teachers responsible for delivering career-planning lessons were also given a final copy of the plan to be used as a guide. The director of pupil personnel services and the director of occupational education are currently responsible for ensuring that the plan is implemented at the high school.

The Career Plan targets students in grades 9–12. At each grade level, the curriculum builds upon the skills students learned the previous year. Students are introduced to the Career Plan in the ninth grade during Keyboarding I, in which they learn to prepare resumes, create cover letters and read classified ads. Students who choose to take Keyboarding II are able to advance their career-planning skills as they learn to write electronic resumes and create job applications online.

Tenth graders take a career inventory survey through the guidance department, in which they assess their interests and skill level. Technology plays an important role in this process, as students use the internet-based programs Choices Planner (formerly eChoices) and Guidance Direct, and are encouraged to access these programs from home. The career inventory gives students the opportunity to begin researching post-secondary schools and occupations. For many students, this eye-opening experience exposes them to career choices they may not have considered. Many students begin to broaden their scope and envision potential career options based on the insight they gained from completing the career inventory, which has the added benefit of giving guidance counselors and parents information to help them better guide their students.

Career Plan activities for eleventh grade students include the junior conference through the Guidance Department, and the writing of college and scholarship essays through the English Department. Parental involvement is crucial at this grade level, and parents are considered an integral part of the career-planning team. Parents attend a 45-minute junior conference with their children, during which guidance counselors review career choices, map out college options and encourage parents to attend college fairs with their children. Parents and students are also given a list of guidance web sites that can be used to continue their college search.

*continued on next page*

### Contact Information

Mary Klein, Director of Pupil Personnel

Phone: (516) 560-8821

E-mail: [mklein@uniondaleshools.org](mailto:mklein@uniondaleshools.org)

### Participating School

Uniondale High School

Grades Participating: 9–12



# Career Plan Resources

## Activities that Work: Connecting CDOS with all Curricula

(2nd edition, 1999) Book of lessons for all grade levels and all standards areas • [www.nassauboces.org](http://www.nassauboces.org)

## Bridges Transitions Co. • [www.bridges.com](http://www.bridges.com)

Products for students at all levels

### *Kindergarten to Middle School*

Career Futures  
Choices Explorer (CX Online)  
Paws in Jobland  
Snapshots

### *High School*

Guidance Central  
Choices Planner (eChoices)  
Choices Explorer (CX Online)  
Choices Planner CD Edition  
Ability Profiler  
Do What You Are

## Career Café

Set of roundtable discussions

[www.educationtransfer.com/services](http://www.educationtransfer.com/services)

## Career Cruising

An interactive career resource designed for people of all ages

[www.careercruising.com](http://www.careercruising.com)

## The Career Game

The Career Game: What Makes You Special

[www.thecareergame.com](http://www.thecareergame.com)

## Career Plan How-To Guide

A How-To Guide published by NYSED

[www.albany.edu/twoyear/careerplan](http://www.albany.edu/twoyear/careerplan)

## Career Plan Power Point Presentation

A power point presentation for Career Plan presentations

[www.albany.edu/twoyear/careerplan/AwarenessPresentation.ppt](http://www.albany.edu/twoyear/careerplan/AwarenessPresentation.ppt)

## Career Plan Publications

Folders produced by the NYSED for different levels: Elementary K-1, 2-3, 4 and up. Intermediate, Commencement, Adults in English and Spanish [www.emsc.nysed.gov/workforce/careerplan/home.html](http://www.emsc.nysed.gov/workforce/careerplan/home.html)

## Career Plan How-To Guide

A How-To Guide published by NYSED

[www.albany.edu/twoyear/careerplan](http://www.albany.edu/twoyear/careerplan)

## The Career Plan Training Manual

The University of Albany

## CareerZone

Online resource developed by the NYS Department of Labor in conjunction with NYSED. • [www.nycareerzone.org](http://www.nycareerzone.org)

## CDOS and the Career Plan: It's Everybody's Business K-12

Book published by Nassau BOCES, Department of Career and Technical Education

[www.nassauboces.org](http://www.nassauboces.org)

[www.barrytech.org/ourpages/cdos\\_book.pdf#search](http://www.barrytech.org/ourpages/cdos_book.pdf#search)

## COIN Jr.

Complete career guidance program for middle school students

[www.coin3.com](http://www.coin3.com)

## Commerce Plaza

Interactive simulation targeted for grades four and five and housed in the Plainedge Schools, to which schools may bring students. It is organized and coordinated by Yes Community Counseling. • [www.yesccc.org](http://www.yesccc.org)

## Guidance Direct

Online resource Career Connections, an online college and career planning resource

[www.guidancedirect.com](http://www.guidancedirect.com)

## JOB-O

"Paper and Pencil" products for career development for students at all levels:

**Job-O:** A (Advanced) for Grade 10 through Adult

**Job-O:** A 2nd Ed. Booklets

**E-WOW:** A Explore the World of Word for Grade 9 through Adult

**Voc-Tech:** Quick Screener for Grade 10 through Adult

**Job Survival:** Workbook for Grade 9 through Adult

How to Plan and Develop a Career Center

The Career Counselor's Handbook

[www.cfkr.com](http://www.cfkr.com)

## Learning Standards for Career Development and Occupational Studies

New York State's Learning Standards

[www.emsc.nysed.gov/ciai/pub/cdoslea.pdf](http://www.emsc.nysed.gov/ciai/pub/cdoslea.pdf)

## Long Island Works Coalition

Assists schools with the establishment and maintenance of Industry Advisory Boards

[www.liworks.org](http://www.liworks.org)

## NYSED BEDS Form

Documentation required for districts to report Career Planning data

[www.emsc.nysed.gov/irts/beds/forms/publicschool-dataform-05.pdf](http://www.emsc.nysed.gov/irts/beds/forms/publicschool-dataform-05.pdf)

## NYS Public Report Card

Comprehensive Information Report reflecting data on Career Plan (see page 4)

[www.emsc.nysed.gov/repcrdfall2003/statewide/total-public-cir.pdf](http://www.emsc.nysed.gov/repcrdfall2003/statewide/total-public-cir.pdf)

## Real Game U.S.A.

The Real Game Series is a set of 6 program designed to bring real life to the classroom.

[www.realgame.org](http://www.realgame.org)

## SCOPE

Provides Staff Development courses on a variety of topics

[www.scopeonline.com](http://www.scopeonline.com)

## Self-Directed Search

Self assessment of student's career interests by Psychological Assessment Resources, Inc.

[www3.parinc.com](http://www3.parinc.com)

## SkillsUSA

A national student organization, formerly the Vocational Industry Clubs of America (VICA)

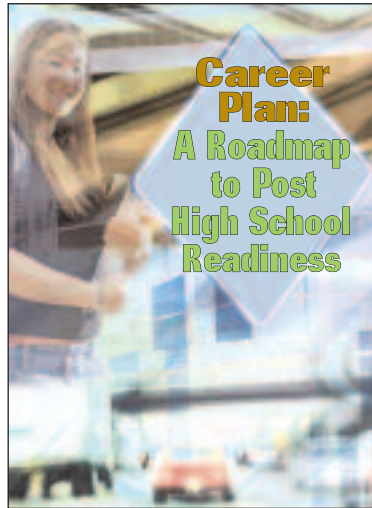
[www.skillsusa.org](http://www.skillsusa.org)

## Teens On The Job

Program of the Mentoring Partnership of LI Tenth graders, in pairs, shadow professionals for one day each year, usually on Groundhog Day.

[www.mentoring.org](http://www.mentoring.org)





**Board of Cooperative Educational Services  
of Nassau County**

George Farber, *President*  
Charles R. Russell Jr., *Vice President*  
Iris Wolfson, *District Clerk*  
Arline Strumeyer, *Vice District Clerk*  
Robert E. Lupinskie  
Gale Ross-Srulevich  
Eric B. Schultz  
Michael Weinick  
Stephen B. Witt

Dr. James D. Mapes, *District Superintendent*  
Dr. John Gangemi, *Deputy Superintendent*

**Department of Career and Technical Education**

Ms. Gene Silverman, *Executive Director*  
Dr. John Kalaboukas, *Assistant Director*

**Joseph M. Barry Career and Technical Educational Center**

James Clark, *Principal*  
**[www.barrytech.org](http://www.barrytech.org)**

*This document was funded in part by  
the Nassau BOCES Perkins Consortium 2005–2006.*