



# Education Outreach Manager

## Job Description

Facilitate direct outreach and education of K-12 students, customers, and other organizations. Managers are responsible for supporting the educational outreach and workforce development goals of their organization. They do this through organization of outreach events, school visits, and tours of their facilities to teach the public about the environment and organizational goals.

**Salary**

- Entry — \$82,000
- Middle — \$94,000
- Top — \$105,000

## Core Tasks

- Plan and direct community education activities including the preparation of visual materials, securing external partnerships, and assessing each activity.
- Support efforts to spur student engagement and interest in careers at the organization as part of broader initiatives to build a workforce that is representative of the communities we serve.
- Plan, coordinate and direct tours of the facilities in coordination with subject matter experts.

## Workplace / Environment

- **Work hours**  
**Approx. 40 hours/week**  
(During key seasons overtime work may be required)
- **Environment**  
Mainly **office setting** work coordinating and planning, but onsite for outreach or community events.
- **Travel**  
**Limited** travel to events, schools, etc.

## Education / Prerequisites

**Education Level**  
Typically a 4-year degree or higher

**Licensing**  
Valid State Driver's license required

**Pre-Job Preparation**  
Usually needs around 5 years of experience in education including environmental education

## Experience

### Soft Skills

- Communication
- Relationship-building
- Organization

### Technical Skills

- Public Speaking
- Teaching Skills
- Digital Marketing



## Career Path: Rochelle Gandour-Rood

### About Me

Education Outreach Manager for Tacoma Public Utilities

B.A. in Chemistry, M.S. in Environmental Studies

### Early Experiences

"I had a grandmother who loved being outdoors and **found sustainability really important**. She abhorred waste, she wanted resources used well, and so that was **instilled in me at a young age**.



### School Life

"Being a Girl Scout was a **really formative experience for me**. It gave me the chance for leadership as a Leader in Training. I got to learn from the Girl Scout leaders of that troop about how to run a troop and how to **work with young kids**. That is what led me to wanting to be a camp counselor, I was for about 7 or 8 summers. "

"I wasn't sure what I wanted to do for my career after high school. So, I went to a **four-year college** and while I was there, **I got interested in the sciences** as my major. I feel really lucky, I went to a liberal arts college so in addition to majoring in chemistry, I got to take studio art and sociology, and I studied a foreign language, I got to do a variety of things besides just be in the sciences. As I was graduating from my four-year college, I had learned through an internship that I did not want to be a laboratory chemist. So, I leaned into the idea of being a teacher and I was able to go into a **teacher apprenticeship program** teaching science to middle school students at the same time that I was learning how to be a teacher."



### Career Path Choices

"I was enjoying being a middle school science teacher, and I would take my students on field trips. I would realize anytime I went on a field trip, what **I really wanted to do was actually be the educator** that was at the field trip site, they were at a park, a solar-powered house, or at a museum. So I left the classroom after three years, and **I became an environmental educator**. And I've done work in that space ever since, that's almost 20 years at this point."

"I realized when I was offered the chance to renew my teaching contract that I didn't want to. I **worked for a nonprofit** called Trout Unlimited, and I helped teach the "Trout in the Classroom" program. I hosted field trips at park sites where students would come in the springtime and learn about the creek and forest that we were in. **I was getting to do the work I knew I wanted to do.** That program was located at the New York City Department of Environmental Protection, which is their drinking water utility. **It was just a coincidence**, but it's amazing how that has become a thread in my work. Because I'm now also at a utility that includes drinking water. Water flows through my life."

## About My Job

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"I am here to help my community, the folks around me, understand place through conversation, observation, and creation."

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### Pros

- "With my passion teaching youth about sustainability, I'm **really proud** to work at a utility that offers mostly clean energy."
- "A pro of my job is I get to share what we do as a utility. It's really **important for everyone** in our community to understand how we lean on the landscape around us for electricity and for drinking water, that **we need natural resources** to help make the quality of life that we know here in Tacoma available."

### Cons

- "It can be difficult and demoralizing at first to have to knit together **seasonal jobs**. To know that you're only employed for a summer, and then you're looking around and trying to get employed for a school year, and then you're trying to get employed for a summer again. So that's a warning, it **can be tough**, but a lot of people **do find it rewarding**."

### Fieldwork

- "I spend time at **community events, especially ones aimed towards families and children for learning**. When we can staff a booth that families can see, if they're interested in learning more from us about what we do or what we're sharing that day."
- "I also visit schools and I visit youth organizations as part of our programs or as part of our partnerships. So **I'm out of the office a fair amount**."

### Office Work

- "I spend a lot of time in meetings, whether it's on the phone or on video conference, or in person trying **to coordinate** all the right people in the right places at the right time to roll out a program."
- "I actually do **much more planning** than I actually get to do programs. But the **planning makes it worth it**. Because then we're able to offer a really great program for the youth, whether it's with a school or a youth organization after school, or a summer camp."

## Skills

- **"Start as soon as you can** to put yourself in the role of being an educator or a helper with groups."
- **"Understand group dynamics,** how to work with groups of children, anyone can start cultivating from the beginning of high school like early adolescence on."

## Education/Experience

- "I would say to try to get the experiences that you can now in or adjacent to the field. **You can come at this field from a number of different angles,** whether that's education like I did, being a teacher, being a camp counselor, or whether you want to start with resource conservation first, or wildlife and habitat conservation."
- "Make sure you've done at least a little **science or ecology learning,** if you want to be teaching about nature."

## The Future of **Environmental Education**

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**"Water is an important thread and an important focus for all of us, for life."**

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"One of the ways that environmental education is evolving **for the better** is to better recognize that there are better ways to reach learners. And really, that in some ways, environmental education is not necessarily about the exact content, but rather about the processes of how we learn of how we make decisions together of how we move forward as communities."

"The field has been evolving to **encourage learners to ask questions** to dig into, the **realities of climate change** and our need for either mitigation or adaptation in the face of what's happening. And the field is still moving, we're still needing to work on that and work in that direction. But luckily, we've evolved past the very sort of simple learning of just what is around us."

"I also think that the field is still trying **to grapple with technology.** Because a lot of environmental educators believe, me included, there is no substitute for actually being in a place. Like, there is nothing like being in a place that can be mimicked by technology."

# About Sustainability Ambassadors

We are here to **RAPIDLY ADVANCE A SUSTAINABLE FUTURE**. Empowering **YOUTH** to catalyze community sustainability, **TEACHERS** to integrate rigor with relevance for real-world impact, **COMMUNITY** to drive collective impact.

We support a year-round training program for over 60 highly motivated middle and high school youth, a Teacher Fellows Program, City-County CAP internships, and college-level interns, and work with hundreds of educators to design new models of problem-based, place-based learning around **a shared vision of educating for sustainability**.

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**See** Seattle's [Clean Energy Resources Map](#) to examine what the city is planning for a greener energy future.

**Check out** the [U.S. Green Building Council](#) to explore the sector's current opportunities. :

## Funder Acknowledgement



**King County**

Department of Natural Resources and Parks  
**Wastewater Treatment Division**

