

Career Development Framework



Career Development Framework Overview

The purpose of the Oakland County Career Development Framework is to provide schools in Oakland County with a structure to develop and implement a written career development system. Input from districts and career development leaders was requested and received through focus groups, meetings, and individual response.

A written comprehensive Career Development System is being developed or expanded upon by districts with the help of funding from the Oakland County Vocational Millage. The Career Focused Education (CFE) Department, through training and consultation, assists and supports districts in developing and enriching their own career development system.

In the broadest sense, career development is a lifelong process by which each individual identifies and develops their life and work role. It is initiated in the earliest grades through awareness, exploration and practice. Decision-making skills are used in the middle school years as students use data about interests, skills, attitudes, and abilities to merge with knowledge of the workplace and begin planning a high school course of study to meet their goals. Through practice and application, students expand their career development knowledge, skills, and attitudes during the high school years and beyond.

Career development is essentially a process of lifelong learning to seek and use information that makes coursework meaningful for students when connected to or embedded in the curriculum. This process enables students to be aware of changing workplace academic and skill requirements to make decisions about the career development process. The Career Development Framework focuses on a process of planned activities that include self-awareness, career awareness, exploration, assessment, decision-making, educational planning, career pathways, comprehensive guidance and counseling. They document this journey in their education development plans, all fitting under the four major components of Self-Awareness, Career Awareness and Exploration, Career Planning, and Decision-Making.

The Career Development Framework is not meant to be prescriptive, but rather to provide the elements, resources, and activities that are components of a successful career development system. Districts take responsibility for using the Framework and other career development resources to develop or enrich a program that best meets the needs of the students in their districts.

Additional information will be added to the Framework and will be posted on the Oakland Schools website at <http://www.oakland.k12.mi.us> as mandates, new materials, etc., are issued and/or provided.

career Development Components

Self-Awareness

Who am I?

Career Awareness & Exploration

What careers interest me?

- Classroom
- World of Work

Decision-Making

Planning

Documentation

- Education Development Plans (EDP)
- Student Portfolios

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Career Development Term Definitions And Grade Level Components

This section was designed to provide common terms and definitions used in career development and throughout this document. Using these terms, a model was designed for the 8th – 12th grades to illustrate how each of the four areas of career development can be used to help students build their skills and knowledge-base to implement a process of career development to use throughout their lifetime.

The following pages provide the additional definitions and information for the bulleted items below:

- Career Development Definitions and Terms
- Career Development Timeline
- Grade Level Career Development Components
- Resources: electronic, paper and activities

Career Development Definitions

Career Development

Career Development is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual. This life-long process includes self-awareness, career awareness and exploration, decision-making and documentation. Career development is an interaction between work and other life roles as well.

www.ncda.org

Self-Awareness

Self-awareness is having knowledge of self, including knowledge of interest, aptitudes and limitations. Formal and informal measures and inventories that assist learners are used in understanding their career interests, aptitudes, and abilities. Learners identify their strengths and preferences, determine career directions, and make career decisions including the selection of a career pathway.

www.michigan.gov

Career Awareness and Exploration

Career awareness and exploration is the acknowledgement of the many options available and knowledge of career planning techniques as well as the opportunity for a more in-depth look at specific careers through hands-on experiences.

The focus is on using a variety of resources to introduce students to a broad range of career options.

In Middle School - it helps:

- Expand student understanding of the world of work
- Identify career pathways and specific occupations within them
- Develop respect for workers in all fields
- Locate and research information about specific occupations
- Develop an initial understanding of educational and training requirements

In High School - it continues to:

- Provide current, comprehensive and in-depth information about careers
- Enhance understanding of working conditions, current income, educational requirements and advancement opportunities

www.michigan.gov

Decision Making

Decision-making is the process of sufficiently reducing uncertainty and doubt about alternatives to allow a reasonable choice to be made from among them. This definition stresses the information gathering function of decision-making. It should be noted here that uncertainty is *reduced* rather than eliminated. Very few decisions are made with absolute certainty because complete knowledge about all the alternatives is seldom possible. Thus, every decision involves a certain amount of risk.

www.virtualsalt.com/crebook5.htm

Career Planning

Career planning is the ongoing process of making choices, which are reviewed from time to time. In this model it includes thinking about how you want to develop your career, what education will be needed, making a plan and begin taking action on it.

www.mindtools.com/stress/pj/CareerPlanning.htm

Documentation

Documentation includes student education and career plans that encompass the components of career development. The basic tool for documentation is the Educational Development Plan (EDP). An EDP does not stand by itself, but is representative of the student's decisions and plans including self-awareness activities, career awareness and exploration possibilities.

Career Development Timeline	K-6	7 th	8 th	9 th	10 th	11 th	12 th	
	Self-Awareness							
	<ul style="list-style-type: none"> ▪ Activities to fit grades K-6 	<ul style="list-style-type: none"> ▪ Bridges activity ▪ Bridges Interest Inventory and Values ▪ True Colors Activity 	<ul style="list-style-type: none"> ▪ ACT EXPLORE® ▪ IDEAS 	<ul style="list-style-type: none"> • Enter assessment results on EDP • Assertiveness inventories 	<ul style="list-style-type: none"> • Values inventory • ACT PLAN® 	<ul style="list-style-type: none"> • Enter assessment results on EDP • Update strengths, interests 	<ul style="list-style-type: none"> • Enter assessment results on EDP • Update strengths, interests 	
	Career Awareness & Exploration							
	<ul style="list-style-type: none"> ▪ Activities to fit grades K-6 	<ul style="list-style-type: none"> ▪ Bridges activity ▪ Using Technology in Career Development, Module 2 ▪ Activities in “The Real Game” 	<ul style="list-style-type: none"> ▪ Career Matchmaker ▪ Explore 2 career options ▪ Explore Michigan’s 6 Career Pathways ▪ Activities in “The Real Game” ▪ Identify 2 Career Pathways 	<ul style="list-style-type: none"> ▪ Update Career Matchmaker suggestions ▪ Review career options ▪ Review Pathways selections 	<ul style="list-style-type: none"> ▪ Update Career Matchmaker suggestions ▪ Review earnings and education needs for careers of interest ▪ Volunteer experiences 	<ul style="list-style-type: none"> ▪ Review fit of career choices ▪ Work experience 	<ul style="list-style-type: none"> ▪ Update job outlook information ▪ Update résumé and references ▪ Participate in mock interviews 	
	Decision-Making							
	<ul style="list-style-type: none"> ▪ Activities to fit grades K-6 	<ul style="list-style-type: none"> ▪ Pre-Goal Setting Activity 	<ul style="list-style-type: none"> ▪ Goal Setting Activity (short- and long-term) 	<ul style="list-style-type: none"> ▪ Review and/or modify long- and short-term goals 	<ul style="list-style-type: none"> ▪ Realistic goal setting 	<ul style="list-style-type: none"> ▪ Review and/or modify long- and short-term goals 	<ul style="list-style-type: none"> ▪ Review and/or modify long- and short-term goals 	
	Career Planning							
<ul style="list-style-type: none"> ▪ Activities to fit grades K-6 	<ul style="list-style-type: none"> ▪ Pre-Plan courses for high school 	<ul style="list-style-type: none"> ▪ Plan courses for high school 	<ul style="list-style-type: none"> ▪ Update high school courses ▪ Visit colleges 	<ul style="list-style-type: none"> ▪ Identify post-secondary interests ▪ Explore scholarships and financial aid 	<ul style="list-style-type: none"> ▪ Visit college of choice ▪ Participate in job shadowing, internships and job interviews 	<ul style="list-style-type: none"> ▪ Send college application 		
Documentation								
<ul style="list-style-type: none"> ▪ Activities to fit grades K-6 	<ul style="list-style-type: none"> ▪ Opportunity to develop an education development plan 	<ul style="list-style-type: none"> ▪ <u>EDP – Initiate:</u> • Career Pathway • Short/long term goals • Education Plan 9th grade 	<ul style="list-style-type: none"> ▪ <u>EDP - Update:</u> • Matchmaker • Education Plan 10th grade • Careers of Interest 	<ul style="list-style-type: none"> ▪ <u>EDP – Update:</u> • Career Pathway • Careers of Interest • Short/long-term goals • Education Plan 11th grade 	<ul style="list-style-type: none"> ▪ <u>EDP – Update:</u> • Career Selector results • Post-Secondary Plan • Short/long-term goals • Education Plan 12th grade 	<ul style="list-style-type: none"> ▪ Update portfolio ▪ Senior project ▪ <u>EDP – Update:</u> • Career Pathway • Short/long-term goals • Post-Secondary Plan 		

Grade Level Career Development Components

Introduction

Career Development components for each grade level will help students acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. They will employ strategies to achieve future career goals with success and satisfaction. They will understand the relationship between personal qualities, education, training and world of work.

Standards A, B & C, Career Development, Michigan Comprehensive Guidance and Counseling

8th Grade

Self Awareness

Who am I?

Student Outcomes

- Identify aptitudes, interests and values
- Identify likes, dislikes, hobbies, strengths and weaknesses
- Document activities in Education Development Plan (EDP)

Activities

- ACT EXPLORE® Assessment
- Career Cruising – Career Matchmaker Inventory
- Various activities from
 - How To...Career Development Activities for Every Classroom – Grades 7-9
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9
- MOIS Interest Inventory & Structured Search
- True Colors – The Color Game and other activities
- Values Sort – Michigan Career Automated Researcher CD

Resources

- Electronic Tools
 - Cxonline.bridges.com
 - Career Profiles Featuring the Career Pathways CD
 - Career Cruising (online EDP)
 - Michigan Career Automated Researcher CD-Values
 - MOIS
- Paper Tools
 - Career Pathways Books (MOIS)
 - IDEAS

- Paper Tools continued
 - Launching Connections
 - MEAP

Career Awareness & Exploration

What careers interest me?

Student Outcomes

- Differentiate between a career and a job
- Become aware of the broad range of careers
- Recognize Michigan's Six Pathways
- Document activities in EDP

Suggested Activities

- Bridges Assessment
- Career Cruising – Explore Suggested Careers from Career Matchmaker
- Career Days
- Career Pathway Books - MOIS
- Job shadow with parent or relative
- MOIS Career Exploration Activity
- Speakers (Parents, Representatives of Business and Industry)

Resources

- Electronic Tools
 - Cxonline.bridges.com
 - Career Cruising (electronic EDP)
 - MOIS
- Paper Tools
 - ACT EXPLORE®
 - American Careers Magazine for High School Students
 - Career Pathways Books
 - Launching Connections

Resources (continued)

- Activities/Games
 - Career Fairs
 - Field Trips
 - How To...Career Development Activities for Every Classroom – Grades 7-9
 - Make it Real Game, Grades 7-8
 - Open house and tours of Oakland Schools Technical Campuses
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9

Decision Making Where am I going?

Student Outcomes

- Relate effects decision-making can have on long-term plans

Suggested Activities

- Goal setting activities
- Career Cruising – Input short- & long-term goals
- MOIS
- Bridges – Setting Goals for Success
- English class activity
- Introduction and understanding of Career Pathways and National Clusters

Resources

- Electronic Tools
 - Cxonline.bridges.com
 - Career Cruising (electronic EDP)
 - MOIS
- Paper Tools
 - Career Pathways Books (MOIS)
- Activities/Games
 - How to...Career Development Activities for Every Classroom, Grades 7-9
 - “Make it Real” Game, Grades 7-8

- Activities/Games (continued)
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9

Career Planning

How will I get there? What’s my plan?

Student Outcomes

- Compile self-awareness, career awareness & exploration and decision-making activities
- Write goals for career and education pathways
- Update high school class schedule
- Invite parent to view EDP

Suggested Activities

- Use formal and informal assessments to help the student connect their strengths, abilities and interest with career planning
- Enter four year plan into EDP
- Schedule high school classes with counselor
- Start electronic or paper portfolio

Resources

- Electronic Tools
 - Career Cruising (electronic EDP)
- Paper Tools
 - Career Pathways Books (MOIS)
 - Class Scheduling
 - Focus on Your Future, A Career Planning Curriculum for Teens, Module III: Career Planning
- Activities/Games
 - College Visits
 - How to...Career Development Activities for Every Classroom, Grades 7-9
 - Open house and tours of the Oakland Schools Technical Campuses
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9

- People Resources
 - Career Outreach District Coordinators
 - Counselors
 - Parents
 - Teachers

Documentation
Education Development Plan
How do I show it?

Student Outcomes

- Complete initial EDP
- Compile achievements, awards, work-place readiness skills, volunteer experience and work experience into a portfolio

Suggested Activities

- Update personal information
- Compile assessment results
- Document two Pathway choices
- Set a short-term and long-term goal for career and education
- Schedule two- to four-year education plan
- Note interests, extracurricular activities and hobbies
- Compile achievements and awards

Resources

- Electronic Tools
 - Career Cruising (electronic EDP)
 - District class scheduling
- Activities/Games
 - “Make it Real” Game, Grades 7-8
- People Resources
 - Career Outreach District Coordinators
 - Counselors
 - Teachers

9th Grade

Self Awareness

Who am I?

Student Outcomes

- Strengthen self-understanding
- Identify personal strengths and attributes
- Document activities in EDP

Suggested Activities & Resources

- Various activities from
 - How To...Career Development Activities for Every Classroom – Grades 7-9
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9
- Career Cruising – Update assessment information
- True Colors-The Color Game and other activities

Resources

- Electronic Tools
 - Career Cruising (electronic EDP)
 - Career Scope
 - Cxonline.bridges.com
 - Harrington O'Shea (MOIS)
 - Michigan Career Automated Researcher – CD (Values)
- Paper Tools
 - ASVAB
 - Boy Scout Career Survey
 - Career Pathways Books (MOIS)
 - MEAP
 - Work Keys Assessment

Career Awareness & Exploration

What careers interest me?

Student Outcomes

- Update short- and long-term goals
- Recognize Michigan's Pathways and Clusters
- Recognize how extracurricular activities correspond with careers
- Document activities in EDP

Suggested Activities

- Bridges Assessment
- Career Cruising – Explore at least 2 careers and update short- and long-term goals
- Field Trips – visiting colleges, technical campuses, employers, etc.
- Various activities from
 - How To...Career Development Activities for Every Classroom – Grades 7-9
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9
- Job shadow experiences
- MOIS activities
- Volunteer experiences (community service)

Resources

- Electronic Tools
 - ACT PLAN[®]
 - Cxonline.bridges.com
 - Career Profiles Featuring the Career Pathways CD – Values
 - Career Cruising – electronic EDP
 - MOIS
- Paper Tools
 - American Careers Magazine for High School Students
 - Career Pathways Books (MOIS)
- Activities/Games
 - College and Career Fairs
 - College Visits
 - Field Trips
 - Internships
 - Job Shadowing
 - Open house and tours of the Oakland Schools Technical Campuses
 - “The Real Game Activities”-World of Work
 - Volunteer Activities
- Programs
 - National Honor Society

Decision Making

Where am I going?

Student Outcomes

- Demonstrate realistic goal-setting
- Plan future education and career using gathered information

Suggested Activities

- Goal Setting Activities
 - Career Cruising – Update short- & long-term goals
- Various activities from
 - How To...Career Development Activities for Every Classroom – Grades 7-9
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9
- Bridges
 - Setting Goals for Success review
 - Get the Answer Activity

Resources

- Electronic Tools
 - Cxonline.bridges.com
 - Career Cruising (electronic EDP)
 - MOIS

Paper Tools

- Career Pathways Books (MOIS)
- Activities/Games
 - College visits
 - How to...Career Development Activities for Every Classroom, Grades 10-12
 - Open house and tours of the Oakland Schools Technical Campuses
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12

Career Planning

How will I get there? What's my plan?

Student Outcomes

- Compile information from self-awareness, career awareness & exploration, and decision-making activities
- Write goals for career and education
- Update schedule of classes through 12th grade

Suggested Activities

- Enter updated educational plan (high school schedule)
- Various activities from
 - How To...Career Development Activities for Every Classroom – Grades 7-9
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9
- Review earnings information on careers of interest using Career Cruising, O*Net, etc.
- Schedule high school classes with counselor
- Update electronic or paper portfolio
- Visit websites for updated career information and emerging careers
 - Careervoyages.gov
 - Michigan.gov

Resources

- Electronic Tools
 - Bridges.com
 - EDP - Career Cruising
- Paper Tools
 - Career Pathways Books (MOIS)
 - District Class Scheduling
 - Focus on Your Future, A Career Planning Curriculum for Teens, Module III: Career Planning
- Activities/Games
 - College visits
 - How to...Career Development Activities for Every Classroom, Grades 10-12
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12
- People Resources
 - Counselors
 - Parents
 - Teachers

Documentation
Education Development Plan
How do I show it?

Student Outcomes

- Compile achievements, awards, work-place readiness skills, volunteer experience and work experience into a portfolio
- Document activities in EDP

Suggested Activities

- Update personal information
- Compile and enter assessment results
- Review and update pathway choice as necessary
- Update short and long-term goals
- Update education plan with high school schedule
- Update interests, extra-curricular activities and hobbies
- Update achievements and awards
- Add work and volunteer experiences
- Update career preparation activities

Resources

- Electronic Tools
 - Career Cruising (electronic EDP)
- Paper Tools
 - Certificates
 - Certifications
 - Transcripts
- Activities/Games
 - Resume Development

10th and 11th Grades

Self Awareness

Who am I?

Student Outcomes

- Assess personal strengths, interests and abilities, and their relationship to the world of work
- Demonstrate how personality relates to different careers
- Document activities in EDP

Suggested Activities

- Various activities from
 - How To...Career Development Activities for Every Classroom – Grades 10-12
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12
- Focus on Your Future
 - 10.02 Activity to describe factors that determine lifestyles & Personal Needs Questionnaire
- Review True Colors assessment activity
- ACT PLAN[®] – Take the assessment
- Career Cruising – Update assessment information

Resources

- Electronic Tools
 - Cxonline.bridges.com
 - Career Scope
 - Career Cruising (electronic EDP)
 - Harrington O'Shea (MOIS)
 - Michigan Career Automated Researcher CD (Values)
- Paper Tools
 - ASVAB
 - Boy Scout Career Survey
 - Career Pathways Books (MOIS)
 - MEAP
 - Work Keys Assessment
- Activities/Games
 - How to...Career Development Activities for Every Classroom, Grades 10-12

- Activities/Games (continued)
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12
 - True Colors-The Color Game & Other Activities

Career Awareness & Exploration

What careers interest me?

Student Outcomes

- Update short and long-term goals
- Review fit of career choices and suggestions
- Document activities in EDP

Suggested Activities

- American Careers Magazine for High School Students
- Bridges Assessment
- Career Cruising – Evaluate education and explore college programs for fit
- Classroom projects relating the world of work and the relevance of the classroom education
- Experience college and post-secondary educational opportunities
- Field Trips
- How to...Career Development Activities for Every Classroom, Grades 10-12
- Job Shadow Experiences
- The Box, Missouri Comprehensive Guidance Model, Grades 6-9
 - Career Planning Pretest, Area 1, Cat. A, Competency 6
- MOIS activities
- Update career outlooks and job market trends
- Update short- and long-term goals
- Volunteer experiences (community service)

Resources

- Electronic Tools
 - ACT Plan
 - Cxonline.bridges.com
 - Career Profiles Featuring the Career Pathways CD
 - Career Cruising (electronic EDP)
 - MOIS

Resources (continued)

- Paper Tools
 - American Careers Magazine for High School Students
 - Career Pathways Books
- Activities/Games
 - College and Career Fairs
 - College visits
 - Field trips
 - Internships
 - Job shadowing
 - Open house and tours of the Technical Campuses
 - “The Real Game” – What I Know About the World of Work and World of Work Case History
 - Volunteer activities
- Programs
 - District/Oakland Schools Technical Campus Competitions: DECA, HOSA, BPA, Skills USA VICA, Explores, Micro-electric Vehicles, FIRST Robotics, OCCRA, FFA
 - Oakland Schools Technical Campus Programs (Year-Round)
 - National Honor Society

Decision Making Where am I going?

Student Outcomes

- Focus on specific career areas of interest
- Update long-term goals

Suggested Activities

- Goal Setting Activities
 - Career Cruising – Update short- & long-term goals
 - Various goal-setting activities from
 - How To...Career Development Activities for Every Classroom – Grades 10-12
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12

Resources

- Electronic Tools
 - Cxonline.bridges.com

- Electronic Tools (continued)
 - Career Cruising (electronic EDP)
 - MOIS
- Paper Tools
 - Career Pathways Books (MOIS)
- Activities/Games
 - College visits
 - How to...Career Development Activities for Every Classroom, Grades 10-12
 - Open house and tours of the Oakland Schools Technical Campuses
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12

Career Planning

How will I get there? What's my plan?

Student Outcomes

- Compile information from self-awareness, career awareness & exploration, and decision-making activities
- Write goals for career and education
- Update schedule of classes through 12th grade

Suggested Activities

- Enter updated educational plan (high school schedule)
- Various activities from
 - How To...Career Development Activities for Every Classroom – Grades 10-12
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12
- Schedule high school classes with counselor
- Update electronic or paper portfolio
- Visit websites for updated career information and emerging careers
 - Voyager.gov
 - Michigan.gov
- Take ACT or SAT for college entrance purposes

Resources

- Electronic Tools
 - Bridges.com
 - EDP - Career Cruising

Resources (continued)

- Paper Tools
 - Career Pathways Books (MOIS)
 - District Class Scheduling
 - Focus on Your Future, A Career Planning Curriculum for Teens, Module III: Career Planning
- Activities/Games
 - College Visits
 - Dual Enrollment
 - How to...Career Development Activities for Every Classroom, Grades 7-9
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9
- People Resources
 - Counselors
 - Parents
 - Teachers

Documentation Education Development Plan

How do I show it?

Student Outcomes

- Compile achievements, awards, work-place readiness skills, volunteer experience and work experience into a portfolio
- Document activities in EDP

Suggested Activities

- Compile and enter assessment results
- Complete resume and cover letter
- Review and update career and pathway choices
- Update achievements, awards and personal information
- Update career preparation activities
- Update education plan with high school schedule
- Update interests, extra-curricular activities and hobbies
- Update short- and long-term goals

Resources

- Electronic Tools
 - EDP - Career Cruising
- Paper Tools
 - Certificates
 - Certifications
 - Transcripts
- Activities/Games
 - Resume Development

12th Grade

Self Awareness

Who am I?

Student Outcomes

- Understand their needs, strengths and abilities
- Document activities in EDP

Suggested Activities

- Review assessment alignment to personal and career goals
- Guide to Planning K-12 Career Development Process
 - Influence of Role Models, pp 139-140
- Career Cruising – Update assessment information

Resources

- Electronic Tools
 - Cxonline.bridges.com
 - Career Scope
 - Career Cruising (electronic EDP)
 - Harrington O'Shea (MOIS)
 - Michigan Career Automated Researcher CD (Values)
- Paper Tools
 - ASVAB
 - Boy Scout Career Survey
 - Career Pathways Books (MOIS)
 - MEAP
 - Work Keys Assessment
- Activities/Games
 - How to...Career Development Activities for Every Classroom, Grades 10-12
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12
 - True Colors-The Color Game & Other Activities

Career Awareness & Exploration

What careers interest me?

Student Outcomes

- Update short- and long-term goals
- Participate in internships, job shadowing activities and job interviews
- Update job market outlook information
- Update resume and references
- Document activities in EDP

Suggested Activities

- Update resume and references
- Update career information in Career Cruising
- Participate in mock interviews

Resources

- Electronic Tools
 - ACT Plan
 - Cxonline.bridges.com
 - Career Profiles Featuring the Career Pathways CD
 - Career Cruising (electronic EDP)
 - MOIS
- Paper Tools
 - American Careers Magazine for High School Students
 - Career Pathways Books (MOIS)
- Activities/Games
 - College and Career Fairs
 - College Visits
 - Field Trips
 - Internships
 - Job Shadowing
 - Open house and tours of the Oakland Schools Technical Campuses
 - The Real Game – What I Know About the World of Work and World of Work Case History
 - Volunteer Activities

- Programs
 - District/Oakland Schools Technical Campus Competitions: DECA, HOSA, BPA, Skills USA VICA, Explores, Micro-electric Vehicles, FIRST Robotics, OCCRA, FFA
 - Oakland Schools Technical Campus Programs (Year-Round)
 - National Honor Society

Decision Making Where am I going?

Student Outcomes

- Narrow and pursue postsecondary plans
- Update long-term goals as necessary

Suggested Activities

- Select a college or post-secondary institute
- Apply for financial aid as needed
- Send out resumes to secure employment
- Missouri – Area III, Category F,
- Competency 36, Looking Back at the Decisions I Have Made
- Competency 38, Coping With A Changing World
- Pathways To Your Future
- Activity 15, pp 65-66, Decision-Making for a Career & Life Planning
- Focus on Your Future
- Competency 9, 9-1, 9-53, Skills To Make Decisions

Resources

- Electronic Tools
 - Cxonline.bridges.com
 - Career Cruising (electronic EDP)
 - MOIS
- Paper Tools
 - Career Pathways Books (MOIS)
- Activities/Games
 - College visits
 - How to...Career Development Activities for Every Classroom, Grades 10-12
 - Open house and tours of the Oakland Schools Technical Campuses

- Activities/Games (continued)
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12

Career Planning

How will I get there? What's my plan?

Student Outcomes

- Update resume and references
- Update EDP

Suggested Activities

- Various activities from
 - How To...Career Development Activities for Every Classroom – Grades 10-12
 - The Box, Missouri Comprehensive Guidance Model, Grades 10-12
- Update class schedule and grades received on Education Plan in Career Cruising
- Take ACT or SAT for college if not completed

Resources

- Electronic Tools
 - Cxonline.bridges.com
 - Career Cruising (electronic EDP)
- Paper Tools
 - Career Pathways Books (MOIS)
 - District Class Scheduling
 - Focus on Your Future, A Career Planning Curriculum for Teens, Module III: Career Planning
- Activities/Games
 - College Visits
 - Dual Enrollment
 - How to...Career Development Activities for Every Classroom, Grades 7-9
 - The Box, Missouri Comprehensive Guidance Model, Grades 6-9
- People Resources
 - Counselors
 - Parents
 - Teachers

Documentation
Education Development Plan
How do I show it?

Student Outcomes

- Update EDP
- Update compiled achievements, awards, work-place readiness skills, volunteer experience and work experience into a portfolio
- Print completed EDP for use as a resource
- Complete resume and references

Suggested Activities

- Compile and enter assessment results
- Complete resume and cover letter
- Review and update career and pathway choices Update achievements, awards and personal information
- Update career preparation activities
- Update education plan with high school schedule
- Update interests, extra-curricular activities and hobbies
- Update short and long-term goals

Resources

- Electronic Tools
 - Career Cruising (electronic EDP)
- Paper Tools
 - Certificates
 - Certifications
 - Transcripts
- Activities/Games
 - Resume Development

KEY

Level 1- Entry Level 4 - Advanced
 Level 2- Beginning Level 5- Optimum
 Level 3 - Intermediate

This rubric is to help you in assessing where you are in your Career Development activities.

Career Development Rubric

	Self Awareness (Assessments)	Career Awareness and Exploration (Curriculum Embedding)	Planning (Comprehensive Guidance and Counseling) – (CG&C)	Decision Making	Documentation (EDP's)
5	Assessments are offered at grade appropriate levels and include formal and informal assessments for career interest, personal awareness and aptitude	All core academic classes have embedded career awareness and exploration activities into the curriculum (Relevant learning)	The district has a written CG&C program and is fully implemented	Students have the opportunity for self-awareness, career awareness and exploration in each grade level embedded into the curriculum and stand alone events to make good career choices.	All students complete an EDP that includes 2 pathway choices, goal setting, awards, select 2 career options, 4 year education plan and update the EDP's throughout the year
4	All students are given at least 2 career assessments 8-12 th grade	There are career activities/events in each grade level 8-12 th but not in all core areas	The district has a written CG&C program but it is not fully implemented	Students are provided with several career related activities in many of their classrooms and stand alone activities that allow them to make good career choices	All students complete an EDP that includes 2 pathway choices, goal setting and 4 year education plan
3	Some classes offer career assessments	There are some career events 8-12 th grade	The district has a written CG&C program and have just begun to implement it	Students are given the opportunity for self-awareness, career awareness and exploration in stand alone events (not embedded in the classroom) to make somewhat informed career choices	Most students complete an EDP that includes 2 pathway choices, goal setting and 4 year education plan
2	Students are offered fee based assessments	There are a few activities scattered throughout the classes but not organized	The district is currently creating a CG&C Program	Students have the opportunity for a few activities in self-awareness, career-awareness and exploration that allow them to make a somewhat informed career decision	½ or less of our 8 th –12 th grade students complete some portions of an EDP
1	The district does not offer grade appropriate assessments	Students do not have an opportunity to explore career options	The district does not have a CG &C program	In general, our students do not have the knowledge to make informed career choices	Students do not complete EDP's

Tools You Can Use

Implementing Career Development and Tracking Your District Data

This section has been included as a type of “tool box.” We have provided information on the Education Development Plan (EDP): What it is, how it can be used and the guidelines for completing an EDP.

You will also find a guide to using the Michigan Comprehensive Guidance and Counseling Program with building a career development system and information on the ACT career assessments as well as other commonly used formal assessments.

The following pages provide additional definition for the bulleted items below.

The Education Development Plan (EDP)

- Oakland Schools EDP Minimum Evidence Standards
- EDP Completion Rubric

Michigan Comprehensive Guidance and Counseling Program

- Comprehensive Guidance and Counseling Program overview
- K-12th Grade Resource Alignment with Michigan Comprehensive Guidance and Counseling Program
- Career Development Resource Self-Audit

The Education Development Plan (EDP)

An Education Development Plan (EDP) documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them. The purpose of the EDP is to provide every student with a periodically updated and ongoing record of career planning that will guide in taking effective steps to enter a career of choice. Therefore, an EDP is an education development plan that **creates documented evidences** the students' gain from:

- Assessing their skills, abilities, aptitudes, and interests;
- Researching their discoveries about careers; and
- Matching these exploration discoveries within a group of careers (Michigan Career Pathways)

The student armed with the information about themselves has the **knowledge** to begin to:

- Plan their course schedules for whatever postsecondary training they will need to prepare for career pathway and career choice they intend to pursue; and
- Document activities and accomplishments to help build an “evidence” portfolio of skills-building demonstrations to confirm or perhaps even to help the student to change their minds about the career choices and refocus their plan direction

The EDP process also helps the student to learn how to make information-driven decisions for choices in their career and life.

Parents, teachers, counselors and other trusted adults can assist the student by using EDP information in helping the student check the reality of the decisions being made. This occurs by reviewing the skills, abilities, aptitudes and classroom activity documentation to determine whether the decision matches what is known about the student in other contexts (home, classroom, and in counseling sessions).

Another source of information within an EDP could include evidence of the testing of a career choice in an actual workplace or school/business partnership activity (experiential learning).

Overall, the EDP is a tool for everyone involved in the student's learning experiences to:

- Help the student learn goal-setting, information driven decision-making and personal responsibility for choices.
- Use it as a master-tracking tool to measure a student's progress toward achieving career and life goals.

The students, the school, the parents, and the community all win when we help students create the EDP portfolio.

Oakland Schools EDP Evidence Standards

The following is a guide for how to meet the minimum reporting standards for EDPs at each level from 8th grade to 12th grade. (By the way did you know that some colleges are also now engaging in EDPs as well?) Keep in mind your district may require additional activities if you prefer beyond these minimum standards to customize your student's EDPs as you desire.

The minimum evidence standards demonstrate that an EDP has been implemented by the 8th grade and is reviewed annually at the 9th, 10th, 11th and 12th grades.

8th grade

Save to EDP:

- Personal information
- Identification of two Michigan Career Pathways
- One long-term goal
- One short-term goal
- 9th grade course selection

9th grade

Save to EDP:

- Career Matchmaker Interest Inventory results
- Review / update Michigan Career Pathway choices
- Identification of two career choices
- Review/modify long-term goal
- Review/modify short-term goal
- Enter/save ACT Explorer assessment results
- 10th grade course selection

10th grade

Save to EDP:

- Career Selector results
- Review/update Michigan Career Pathway choices
- Identification of one career choice
- Review/modify long-term goal
- Review/modify short-term goal
- Complete post-secondary plan
- 11th grade course selection

11th grade

Save to EDP:

- Review/update Michigan Career Pathway choices
- Review/modify long-term goal
- Review/modify short-term goal
- Enter/save ACT Plan assessment results
- Review/update post-secondary plan
- 12th grade course selection

12th grade

Save to EDP:

- Review/update Michigan Career Pathway choices
- Review/modify long-term goal
- Review/modify short-term goal
- Review/update post-secondary plan

EDP Completion Rubric

	Endorsements	Course Selections	Goals	Career Pathways	Assessment Results	Career and Exploration Activities
4	Parents/guardians, student and school representative have signed/endorsed	Course selections are entered and updated annually with grades	Long term and short term goals are entered and reviewed/updated annually	Long term and short term goals are entered and reviewed/updated annually	Career Pathway chosen based upon EDP and additional assessments	All appropriate activities are entered and fully described; reflection is included
3	EDP sent home and asked to be reviewed with Student	Course selections are entered but not updated with grades	Long term and short term goals are entered but not reviewed/updated annually	Long term and short term goals are entered but not reviewed/updated annually	Pathway chosen based on EDP assessment only	All appropriate activities are entered but not fully described; and don't include reflection
2	Counselor endorsement	Some students enter course selections	Some students enter goals	Some students enter goals	Career Pathway chosen without assessment	A few career activities are entered and incomplete
1	No endorsement	No course selections have been entered	No goals are entered	No goals are entered	No Career Pathways chosen	No career activities are entered

Key	
Level 1 - Entry	Level 3 - Advanced
Level 2 - Beginning	Level 4 - Optimum

Comprehensive Guidance and Counseling

A school district is in the best position to develop and implement its career development system if it has a comprehensive guidance and counseling program in place. A school counseling program can be an integral component of the academic mission and program of the school, ensuring equity and access for every student, and identifying and delivering the knowledge, positive attitudes, and skills that all students should acquire to gain academic success, along with positive behavior and attendance.

The Michigan Comprehensive Guidance and Counseling Program (MCGCP) (2005) is aligned with the National Model: A Framework for School Counseling Programs (2003). School Districts in Oakland County are encouraged to use the MCGCP as a framework for developing its own school counseling program, based on local student and community needs to improve academic success for all of their students. The important question that should be asked is, “How are students different as a result of their participation in the school counseling program?” Further, “How have students’ academic achievement, attendance, or behavior improved as a result of the school counseling program?”

The MCGCP promotes each school’s overall mission through the concept of what students should know and be able to do in the areas of academic, personal/social, and career development. These are competencies that constitute the National Standards for School Counseling Programs (1997) and define what students should obtain or demonstrate as a result of their participating in a school counseling program.

The MCGCP consists of the foundation, delivery system, management systems, and accountability, four interrelated components that are designed to provide the framework for a successful school counseling program. Infused throughout the program are the qualities of leadership, advocacy, collaboration, data driven approaches, and systemic change.

Training, materials, and consultation are provided for the MCGCP to Oakland County school districts through Oakland Schools’ Career Focused Education and Learning Services Departments. In addition, there is a link for the revised MCGCP on the following website:

http://www.michigan.gov/mdcd/0,1607,7-122-1680_2629_2722-113515--,00.html

Elementary Resource Alignment with Michigan Comprehensive Guidance & Counseling Program

What you are already using and how it fits

Self Awareness Process *Who am I?*

Electronic Tools
Career-O-Rama
MOIS
Bridges.com
Coin Clue

Paper Tools
Career Pathways Books
Career Adventures Workbook
Career Caravan Workbook

Activities/Games
Career Rocket Playing Cards
"Make It Real" Game
Dino Cards
Children's' Dictionary of Occupational Activities
ColorWise- The Puppets
Career Fun- 14 Elementary Games
True Colors- The Color Game
Field Trips
Career Fairs

Programs
Do-It Career Development Programs
Early Occupational Awareness Program

People Resources
Speakers

Career Awareness & Exploration Process *What careers interest me?*

Electronic Tools
Career-O-Rama
MOIS
Engineering and Manufacturing & Industrial Technology CD -ROM
Bridges.com
Coin Clue, workbooks and CD-Rom

Paper Tools
Career Pathways Books
Career Adventures Workbook
Career Caravan Workbook

Activities/Games
Career Rocket Playing Cards
Make it Real Game
Children's' Dictionary of Occupational Activities
Field Trips
Career Fairs

Programs
Early Occupational Awareness Program

People Resources
Speakers
Parents

Decision Making Process *Where am I going?*

Electronic Tools
MOIS
Bridges.com

Paper Tools
Career Pathways Books - MOIS

Activities/ Games
"Make It Real" Game
The Box, Missouri Comprehensive Guidance Model, Grades K-6
How to...Career Development Activities for Every Classroom. Grades K-3. 4-6

Planning Process *How will I get there?*

Electronic Tools
MOIS

Paper Tools
Career Pathways Workbook
Workbook

Activities/Games
The Box, Missouri Comprehensive Guidance Model, Grades K-6
How to...Career Development Activities for Every Classroom, Grades K-3, 4-6

Documenting Process *How do I show it?*

Electronic Tools
EDP – Career Cruising

Paper Tools
Planning Portfolio

Activities /Games
"Make It Real" game

Middle School Resource Alignment with Michigan Comprehensive Guidance & Counseling Program

What you are already using and how it fits

Self Awareness Process *Who am I?*

Electronic Tools
Bridges.com
Career Cruising - EDP
Michigan Career Automated Researcher – CD (Values)
MOIS

Paper Tools
Career Pathways Books (MOIS)
Launching Connections MEAP

Activities/Games
How to...Career Development Activities for Every Classroom, Grades 7-9
The Box, Missouri Comprehensive Guidance Model, Grades 6-9
True Colors- The Color Game and other activities

Career Awareness & Exploration Process *What careers interest me?*

Electronic Tools
ACT Explorer
Bridges.com
Career Planet
Career Profiles Featuring the Career Pathways - CD
Career Cruising - EDP
MOIS

Paper Tools
American Careers Magazine for Middle School Students
Career Pathways Books
Launching Connections

Activities/Games
Career Fairs
Field Trips
How to...Career Development Activities for Every Classroom, Grades 7-9
“Make it Real” Game, Grades 7-8
Oakland Schools Technical Campuses
Open House
Tours
The Box, Missouri Comprehensive Guidance Model, Grades 6-9

Decision Making Process *Where am I going?*

Electronic Tools
Bridges.com
Career Cruising - EDP
MOIS

Paper Tools
Career Pathways Books

Activities/ Games
How to...Career Development Activities for Every Classroom, Grades 7-9
“Make it Real” Game, Grades 7-8
The Box, Missouri Comprehensive Guidance Model, Grades 6-9

Planning Process *How will I get there?*

Electronic Tools
Career Cruising - EDP

Paper Tools
Career Pathways Books (MOIS)
Class Scheduling
Focus on Your Future, A Career Planning Curriculum for Teens, Module III: Career Planning

Activities/Games
College Visits
How to...Career Development Activities for Every Classroom, Grades 7-9
Oakland Schools Technical Campuses
Open House
Tours
The Box, Missouri Comprehensive Guidance Model, Grades 6-9

People Resources
Counselors
Parents
Teachers

Documenting Process *How do I show it?*

Electronic Tools
Career Cruising - EDP
District Scheduling

Activities /Games
“Make it Real” Game, Grades 7-8

High School Resource Alignment with Michigan Comprehensive Guidance & Counseling Program

What you are already using and how it fits

Self Awareness Process <i>Who am I?</i>	Career Awareness & Exploration Process <i>What careers interest me?</i>	Decision Making Process <i>Where am I going?</i>	Planning Process <i>How will I get there?</i>	Documenting Process <i>How do I show it?</i>
<p>Electronic Tools Bridges.com Career Scope Career Cruising - EDP Harrington O'Shea (MOIS) Michigan Career Automated Researcher – CD (Values)</p> <p>Paper Tools ASVAB Boy Scout Survey Career Pathways Books (MOIS) MEAP Work Keys Assessment</p> <p>Activities/Games How to...Career Development Activities for Every Classroom, Grades 10-12 The Box, Missouri Comprehensive Guidance Model, Grades 10-12 True Colors-The Color Game & Other Activities</p>	<p>Electronic Tools ACT Plan Bridges.com Career Profiles Featuring the Career Pathways – CD EDP - Career Cruising MOIS</p> <p>Paper Tools American Careers Magazine for High School Students Career Pathways Books (MOIS)</p> <p>Activities/Games College and Career Fairs College Visits Field Trips Internships Job Shadowing OS Technical Campus Open House OS Technical Campus Tours Volunteer Activities</p> <p>Programs Technical Campus: DECA, HOSA, BPA, Skills USA VICA, Explores, Micro-electric Vehicles, FIRST Robotics, OCCRA, FFA OS Technical Campus</p> <p>Programs (Year-Round) National Honor Society</p>	<p>Electronic Tools Bridges.com Career Cruising - EDP MOIS</p> <p>Paper Tools Career Pathways Books (MOIS)</p> <p>Activities/ Games College visits How to...Career Development Activities for Every Classroom, Grades 10-12 Oakland Schools Technical Campuses Open House Tours The Box, Missouri Comprehensive Guidance Model, Grades 10-12</p>	<p>Electronic Tools Bridges .com Career Cruising - EDP</p> <p>Paper Tools Career Pathways Books (MOIS) District Class Scheduling Focus on Your Future, A Career Planning Curriculum for Teens, Module III: Career Planning</p> <p>Activities/Games College visits Dual Enrollment How to...Career Development Activities for Every Classroom, Grades 10-12 The Box, Missouri Comprehensive Guidance Model, Grades 10-12</p> <p>People Resources Counselors Parents Teachers</p>	<p>Electronic Tools Career Cruising - EDP</p> <p>Paper Tools Certificates Certifications Transcripts</p> <p>Activities /Games Resume Development</p>

Career Development Resource Audit

In the past six years with the Career Preparation System, many career tools were distributed to the school districts in Oakland County. This survey is designed to show districts which tools have been purchased for their district, and to assess whether they still have them and at which level they're currently being used. Please choose "Yes" or "No" based on your knowledge, and the level(s) at which the tools are used.

Key to Level*

Elementary – E Middle School – M High School – H All Levels - A

Do you have this tool		Used at what grade level*	Resources to Districts through CPS Funds	Currently use this tool	
Yes	No			Yes	No
		E M H A			
1.			ACT (Explore & Plan)		
2.			American Careers Magazine for Students		
3.			Bridges – Web Access		
4.			Career Adventures Workbook		
5.			Career Caravan		
6.			Career Cruising – Web Access		
7.			Career Fun – 14 Elementary Games		
8.			Career Pathway Books (MOIS)		
9.			Career Planet Launch Pad – CD		
10.			Career Profiles Featuring the Career Pathways – CD		
11.			Career Rocket Playing Cards		
12.			Career-O-Rama CD & Supporting Materials		
13.			Children’s Dictionary of Occupational Activities		
14.			Coin Clue, workbooks and CD-Rom		
15.			ColorWise – The Puppets		
16.			Dino Cards		
17.			Focus On Your Future, A Career Planning Curriculum for Teens, Module III: Career Planning		
18.			How To...Career Development for Every Classroom (K-3, 4-6, 7-9, 10-12)		

Do you have this tool		Used at what grade level*	Resources to Districts through CPS Funds	Currently use this tool	
Yes	No			Yes	No
19.		E M H A	Launching Connections		
20.			The Real Game (all levels)		
21.			Michigan Career Automated Researcher CD (Values)		
22.			MOIS CD		
23.			People At Work		
24.			The Box, Missouri Comprehensive Guidance Model (K-6, 7-9, 9-12)		
25.			True Colors – The Color Game		

Connecting Career Development to the Curriculum

This section is for you, the practitioner. Working with counselors and curriculum professionals, these activities let you know in a glance what you can do to embed career development into your curriculum.

We begin with the Model District, a fictitious school district located in Oakland County, MI. In the Model School District resources are supplied through the ISD over the past six years as well as a very supportive administration and staff. The community is involved and parents are well informed. This was developed strictly to have an example of what a districts process may look like while building a Career Development program. In reality each district will have different resources, level of support, barriers and unique situations.

The following pages are divided into easy to read sections of activities that you can use in your classroom to not only provide career development, but also meet core curriculum and Comprehensive Guidance and Counseling Standards. Not an add-on, but what you are already doing.

- Model School District, K-12
 - Model District Administration Template
 - Model District Elementary – Grades K-5
 - Model District Middle School – Grades 6-8
 - Model District High School – Grade 9-12
- 21st Century Work Skills

Model District Administration Template

Steering Committee (SC):

- Assistant Superintendent
 - Curriculum Director
 - Counselor (lead or pick)
 - Parent/Community Member
- 3-Year Plan – Based on Core Curriculum Framework
and Michigan Comprehensive Guidance and Counseling
Program (MCGCP)

Steering Committee will meet monthly the first year; then meet twice per semester in the second year; and meet once per semester (or as needed) the third year. Steering Committee will roll out the evaluations at the end of each year at the end of April.

Involvement in the Plan

- Board
- Superintendent
- Assistant Superintendent
- Curriculum Director
- Principals
- Counselors
- Department Head
- Teachers
- All Staff
- Community/Parents

The plan will roll out from Superintendent to Assistant Superintendent

Assistant Superintendent will roll out to Curriculum Director, Principals and Counselors

Principals will roll out to the Department Heads

Department Heads will roll out to the teachers

The minimum standard for all schools will be to implement three career development activities per year per grade level per class embedded within the Michigan Core Curriculum and the Michigan Comprehensive Guidance and Counseling Plan. (A matrix of standards and benchmarks are attached.)

- Take three benchmarks per semester that satisfy both the Michigan Core Curriculum and the Michigan Comprehensive Guidance and Counseling Plan.
- This is for all classes, all students.
- This does not include assessments in the classroom.

Other career development activities taking place at various grade levels.

- Assessments (8th/9th – ACT EXPLORE[®]; 10th - ACT PLAN[®])
- Education Development Plan (EDP) initiated at the 8th grade level and updated through 12th grade
- Field trips (with career development in mind)
- Speakers (with career development in mind)
- Career Fairs

Each year the implementation process will be evaluated

- 1st Semester – Training for counselors and teachers during professional development days.
- 2nd Semester – Teachers will choose three of their already chosen benchmarks to incorporate career development. Counselors will implement three stand-alones for their buildings.
- 3rd Semester – Teachers will receive the evaluation from the steering committee and fill it out with details on the benchmarks that were chosen and how they were met.

Model District Elementary School Grades K-5

300 Students (2 classes each grade level)
Counselor Ratio 1:150

Career Development Team	#
Parent Advisory Team Members	2
Business Partners	2
Principal	1
Counselor	2
Core Instructor each grade level	1 per grade level
Elective/Enrichment Instructor	1

Time Frame:

Three Years

The school specific career development plan will be developed utilizing the district career development system guidelines. These guidelines include utilizing our district professional development day (currently by contract on Wednesday mornings) to bring in leading professionals on the topics listed below and incorporate our learning into the fabric of our work.

Model Elementary will use the Oakland Schools Career Development Framework to incorporate the following research and practices into the system:

- Brain Research (as it relates to learning)
- Interdisciplinary learning reinforcement
- Multiple Intelligence
- Teamwork
- Goal Setting
- Real World Relevance

Instructors at each grade level collaborate to pick standards to implement in individual lesson plans to ensure grade level consistency to keep the process systemic.

Year 1 – Planning/Pilot—Meet Wednesday mornings from 7:30-10:00 a.m.

- Gather Team
- Write goals and student outcomes
- Meet with Middle and High School to ensure a systemic approach to development
- Develop a career plan based on district-developed Career Development System
 - Three stand-alone school career development activities, including one which directly involves parents
 - Three career activities per semester embedded into classroom curriculum
 - Establish performance indicators—Core and Michigan’s Comprehensive Guidance & Counseling standards
 - Teachers develop lesson plans that meet developed performance indicators & Michigan’s Comprehensive Guidance & Counseling standards

Kindergarten

- Three Events for all students
 - Show and Tell—What my family does for a living
 - October—(Halloween) Career Dress up day
 - Collage—What people do
- Individual Classroom Activities: (3 per semester)
 - Meeting academic core curriculum standards and the following:
 - Knowledge of the importance of self
 - Skills to Interact with others
 - Awareness of the importance of change and growth

1st Grade

- Three Events for all students
 - Field Trip—Zoo (Jobs at the zoo)
 - October—(Halloween) Career Dress up day
 - When I grow up I want to be...draw picture for posting outside of classroom
- Individual Classroom Activities: (3 per semester)
 - Meeting academic core curriculum standards and the following:
 - Learn and apply critical thinking skills
 - Develop an awareness of personal abilities, skill, interests and motivations
 - Demonstrate cooperative behavior in groups

2nd Grade

- Three Events for all students
 - Field Trip—Apple Orchard/farm (Introduction to careers related to trip)
 - December—Fire Safety Day (Visit by local fire department (Careers related to Public safety
 - May—Field Day (Careers related to sport medicine and marketing)
- Individual Classroom Activities: (3 per semester)
 - Meeting academic core curriculum standards and the following
 - Learn how to interact and work cooperatively in teams
 - Understand the relationship between learning and work
 - Take pride in work and achievement

3rd Grade

- Three Events for all students
 - Field Trip—Visit to local grocery store (Jobs in the grocery business)
 - Technical Day—(IT fields)
 - Career Bingo—(Students come to school dressed for a career and play career games)

- Individual Classroom Activities: (3 per semester)
 - Meeting academic core curriculum standards and the following
 - Demonstrate knowledge about the changing work place
 - Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the work place
 - Know the various ways that occupations can be classified

4th Grade

- Three Events for all students
 - Field Trip—Visit to Science Center (Career possibilities in field)
 - Design showcase—(Careers designed around outdoor activities)
 - Career Jeopardy
- Individual Classroom Activities: (3 per semester)
 - Meeting academic core curriculum standards and the following
 - Demonstrate knowledge of career planning process
 - Use research and information resources to obtain career information
 - Become a self-directed and independent learner

5th Grade

- Three Events for all students
 - Field Trip—Visit to local shopping mall (Investigate careers in retail)
 - Community Service Project (Careers in Human Service and Health)
 - Career Day—Invite speakers to represent the various Career Pathways
- Individual Classroom Activities: (3 per semester)
 - Meeting academic core curriculum standards and the following
 - Understand the relationship between educational achievement and Career success
 - Accept mistakes as part of the learning process
 - Learn about the variety of traditional and nontraditional careers

Model District Middle School Grades 6-8

Oakland County, Michigan
Student population: 600
Counselor Student Ratio 1:200

Career Development Team: Supported by all faculty members but key people on the team are one administrator (Vice Principal Smith), one counselor (Ms. Adams) and six teachers from core academics and electives/encore classes as well as parents and business leaders from the community. People selected are enthused and have a variety of backgrounds with career development. One person was selected as the team leader, the counselor Ms. Adams, due to her strong knowledge of career development.

Time Frame: Three years

Year 1 – Planning

Gather a career development team of champions to meet bi-weekly on Wednesday at 2:30 for 1-2 hours.

- Some members of this team also serve on the district steering committee for career development
- Identify stake holders
- Write Mission Statement for Model District Middle School
- Write the goals and desired outcomes for students
- Evaluate what is already occurring in the school to obtain these goals
 - Needs assessments- Career Development matrix from Oakland Schools
- Select Michigan Comprehensive Guidance and Counseling Model for competencies (other options included National Comprehensive Guidance and Counseling Model, National Career Development Guidelines and Secretary’s Commission on Achieving Necessary Skills (SCANS Skills)).
- Identify Resources
 - Utilize the Oakland Schools Framework and resources
- Develop a career plan that is specific to the school
 - Must meet the standards set by the district
 - Highlight 3 career activities per grade level
 - Establish performance indicators
 - Teachers develop 3 lesson plans per semester that meet the performance indicators
- Identify Barriers
 - Strategies how to overcome barriers
- Develop and identify evaluation plan

Academics: Three lesson plans a semester clearly career related, tying the class to real-world experiences/careers

English
Math
Science
Social Studies
Electives
Physical Education

(Select from K-12 Activities in this section)

Year 2 – Implementing

- Career Development team meets monthly
 - Subcommittees are formed and include:
 - Needs Assessment
 - Program Design
 - Evaluation
- Counselors oversee the three major career “events” for their grade level
- Teachers use their six lesson plans (career-related) throughout the year
- All 8th graders complete their Education Development Plan
- District steering committee continues to meet 2 times per semester
- Each semester Career Development team and administrators assess where they are in meeting their goals established in year one
- Professional Development for Staff
 - Training on C.D. software
 - Presentations from professionals on emerging careers
 - Workshops on how to create/relate career development in academic classes
- Parent Involvement

Year 3 and beyond - Evaluation

- Two types of evaluation
 - Process Evaluation
 - Problems in implementation
 - What changes are needed
 - Were the goals set by the school met
 - Product Evaluation
 - Compares Individual achievement against standards
- Career Development team meets twice each semester to review any changes needed to maintain/achieve the original goals
- Set new goals as appropriate
- Share results of evaluation with the staff
- District steering committee continues to meet once per semester

6th Grade

- Three events for all students
 - Self-assessment
 - example: True Colors
 - Career Awareness: Parent/ Community Career Presentations
 - Field Trip relating to Pathways
- Individual Classroom activities

7th Grade

- Three events for all students
 - Bridges exploration
 - MOIS assessments
 - Career Day
- Individual Classroom activities

8th Grade

- Three events for all students
 - ACT EXPLORE[®]
 - Create an Education Development Plan (EDP)
 - Include minimum items
 - Long-term and short-term goals
 - Two Career Pathways of choice
 - One year Education Plan
 - Explore two careers
 - Career Cruising activities
 - Matchmaker
 - Explore Careers
 - Individual classroom activities

Model District High School – Grades 9-12

Oakland County, Michigan

Student Population: 800

Counselor Ratio – 1:200

Career Development Team

Administrator – Ms. Jefferson, Assistant Principal

Counselor – Mr. Thompson

Teachers – 1 from each Core Subject Area (4) and 2 from Electives

Parents – 2

Community, Business Leaders – 2

Time Frame

3 Years

Year 1 – Planning Time – Meet twice a week on Tuesdays at 2:15 p.m.

- Identified Communication Plan
- Wrote mission statement and vision statement for building
- Wrote goals and outcomes for students
- Developed career plan for the building based on district specifications
 - Three activities (including assessments, field trips, EDP documentation updated through 12th grade, speakers and career fair)
 - Three activities related to careers implemented into the classroom – every classroom, every student, every program per semester
 - Staff establish performance indicators for students relating subject to career development
- Identified barriers
- Identified strategies and processes to overcome barriers
- Performed gap analysis to see what is already integrated into classrooms in the building and resources needed
- Utilized Career Development Framework from Oakland Schools
- Selected the Michigan Comprehensive Guidance and Counseling Model to integrate with the Michigan Curriculum Benchmarks and Standards
- Collaborated with Mt. Utopia MS team to streamline 8th graders to 9th grade
- Planned implementation of teacher and student training

Academics

- Teacher Training - August PD Days
 - Implementing personality style, learning style, multiple intelligences into the classroom
 - Real World Classroom Relevance
 - Interdisciplinary Unit Planning
 - Content Planning
 - Real World Applications
 - Implementing Career Development into the Classroom - Teacher will choose and implement three standards from the Michigan Curriculum Framework and Michigan Comprehensive Guidance and Counseling Model

Career Development

- Teacher and Counselor Training
 - Training on computer software for career development as needed (i.e., Career Cruising, Bridges, MOIS)
 - Training on ACT Explore and Plan to use the reports on the tests to help students clarify their needs and how to improve
- Student Training – By grade in the classroom
 - 9th grade – study skills (August), self-management, conflict resolution & team skills (intro)
 - 10th grade – decision-making skills (August), employability skills and post-secondary fair
 - 11th grade – technical writing (intro & in English), management: stress and anger, team skills
 - 12th grade – presentation skills (August), senior forum and senior presentations (working sessions), and successful transition to postsecondary pursuits
- Parent Involvement
 - Meet to discuss how to involve parents in the process and how to implement the strategies

Year 2 – Implementation Time – Meet once a month on Tuesdays at 2:15 p.m.

- Committees formed to oversee program design, evaluation process, assessing needs and revisions as necessary
- Implement professional development in August for teachers (see above under “academic” and “career development”)
- Counselors – Oversee calendar and implementation of three activities for students
 - 9th grade – EDP update, interest inventories (MBTI, learning styles and multiple intelligence assessments given in August), and “Making the Connection” Career Day with Speakers and relevancy to coursework
 - 10th grade – ACT PLAN, Update EDP, College/Technical Schools Field Trips
 - 11th grade – ACT College Boards, Work-Based Learning (Job Shadowing, Mentoring, and work experiences), Update EDP, Resume Completion
 - 12th grade – ACT College Boards (as needed), Senior Project/Presentation, Work-Based Learning (Job Shadowing, Mentoring, and work experiences), and Update EDP
- Teachers – Choose and implement three standards from the Michigan Curriculum Framework and Michigan Comprehensive Guidance and Counseling Model (see attached) to implement into their classroom per semester (six per year)
- Assess at the end of each semester how it’s going and revise as needed

Year 3 – Evaluate and Revise – Meet every other month on Tuesdays at 2:15 p.m.

- Evaluation
 - Students, Parents and Staff
 - Evaluate the process and products
 - Share results with staff

21st Century Work Skills

As our world and global economies are changing, new skills are required to be successful. The following guide is a summary from the Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) report on the required skills to enter the workplace successfully. This guide is provided to assist you in cross-walking the development of your student's workplace skills within your core academic, career and technology education, and other state and national curriculum standards.

What Work Requires of Schools (1991)

By the U.S. Department of Labor: <http://wdr.doleta.gov/SCANS/whatwork/whatwork.html>.

In 1991 the Secretary's Commission on Achieving Necessary Skills (SCANS) published skills that were required to enter the workplace successfully. SCANS identified workplace know-how that defined effective job performance. The list had two elements: five competencies and a three-part foundation of skills and personal qualities.

Compared to *enGauge* 21st Century Skills, the SCANS proficiencies do not explicitly address Multicultural Literacy, Global Awareness, aspects of Interactive Communication and Visual Literacy, or High-Quality Results.

SCANS		<i>enGauge</i> 21st Century Skills
Five Competencies		
<ul style="list-style-type: none"> • Resources: Identifies, organizes, plans and allocates resources 	<ul style="list-style-type: none"> A. Time B. Money C. Material and Facilities D. Human Resources 	<ul style="list-style-type: none"> • Adaptability/Managing Complexity • Economic Literacy
<ul style="list-style-type: none"> • Interpersonal: Works with others 	<ul style="list-style-type: none"> A. Participates as Member of a Team B. Teaches Others New Skills C. Serves Clients/Customers D. Exercises Leadership E. Negotiates F. Works with Diversity 	<ul style="list-style-type: none"> • Teaming and Collaboration • Self-Direction • Multicultural Literacy
<ul style="list-style-type: none"> • Information: Acquires and uses information 	<ul style="list-style-type: none"> A. Acquires and Evaluates Information B. Organizes and Maintains Information C. Interprets and Communicates Information D. Uses Computers to Process Information 	<ul style="list-style-type: none"> • Information Literacy • Economic Literacy • Interactive Communication

<ul style="list-style-type: none"> Systems: Understands complex inter-relationships 	<ul style="list-style-type: none"> A. Understands Systems B. Monitors and Corrects Performance C. Improves or Designs Systems 	<ul style="list-style-type: none"> Scientific Literacy Economic Literacy Adaptability/Managing Complexity Prioritizing, Planning, and Managing for Results
<ul style="list-style-type: none"> Technology: Works with a variety of technologies 	<ul style="list-style-type: none"> A. Selects Technology B. Applies Technology to Task C. Maintains and Troubleshoots Equipment 	<ul style="list-style-type: none"> Effective Use of Real-World Tools Technological Literacy
A Three-Part Foundation		
<ul style="list-style-type: none"> Basics Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks 	<ul style="list-style-type: none"> A. Reading B. Writing C. Arithmetic/Mathematics D. Listening E. Speaking 	<ul style="list-style-type: none"> Basic Literacy Scientific Literacy
<ul style="list-style-type: none"> Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons 	<ul style="list-style-type: none"> A. Creative Thinking B. Decision Making Reasoning C. Problem Solving D. Seeing Things in the Mind's Eye E. Knowing How to Learn F. Reasoning 	<ul style="list-style-type: none"> Higher-Order Thinking and Sound Reasoning Visual Literacy Curiosity Creativity
<ul style="list-style-type: none"> Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty 	<ul style="list-style-type: none"> A. Responsibility B. Self-Esteem C. Sociability D. Self-Management E. Integrity/Honesty 	<ul style="list-style-type: none"> Teaming and Collaboration Self-Direction Personal Responsibility Social and Civic Responsibility

Secretary's Commission on Achieving Necessary Skills. (1991). *What work requires of schools: A SCANS report for America: 2000*. Washington, DC: U.S. Department of Labor.

<http://www.ncrel.org/engage/skills/match1.htm>

Embedded Career Development Activities Resources Lists

The follow section is a sampling of resources that were provided by Oakland Schools and Career Preparation funds over the last seven years and “Best Practices” that represents lesson plans and activities submitted by practitioners at a pathway institute several years ago. The intent is to put these activities and resources on the web to better help the practitioner access lesson plan activities to embed career development in all curriculum areas including core academic, career technical and technology education and at all levels of instruction (elementary, middle and high school).

This is a small sampling for illustrative purposes only. The full list of activities will be on the web for to search for what is needed.

This is a continuous improvement process and will never be “finished”. All those involved in career development will help contribute, edit and improve the resources available to Oakland County educators through the upcoming web-based guide.

District Best Practices

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
SELF AWARENESS											
City History Book *CA, CE	Rochester/CDF	3	Write a book highlighting the city history. Student prints the book doing the majority of collating and binding, sells the book to a local bookstore and real, local businesses.	1 semester	X			X	X		
Dream Career Speech Contest *CA, CE	Rochester/CDF	5	Write and present a speech related to their dream career. Winners from each school will present to the Chamber of Commerce. All are given a chance to job shadow in their chosen career.	4 weeks	X				X		
Conflict Resolution Presentation *CA	Avondale	3-5	After participating in a conflict resolution program, students develop plans and present them to a business in each of the pathways.	4 class periods and 1 field trip	X			X			
You and Your Future *CA	Hazel Park	3-5	Reading groups are using career books. Each curriculum "Zone" must introduce a specified number of careers to students.	Your choice	X	X	X	X			

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
CAREER AWARENESS											
Great Lakes Hydrosphere *CE	Rochester/CDF	4 & 5	Developing a greater understanding of the Great Lakes hydrosphere through the study of science and social studies.	13 classes	X	X	X	X			
Economic lessons based on children's literature *CE	Huron Valley	K-5	Use children's literature to illustrate economic concepts.	30 minutes	X		X	X	X		
Dream Career Speech Contest *SA, CE	Rochester/CDF	5	Write and present a speech related to their dream career. Winners from each school will present to the Chamber of Commerce. All are given a chance to job shadow in their chosen career.	4 weeks	X				X		
Career Bingo *CE	Ferndale	3-5	Distribute Bingo cards with random careers. Have student write their own career in the center free space.	your choice	X	X	X	X	X		
Careers at the Zoo	Farmington	MS	Students will investigate career opportunities for themselves and learn about careers at the zoo.	2-3 weeks	X	X		X			
Career Camp	Rochester	MS	After school activity that visits businesses	10 weeks							

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
CAREER EXPLORATION											
Great Lakes Hydrosphere *CA	Rochester/CDF	4 & 5	Developing a greater understanding of the Great Lakes hydrosphere through the study of science and social studies.	13 classes	X	X	X	X			
Economic lessons based on children's literature *CA	Huron Valley	K-5	Use children's literature to illustrate economic concepts.	30 minutes	X		X	X	X		
Dream Career Speech Contest *SA,CA	Rochester/CDF	5	Write and present a speech related to their dream career. Winners from each school will present to the Chamber of Commerce. All are given a chance to job shadow in their chosen career.	4 weeks	X				X		
Career Bingo *CA	Ferndale	3-5	Distribute Bingo cards with random careers. Have student write their own career in the center free space.	Your choice	X	X	X	X	X		
Occupational Relay Racer *CA	Ferndale	K-2	2 boxes of "uniforms", give student sticky note with career and have them dress the part.	Your choice				X	X		

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
DECISION MAKING											
Communication Skills *SA, CA,	Walled Lake	MS	Students identify key listening and speaking skills. They work in pairs practicing these while discussing their career “dream”.	45 minutes	X	X		X			

Elementary

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
SELF AWARENESS											
Describing Myself	How To 4-6 Activity #39	4-7	Students identify themselves in terms of their interests and aptitudes.	45 minutes	X						
Feeling Masks	How To 4-6 Activity #90	2-5	Students create paper masks to reflect different emotions.	60 minutes				X			
Feelings and Choices	How To 4-6 Activity #91	5-7	Recognize that there are often many ways to react to an emotional situation.	45 minutes	X						
The Way I Feel	Area 11 - Category B - Competency 6 Missouri-The Box	1-2	This lesson will give students practice in identifying a wide variety of feelings by reading the nonverbal messages of other students.	30 minutes	X						
CAREER AWARENESS											
Career Carnival Comparison *CE	How To 4-6 Activity #29	3-5	Students will compare and contrast careers appearing in each subset of Career Carnival.	60 minutes			X	X			

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards

ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
CAREER AWARENESS											
What's My Line? *CE	How To 4-6 Activity #24	4-6	Students read and match five job descriptions to the correct occupational titles.	40 minutes	X			X			
I Know About Different Jobs In My Community *CE	Area 1 -Category A Competency 1 Missouri-The Box	1-3	Students have the opportunity to think about future careers.	30 minutes	X						
Hobbies To Careers *CE	How To 4-6 Activity #45	5-7	Students list their hobbies and interests and the careers that could spring from them.	30 minutes	X	X	X	X	X		
CAREER EXPLORATION											
Career Carnival Comparison *CA	How To 4-6 Activity #29	3-5	Students will compare and contrast careers appearing in each subset of Career Carnival.	60 minutes			X	X			
What's My Line? *CA	How To 4-6 Activity #24	4-6	Students read and match five job descriptions to the correct occupational titles.	40 minutes	X			X		X	

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
CAREER EXPLORATION											
Hobbies To Careers *CA	How To 4-6 Activity #45	5-7	Students list their hobbies and interests and the careers that could spring from them.	30 minutes	X	X	X	X	X		
I Know About Different Jobs In My Community *CA	Area 1 -Category A Competency 1 Missouri-The Box	1-3	Students have the opportunity to think about future careers.	30 minutes	X						
I Know Some Reasons Why People Work	Area 1 - Category A - Competency 3	1-3	This lesson helps students understand there is a relationship between working and being able to buy desirable things.	30 minutes	X						
DECISION MAKING											
Improving Your Study Habits	How To 4-6 Activity #4	4-6	Making decisions to improve study habits.	30 minutes	X	X	X	X	X		
Tiling	How To 4-6 Activity #6	4-5	Students will use a tiling project to practice budgeting and math skills.	30 minutes			X			X	
I Know How To Make Decisions and How to Change Poor Ones	Area 11 - Category F - Competency 15 Missouri-The Box	K-3	Students need to learn from their mistakes. This lesson gives students the opportunity to evaluate decisions and make changes when necessary.	30 minutes	X						

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
DOCUMENTATION											
You and Your Goals	How To 4-6 Activity #86	4-6	Recognize values that are important to you, and research and document three occupations that would complement them.	60 minutes	X			X			
The Importance of Education	How To 4-6 Activity #20	5-7	Students analyze occupations in terms of the education and/or training required to enter them.	90 minutes	X	X	X	X	X	X	

Middle School

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
SELF AWARENESS											
What Is Important To Me	Missouri-The Box, Area II, Category B, Competency 5	6-9	Students need to understand themselves as individuals.	30-50 minutes	X						
What Is Interesting	Missouri-The Box, Area I, Category N - Competency 48	6-9	This activity is designed to help students discover more about their interest areas.	30 minutes	X						
Consensus Building On The Moon *CE, DM	How To, 7-9, Activity #104	7-11	Analyze and practice a group consensus process.	90 minutes		X	X	X			
My Life Goals	Missouri-The Box, Area II, Category B, Competency 6	6-9	Through effective goal setting, students can learn to plan ahead.	30 minutes	X						
CAREER AWARENESS											
Traffic Jams: A look at transportation consulting	How To, 7-9, Activity #12	7-9	Collect & analyze traffic data from a nearby intersection	80 minutes	X			X	X		
School Skills/Career Skills	How To, 7-9, Activity #28	7-9	Assess skills learned in school in terms of those needed in workplace	60 minutes in class; 45 outside class	X	X	X	X	X		

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
CAREER AWARENESS											
Careers and Gender	How To, 7-9, Activity #34	7-9	Identify careers that are dominated by one gender	45 minutes	X	X	X	X	X		
Careers in Biology *EX	How To, 7-9, Activity #75	7-9	Students will use the Internet's World Wide Web to investigate careers in biology.	60 minutes		X					
Mathematics Careers and Lifestyles II *EX	How To, 7-9, Activity #78	7-9	Analyze the lifestyle associated with one mathematics career by making an oral presentation describing it.	60 minutes in class; 90 minutes outside of class			X				
Binary Addition *EX	How To, 7-9, Activity #30	8-10	Students will learn to add numbers in binary form.	40 minutes			X				
Quiz on Jobs in Science and Engineering *EX	How To, 7-9, Activity #44	7-9	Students will match job descriptions with job titles.	45 minutes		X					

High School

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
SELF AWARENESS											
Matching Interest & Skills to Science and high Tech Careers Work Sheet *CA, CE, DM	How To-- (10-12) Activity #15	10-12	Students will match interests to math and science careers	45 minutes		X	X		X		
Career Interest & Labor Market *CA, CE, DM	How To-- (10-12) Activity #68	10-12	Re-evaluate interest in career based on current labor market information	80 minutes in class; 45 minutes outside of class	X			X	X		
Skill Profiler *CA,DM	Skill Profiler	9-12	Dept of Labor, America's Career Infonet Skill Assessment	55 minutes	X	X	X	X	X		
"Skills for My Chosen" Occupation * CA, CE, DM	How To-- (10-12) Activity #17		Students develop a list of skills associated with occupations that interest them	90 minutes	X	X	X	X	X		
Assertiveness Inventory	How To (10-12) Activity #31		This is an individual activity that can be done in the classroom to develop assertiveness	45 minutes	X	X	X	X	X		

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
SELF AWARENESS											
Self employment-- Is it for you? *CA, CE, DM	How To (10-12) Activity #56		This is a classroom activity for small groups to compare and contrast conditions of employment	60 minutes			X		X		
Attitude towards gender Roles *CA, DM	How To (10-12) Activity #98		Using a questionnaire, student discuss their attitudes about gender roles and consider how attitudes shape choices	45 minutes				X	X		
CAREER AWARENESS											
Matching Interest & Skills to Science and high Tech Careers Work Sheet *SA, CE, DM	How To-- (10-12) Activity #15		Students will match interests to math and science careers	45 minutes in class		X	X		X		
Career Interest & Labor Market *SA, CE, DM	How To-- (10-12) Activity #68		Re-evaluate interest in career based on current labor market information	80 minutes in class; 45 minutes outside of class	X			X	X		

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
CAREER AWARENESS											
Skill Profiler *SA, DM	Skill Profiler	9-12	Dept of Labor, America's Career Infonet Skill Assessment	55 minutes	X	X	X	X	X		
"Skills for My Chosen" Occupation * SA, CE, DM	How To-- (10-12) Activity #17		Students develop a list of skills associated with occupations that interest them	90 minutes in class; 45 minutes outside of class	X	X	X	X	X		
Self employment-- Is it for you? *SA, CE, DM	How To (10-12) Activity #56		This is a classroom activity for small groups to compare and contrast conditions of employment	60 minutes			X		X		
Attitude towards gender Rolls *CA, DM	How To (10-12) Activity #98	10-12	Using a questionnaire, student discuss their attitudes about gender roles and consider how attitudes shape choices	45 minutes				X	X		
Career Scope Aptitude Assessment *SA	Career Scope Computer Program	9-12	Interest and Aptitudes are combines to produce career list based on responses	2 hours							

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
CAREER EXPLORATION											
Matching Interest & Skills to Science and high Tech Careers Work Sheet *SA, CA, DM	How To-- (10-12) Activity #15		Students will match interests to math and science careers	45 minutes		X	X		X		
Attitude towards gender Rolls *SA, DM	How To (10-12) Activity #98		Using a questionnaire, student discuss their attitudes about gender roles and consider how attitudes shape choices	45 minutes				X	X		
Summer Explorations classes *SA, CA	OS/OSTC/Coleges	8-11	Students participate in career/educational opportunities offered my community	Varied					X		
Extracurricular Activities *SA, CA, DM	Schools/clubs/Organizations		Students explore careers related to activities/hobbies outside of school	Varied	X	X	X	X	X		
What I know about the World of Work	The Real Game Page 39	9	Game to introduce student to the world of work	55 minutes							
Jobs for the 21st Century *DM	How To (10-12) Activity #46	10-12	Study and discuss a Bureau of Labor Statistic chart to identify growth occupations	45 minutes	X	X	X	X	X		

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ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	Core Embedding				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
Science Careers *CA	How To-- (10-12)	10-12	Students identify careers related to science	55 minutes		X					
CAREER EXPLORATION											
Education Attainment Graph *DM	"How To-- (10-12) Activity #13		Interpret and discuss a bar graph on educational attainment	45 minutes							
DECISION MAKING											
Matching Interest & Skills to Science and high Tech Careers Work Sheet *SA, CA, CE	How To-- (10-12) Activity #15	10-12	Students will match interests to math and science careers	45 minutes		X	X		X		
Career Interest & Labor Market *SA, CA, CE	How To-- (10-12) Activity #68	10-12	Re-evaluate interest in career based on current labor market information	80 minutes in class; 45 minutes outside of class	X				X		
Self employment-- Is it for you? *SA, CA, DE	How To (10-12) Activity #56		This is a classroom activity for small groups to compare and contrast conditions of employment	60 minutes					X		
							X		X		

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
Attitude towards gender Roles *SA, CA	How To (10-12) Activity #98		Using a questionnaire, student discuss their attitudes about gender roles and consider how attitudes shape choices	45 minutes				X	X		
DECISION MAKING											
Plan *DOC	ACT/Oakland Schools	10	ACT Assessment	3 hours							
Career Open Houses *CA, CE	OSTC	8-11	Parents & students attend career open houses to increase awareness of career opportunities	2 hours per visit					X		
Extracurricular Activities *SA, CA, EX	Schools/clubs/Organizations		Students explore careers related to activities/hobbies outside of school	Varied	X	X	X	X	X		
Decisions and Consequence. Reaching Decisions	How To (10-12) Activity #128		Small group and individual activity to practice decision making	45 minutes	X			X	X		

Key Under "Activity": SA – Self-Awareness, CA – Career Awareness, CE – Career Exploration, DM – Decision-Making, DOC – Documentation and * - Represents other standards											
ACTIVITY	RESOURCE	GRADE	ACTIVITY OVERVIEW	TIME NEEDED	← Core Embedding →				CTE	CORE CURRICULUM STANDARD	MCGCP STANDARD
					ENGLISH	SCIENCE	MATH	SOCIAL STUDIES			
DOCUMENTATION											
Career Bill Board *SA	How To (10-12) Activity #33		Individual activity to be shared with the class. Prelude to resume writing to identify pictures and words that describe what they want an employer to know about them	120 minutes				X	X		
Plan *DM	ACT/Oakland Schools	10	ACT Assessment	3 hours							
DOCUMENTATION											
Using the SAT Assessment *SA, CE, DM	How To (10-12) Activity #95		Complete tests for college entrance requirements	180 minutes outside of class	X	X	X	X	X		
Employability Checklist	How To-- (10-12) Activity #75	10-12	Checklist to determine preparation for employment	40 minutes	X	X	X	X	X		
Career Interview *CE	How To-- (10-12) Activity #71		Student interview 2 persons working in careers that interest them and complete questionnaire	45 minutes inside class; 90 minutes outside of class	X	X	X	X	X		
Application for Employment	How To-- (10-12) Activity #69		Students will fill out an application for employment	45 minutes	X	X	X	X	X		

The Senior Portfolio: The Culminating Event

Assessment for Schools and Students: Measuring the Individual Student Success

An important tool to demonstrate your school's career development system and student achievement success is the senior level portfolio.

A portfolio is a collection of written or multi-media assignments that demonstrate the student's exploration throughout middle school and high school. Some of the sample documented evidence could include EDP and Career Pathway choices, academic and career development assignments, work-based experiences and successes, volunteer and community service experiences, awards and certificates received, resumé, recommendation letters and other pertinent accomplishments and results.

A senior portfolio may be organized in a binder with tabs labeling the different categories that are being demonstrated. This portfolio may be used for securing the student's first post high school job or for postsecondary admissions processes. It may also be incorporated in a final senior exit presentation, created in written form or in an electronic or multi-media format (CD, digital storytelling, etc.).

Creating a portfolio will assist the student in building confidence, illustrate an ability to organize achievements and prepare for postsecondary learning.

A Sample Outline for a Senior Portfolio (with tabs labeling each section)

- Cover Letter (for a job they have explored)
- Resumé (for a job they have explored)
- Education Development Plan (EDP)
- Written problem-solving assignments (Academic, CTE and Counseling Curriculum)
- Volunteer and community service
- Awards and certificates
- Recommendation letters
- Other pertinent accomplishments (team sports, clubs, college/university admissions essay documentation, etc.)
- Work-based learning experiences
- Student (self-selected) employment



Student Career Development- Portfolio Elements

Self-Awareness

Step 1 - Assess skills, abilities, interests, aptitudes, motivators

- Document discoveries
- Check choices with trusted adults
- Plan courses



Career Awareness/Work

Identify career pathways that match self-awareness

- Record choices in Education Development Plan (EDP)
-
- Plan for careers and select appropriate courses

(Go to Step 2...)

Step 2 - Coursework/career development integration

- Explore skills within assignments
- Check choices with trusted adults
- Plan courses



How does what I'm learning link to my skills, etc., and into my career choices?

- Document in my EDP and portfolio
- What do I take next?
- Planning courses

(Go to Step 3...)

Step 3 - More assessment (postsecondary) for readiness and career choices

- Take ACT assessment
- Documentation



In portfolio

- Course selection

(Go to Step 4...)

Step 4 - Experiential Learning

- Test the career (linking to the workplace)
- Develop resumé and interviewing skills
- Secure worksite/experiential learning placement



Portfolio examples:

- Mentoring
- Job Shadowing
- Co-op
- Internships
- Programs (Robotics, GMTA, Gender Equity)

(Go to Step 5...)

Step 5 - Student finalizes career choices and postsecondary prep choices

- Document choices
- Plan for postsecondary – choice
- Finalize Senior Portfolio (paper or electronic)



Portfolio - Demonstrate career development accomplishments

- Resumé, EDP (career pathways, career choices, other things?), assignments from class linking career development. Recommendation letters, awards, short and long term goals
- Apply to postsecondary choice or for application for employment

Enhancing Your District Career Development System

This section was designed to provide answers for questions you may have. There may be more that are not here, and names and numbers have been provided to help assist you in finding those answers. In the additional section “Questions You May Wish to Ask Yourself”, you may begin looking at what you already have in place and where you would like to go from here. The other tools listed in this document can be utilized to develop and enhance your system. A template has been provided in this section to help you begin this process.

New and emerging careers and 21st Century Work Skills are items to add to enhance your career development system. A crosswalk for 21st Century Work Skills with SCANS is included. The website address is listed there. Crosswalks to the Michigan Comprehensive Guidance and Counseling Program with the Michigan Curriculum Framework, National Career Development Guidelines and Michigan Education YES! can be found at http://www.michigan.gov/documents/Appendix_I_Cross_Reference_-_all_115866_7.xls and http://www.michigan.gov/documents/Appendix_J_MI_Curr_115867_7_Frameworks_1.xls

- Frequently Asked Questions
- Question You May Wish to Ask Yourself
- Key People in Planning and Implementing the Career Development System
- Template for Career Development System Plan
- ACT PLAN[®] and EXPLORE[®] Resource Information
- Other Common Career Development Formal Assessments
- Contact Information for Assistance on Your Career Development System – “Who Do I Ask for Help”
- Crosswalk Resource for 21st Century Work Skills with SCANS

Frequently Asked Questions

These are questions you may have or want to consider:

Why do we need a Career Development System?

Districts are doing great work in supporting their students in career development, decision-making, planning and preparation; however, it can be difficult to reach all students. Hence the need for systemic career development processes supported at all levels.

What is a Career Development System?

A Career Development System is a district-wide integration of the career development framework components into:

- Administrative processes
- Curriculum development and implementation
- Teacher and counselor practitioners' procedures
- Support of students
- Student career development activities
- School and student evaluation strategies
- Reporting structures
- Continuous improvement planning implementation

How is a Career Development System different than a Career Development Program?

A *career development program* that involves a single activity or series of student activities/events that support a portion of your students, with some or all of the components from the Career Development Framework implemented.

A *career development system* involves a system-wide process integrated through all schools, grade levels and subject areas.

Feedback from the district interviews conducted in Spring 2005 suggests that every district in Oakland County has begun its career development system building process and are hard at work implementing and/or enhancing a career development system for all students.

Why is there a need for a written Career Development plan?

Through the district interviews in Spring 2005, the data shows that every district has some plan in place. Not all have a written plan and most have requested assistance in this area. All 28 districts are at different points of implementation. A look at successful career development programs around the country found one thing they all have in common: a written career development plan that is integrated through all schools and grade levels. A goal at Oakland Schools is to provide resources and consulting and assessment support to assist the districts in their goal for all students to participate in the districts' career development system.

Why should we do this and how will it benefit us (schools, staff, students, community) to have a career development system?

- Career Development supports state and federal mandates such as No Child Left Behind (NCLB), Education Yes! The Michigan Career Pathways and National Career Clusters, and the Michigan Comprehensive Guidance Model.
- It improves student achievement rates.
- Helps reduce student behavior problems because students who find their talents, are encouraged to dream and are supported have a focus and have fewer behavior problems.
- Builds community support for the school through partnerships that identify with the world of work outside of the school
- Involves parents in their student's choices by their written commitment and communication with their schools to partner on behalf of the student

What does it align to?

No Child Left Behind (NCLB)—Career development “empowers students with the skills to meet the demands of tomorrow’s workforce”, and builds employability skills for students—“focus of high school education must be to develop the academic, employability and soft skills in an integrated program designed to prepare all students for their future careers”.

Education Yes! — “Career awareness, exploration and pathways are embedded in the curriculum; transition activities from high school to a work environment; students develop an electronic EDP which is parent endorsed, and curriculum and instruction reflect ‘real world’ career connections for students”.

High School Reform (Rigor, Relevance, Relationships and Reform) — “Career development helps students see how school subjects relate to life and the world of work; begins student examination of interests and talents and how they relate to a chosen career area; helps set career and educational goals; challenges students to high academic and workplace skills; gives support and encouragement through mentors and role models; and educates about emerging career opportunities.

Michigan Comprehensive Guidance and Counseling Program and ASCA (Academic Development, Personal/Social Development and Career Development) — “Students will: acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions; employ strategies to achieve future career goals with success and satisfaction; and understand the relationship between personal qualities, education, training and the world of work.”

We already have a plan in place for our district do we need something else? How can we assess where we are in this process?

Great news! You are already doing a lot of good things based on feedback from the Spring 2005 CFE Oakland County School District Visits. As a beginning place to see what may already be in place in your district, we have included a list of tools, resources (paper and electronic), people and activities that may be currently in place in your district. The attachments are broken out for elementary, middle school and high school.

What do we still need to do?

We would like to assist you. We have developed a "self assessment tool" to help you identify gaps in the career development framework components in your district. Note: Key resources to find are your champions who are already successful.

What will it cost 2005/2006? (Oakland Schools assistance for this year)

10/22/2007

Career Focused Education Career Development Framework

Page 65

There are resources to support your career development system development or improvement efforts by way of dollars provided to the districts for staffing, technology and career development resources.

Who should be involved in this from within the school system? What role will they play?

Some examples of people who need to be involved are the Board of Education, Administration, Counselor Leadership, Teacher Leadership, Curriculum Leadership, and Community partners.

A list of Oakland Schools staff resources is being developed which includes what staff are currently involved in with the districts (i.e., Counselor Leadership, Emerging Sectors, Gender Equity, GMTA, STRA, etc.). This will help know whom to contact should you need help.

Who else needs to be involved from our community? What roles will they play?

Parents, community partners (private industry, agencies, government entities, workforce development agencies, Chambers of Commerce, etc.) and districts all need to be involved in guiding, providing and mentoring the students of each of the districts.

How will my staff or I actually do this?

Again good news—many of you or your staff are already implementing successful activities with career development support for students. In this packet are some sample activities for career development across grade levels and core curriculum.

For whom will we do this?

All students at all grade levels will need to be involved in order for your efforts to be a career development system that reaches all students and prepares them for improved decision making, career preparation, documenting their successes and trying out career choices and preparing them for future training and learning activities behind K-12.

When and how often?

Career development processes should be included in all district processes, embedded in the curriculum taught, included in the activities student engage in and incorporated into the work-based, experiential learning experiences. In short, career development is something incorporated into school and work every day.

What does success look like?

Data your district is already collecting will help you evaluate where you are for the student level and for the school level. Some examples for the student level include: EDPs that support student class enrollment choices and clear, relevant post-secondary plans for all students.

Questions You May Wish to Ask Yourself

- Have you developed a team of these individuals to enhance or build your district career development system?
- How are the administrative champions involved in your district career development system?
- How else could the champions of career development in your district and community be more involved?
- Do any of these staff need training/professional development to better function in their role?
- Are there any obstacles impeding your district's career development system enhancement or building efforts that these champions can help to overcome?
- How can these leaders help with integrating career development into the administrative practices in the district?
- How can these leaders help with integrating career development into the core curriculum and practices in the district?
- How can these leaders help with embedding career development into the curriculum and practices in the district?
- How can these leaders help with eliciting more parent and community involvement?
- How can these individuals assist at the student level (self awareness, career exploration, EDP, etc.)

Key People To Involve in Developing and Implementing Your Career Development System

Building the System Responsibilities	Administrative Champion
Board of Education	Approval of district philosophy/practices/support/resource allocation
Superintendent	Support for Career Development System practices/removing of administrative obstacles
Building Principal	Staff development/staff accountability
Curriculum Director	Development/integration of career development into the academic core curriculum
Teacher Leadership	Integration of career development components in what is being taught (curriculum) in the classroom, working in conjunction with parents and community
Counselor Leadership	Integration of personal, social and career development practices in the counseling functions/curriculum, working in conjunction with parents and community
Career Focused Education Contact	Staff support/student support in implementing and student documentation/tracking progress
Parent/Teacher Organization	Securing parent involvement in the student's exploration and decision making, planning. Working in partnership with leadership
Human Resource/Personnel Director	Working in partnership with bargaining unit practices for job description and staff evaluation processes (including career development as an expectation in staff positions)
Bargaining Unit/Union Leadership	Working to support embedding career development

Embedding Career Development

Connecting Careers Planning Template Oakland Schools Career Development Framework

To assist you in creating or enhancing your career development system, provided are prompts to help you get started and/or to continuously improve. This process could be used for all grades and all components of an embedded career development district wide system. This includes K-12 core curriculum, CTE, Special Education and Comprehensive Guidance and Counseling standards and benchmarks.

The components include:

1. Self Awareness
2. Career Awareness and Career Exploration (including experiential learning)
3. Planning
4. Documentation (Education Development Plan and Portfolio)

The format should include teams or designated committees under the groups listed. (See Career Development Framework “Who Needs to be Involved and Responsibilities” and “Questions You May Wish to Ask Yourselves”). Each team will need to define its roles within the system, and an overall “connecting careers” project leader may need to coordinate the teams. Identifying champions in each team already doing great things with career development is vital to successful implementation.

Possible Champions:

- Board of Education
- Building Principals
- Curriculum Directors
- Department Heads
- Counselor Leadership
- Career Focused Education Liaison
- Special Education Transition Coordinators
- Parent-Teacher Organization Leadership
- Human Resource/Personnel Director
- Bargaining Unit/Union Leadership

Identify:

- What works well?
- What does not work?
- Who are leaders at each stage for each component of your plan?
- What existing resources are available?
- What resources are needed?
- What are the obstacles at each stage for each necessary component?

Example of a Portion of a Strategic Plan

Strategy 1: Administer and Interpret ACT EXPLORE®

Action Steps	What Works Well	Obstacles
Purchase Tests	Coordinate through Oakland Schools	Coordination on times
Administer Test	Counselor volunteers to administer	Class release time
Interpret Results		Time to interpret
Record Results in EDP		Turn-around time of ACT results

Solution – Identify what the struggle is
Interpret EXPLORE® results with all 8 th graders

What is working for our team	What is hindering our team
ACT provides training	Available for 1-on-1 interpretation
Counselor champions using ACT EXPLORE	Teachers understanding relevance of ACT EXPLORE®

How can our team continue to support what is working?	How can the barrier be addressed or removed?
Write job task into job description	Conduct group interpretations for students with like-results
	Provide staff professional development on graduation rate improvements and improved standardized tests scores

Comprehensive Career Development Plan

Career Connections Template

Date

Level Grade	Self and Career Awareness	Career Exploration	Assessments Formal/Informal	Parent Involvement	Education Development Plan (Documenttion)
Elementary 1 st Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	/
2 nd Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	/
3 rd Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	/
4 th Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	/
5 th Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	/

Comprehensive Career Development Plan

Career Connections Template

Date

Level Grade	Self and Career Awareness	Career Exploration	Assessments Formal/Informal	Parent Involvement	Education Development Plan (Documenttition)
Middle School 6 th Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	/
7 th Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	/
8 th Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:

Comprehensive Career Development Plan

Career Connections Template

Date

Level Grade	Self and Career Awareness	Career Exploration	Assessments Formal/Informal	Parent Involvement	Education Development Plan (Documentation)
High School 9th Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:
10th Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:
11th Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:
12 th Grade	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:	Activity: Facilitated By: Where:

We have reviewed the above comprehensive career development plan for our district and commit to providing ongoing support and implementation of this plan for all students in all classes.

President, Board of Education

Date

Superintendent

Date

District Curriculum Director

Date

High School Principal

Date

Middle School Principal

Date

Elementary Principal

Date

Lead Counselor

Date

ACT PLAN[®] and EXPLORE[®]

ACT PLAN[®] and EXPLORE[®] are other “tools” being offered to all Oakland County school districts through the Vocational Education Millage fund.

What is ACT EXPLORE[®]?

The EXPLORE[®] assessment is intended to help 8th and 9th graders explore a wide range of options for their career planning. EXPLORE[®] helps students plan not only for their high school classes, but for their postsecondary choices as well. It is a great starting point for career planning. ACT EXPLORE[®] is the first in a succession of ACT assessments offered for career planning.

When to Administer ACT EXPLORE

Middle school, high school

What is ACT PLAN[®]?

The PLAN[®] assessment assists 10th graders in developing a strong foundation for future education and career success. The PLAN[®] provides important information to the school districts' to help improve academic learning opportunities. This paper pencil assessment is scored through ACT and results are sent through a variety of reports to the school and district. Students that have also taken the ACT EXPLORE[®] can see area's of improvement and help prepare them for the ACT college entrance exam.

When to Administer ACT PLAN: Typically, PLAN[®] is administered in the fall of the sophomore year

Questions	Answer - EXPLORE[®]	Answer - PLAN[®]
What districts in Oakland County currently use these tests?	For 05-06 all districts have said they will use EXPLORE to asses their students.	For 05-06 all districts have said they will use PLAN to assess all of their students.
What is measured on these tests?	Academic achievement for English, Math, Reading and Science as well as a needs assessment (Student's perceived academic needs) and an interest inventory.	Academic achievement for English, Math, Reading and Science as well as a needs assessment (student's perceived academic needs) and HS course information.
What standards are these tests aligned to?	These are nationally normed test and written to the ACT benchmarks. The benchmarks can be found on ACT.org.	These are nationally normed test and written to the ACT benchmarks. The benchmarks can be found on ACT.org.

What types of data are reported for each test? Note: There are multiple supplemental reports that can be ordered for a school, grade level, district, county, etc., at an additional cost.	Standard student report includes: Raw test scores, composite, national rank, areas in which additional help are requested, HS course plans, reported future plans (career area preferred, postsecondary plan, world of work map).	Standard student report includes: knowledge and skill areas, national norms, estimated ACT Assessment score range, Educational Plans, areas requesting help, career area preferred, item responses with correct answers and counseling information (interest stanines and % L-I-D). Reports also include: The
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		school summary report – aggregates data on student performance in each of the content areas covered, students’ educational plans, self-reported needs This information can be helpful in determining which programs are being focused on and services needed by students.
What purpose(s) does the data serve? For example, does one predict performance on ACT? Does one or both predict performance in classrooms? Does one or both predict performance on MEAP? Does one or both predict any achievement?	The EXPLORE [®] and PLAN [®] college readiness benchmark scores are based on the ACT benchmarks. They reflect the student’s expected growth from EXPLORE [®] to PLAN [®] to the ACT and assume sustained academic effort throughout high school. They do not predict performance on MEAP directly, but the Michigan Department of Education has awarded ACT the Michigan Merit Exam contract. Thus, ACT will be the college entrance test used in the state-testing program.	The EXPLORE [®] and PLAN [®] college readiness benchmark scores are based on the ACT benchmarks. They reflect the student’s expected growth from EXPLORE [®] to PLAN [®] to the ACT and assume sustained academic effort throughout high school. They do not predict performance on MEAP directly but the Michigan Department of Education has awarded ACT the Michigan Merit Exam contract. Thus, ACT will be the college entrance test used in the state-testing program.
Other than above, what other benefits are there to having the data?	The information in the report is organized to assist districts/schools in addressing certain issues that are common among schools. The information presented may assist you in drawing conclusions and making decisions about programs, policies or educational practices in your school.	The information in the report is organized to assist districts/schools in addressing certain issues that are common among schools. The information presented may assist you in drawing conclusions and making decisions about programs, policies or educational practices in your school.
What calendar time frame exists for implementation?	Explore is normed for either fall or spring and can be given at any time. If you choose not to use the EXPLORE this year you may still elect to use it next year- you are not “locked” out.	PLAN is normed for Sept. – Dec. It can be given at any time through the year, however students will not see where they would compare with the national scores nor will they receive a predicted ACT score. Again- you do not have to use PLAN [®] this year and can still elect to participate in the future.

What conditions exist for the “free” offer provided to us by Oakland Schools? (All students must test at each grade level, districts or schools must participate in field study.)	Oakland Schools is offering PLAN [®] and EXPLORE [®] through the Vocational Education Millage funding. There is no requirement, but encourage districts to use this opportunity as part of their career development plan. We will receive a report at the district level of the aggregated information from all of the schools that participate.	Oakland Schools is offering PLAN [®] and EXPLORE [®] through the Vocational Education Millage funding. There is no requirement, but encourage districts to use this opportunity as part of their career development plan. We will receive a report at the district level of the aggregated information from all of the schools that participate.
What materials are necessary for each?	Reusable Testing books and answer sheets. The guides will come with each set.	Testing booklets and answer sheets.
What costs are covered by Oakland Schools (materials, reporting, etc.?)	Oakland Schools is covering the cost of the Re-useable testing booklets, answer sheets (without folders) and pre-gridding (including set-up fee) and standard reports	Oakland Schools is covering the cost of scoring and labeling (including set-up fee) and standard reports. (There is no cost for materials; cost is based on scoring)
What additional costs are incurred by the participating district?	The only additional cost to a district would be if they choose to order additional reports or other materials that are not necessary to administer the assessment.	The only additional cost to a district would be if they choose to order additional reports or other materials that are not necessary to administer the assessment.
What training is necessary to implement?	There is no training required- (or offered) the testing material will include the information you need.	There is no training required- (or offered) the testing material will include the information you need.
What training is necessary to interpret reports?	There are trainings offered (not required) for interpretation and for administrators to utilize report information.	There are trainings offered (not required) for interpretation and for administrators to utilize report information.

Other Common Career Development Formal Assessments

ACT WORKKEYS®

Work Keys is a job skills assessment used to determine individuals strengths. Work Keys® assessments provide students/employees and employers with a guide for successful job placement. Students can utilize this information to make good career and education choices for post secondary planning. ACT Uses a job-profiling component to show how a person's skills compare to the specific job requirements. There are 10 separate assessments and a student can take one or all of the assessments depending on the information desired.

ASVAB

The ASVAB is a nationally normed, multi-aptitude test battery that has been provided to high schools and post-secondary schools since 1968. The ASVAB was developed by the U.S. Department of Defense. The ASVAB Career Exploration Program was developed with input from a panel of career development experts and designed to encourage students to increase their level of self-knowledge and to understand how that information could be linked to civilian and military occupational characteristics.

The ASVAB Program recently was re-designed to be helpful to virtually all students, whether they are planning on immediate employment after high School in civilian or military occupations, or further education at a university, community college, or vocational institution.

When Administered: Senior high, college and adults

CAPS

A Time-Efficient Measure of Vocationally Relevant Abilities. The *Career Ability Placement Survey* (CAPS) is a comprehensive, multi-dimensional battery designed to measure vocationally relevant abilities. Each of the eight ability dimensions is keyed to entry requirements for the majority of occupations in each of the 14 COPSystem Career Clusters. CAPS scores are interpreted in terms of examinees' abilities relative to others at the same educational level. Scores are also interpreted in terms of each of the 14 COPSystem Career Clusters.

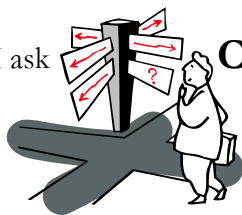
When Administered: Middle school, senior high, college and adults

Website Resources List

Career Development (CD) Component Key*: CAE=Career Awareness & Exploration, D=Documentation, DM=Decision-making, SA=Self-Awareness

Web Resource (*You will need your school's password)	Website Address	CD Component*
American Builders and Construction, Inc.	www.abc.org	CAE
America's Career Resource Network	http://www.acrnetwork.org/	CAE,DM,SA
Back Door Jobs	www.backdoorjobs.com	CAE
Bridge Design Contest	http://bridgecontest.usma.edu/	CAE
Bridges**	http://cxonline.bridges.com	CAE,DM,SA
Bureau of Labor Statistics for Kids	http://www.bls.gov/k12	CAE,SA
Career Cruising**	www.careercruising.com	CAE,D,DM,SA
Career InfoNet	http://www.careerinfo.net/	CAE,DM
Career One Stop	http://www.careeronestop.org/	D
Career Voyages	http://www.careervoyages.gov	CAE,SA
Ecybermission (Explore science and math)	www.ecybermission.com	CAE
Education World (Lesson plans)	http://www.educationworld.com	CAE,SA
Energy Information Administration-Energy Kid's Page	www.eia.doe.gov/kids	CAE
Exploratorium	www.exploratorium.edu	
Health Careers in Michigan	http://michigan.gov/healthcareers	CAE
How Stuff Works	www.howstuffworks.com	CAE
Keys to Work (use with WorkKeys from ACT)**	http://keys2work.org	D,DM
Metro Detroit's Promise	www.metrodetroitpromise.org	CAE,SA
Michigan Construction Careers	www.miconstructioncareers.com	CAE
Michigan Department of Education	http://www.mde.state.mi.us	
Michigan Jobs & Career Portal	http://www.michigan.gov/careers	CAE,DM,SA
Michigan Labor Market Information	http://www.milmi.org	CAE,DM
Mind Tools	http://www.mindtools.com/	CAE,D,SA
Molecular Expressions	http://micro.magnet.fsu.edu/	CAE
NASA Education	http://education.nasa.gov	CAE
National Career Development Association	www.ncda.org	
Occupational Information Network Resource Center	http://www.onetcenter.org/	CAE,D,DM,SA
Occupational Outlook Handbook (OOH)	http://www.bls.gov/oco	CAE
Quintessential Careers	www.quintcareers.com	CAE,D
Sample cluster plans of study, crosswalks to CIP codes, ACT World Of Work Map and us DOE Career Clusters	www.careerclusters.org	CAE
Student Gateway to the U.S. Government	http://www.students.gov	CAE
Summer Jobs	www.summerjobs.com	CAE
The White House	www.whitehouse.gov/kids	CAE
US Department of Labor	http://www.doleta.gov/programs/onet	CAE,DM,SA
Virtual Job Shadowing	http://www.virtualjobshadow.com	CAE,SA
Vocational Information Center (Lesson plans)	http://www.khake.com/	CAE,SA
What Color Is Your Parachute?	http://www.jobhuntersbible.com	CAE,DM,SA
White House/Government for Kids	www.whitehouse.gov/kids	CAE,SA

Who do I ask
for help?



Contact Information for Assistance on Your Career Development System

Career Focused Education Department

Mary Kaye Aukee 248.209.2154
Director Email: MaryKaye.Aukee@oakland.k12.mi.us

Dana Bickerstaff 248.209.2015
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Career Development Team

The Career Development team coordinates county-wide career preparation initiatives and oversees state and federal funding in Oakland County for Career and Technical Education (CTE). The team provides CFE marketing and communications, county-wide Education Development Plan software and other career development resources, counseling and guidance support and support for implementation of the Oakland Schools Career Development Framework. This team also oversees the Oakland County Education Advisory Group (EAG) and facilitates the CFE Oakland Technical Assistance Committee (TA) meetings.

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County As A Classroom Team

County as a Classroom (CAAC) is a systemic approach to aligning, balancing and improving county career development and CTE programs to meet student educational and career interests and workforce development needs. It will utilize and expand existing countywide CTE facilities, resources and staff into an enhanced program delivery system, linking local districts, Oakland Schools technical campuses, postsecondary institutions, business, and community organizations.

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Campus Utilization Team

The Technical Campuses provide an opportunity to offer programs that require higher operational costs to operate and highly qualified instructional staff with continual training needs. This allows programs with low to moderate operational costs with a high volume of student enrollment to be delivered at the district level. The Technical Campus can offer more in-depth and hands-on training for students wanting to enroll in emerging sector offerings that are not available at their home school.

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Credits

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