Understanding Career Pathways

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September 17, 2015
Session Overview

• What is a Career Pathway?
• Career Clusters & Pathways Plan of Study
• Career Clusters & Pathways Courses
• Career Technical Student Organizations (CTSOs)
• CCRPI
• Work Based Learning
• Career-Related Capstone Project
• Career Cluster Resources
What is a Career Pathway?

• Georgia has 139 pathways representing the 17 occupational clusters.
• This range of pathways provides opportunities to instruct and guide all students regardless of their career goals and interests.
Pathways Programs of Study

• Students are encouraged to develop career cluster pathways programs of study.

• Programs of study prepare students for postsecondary education and career success through the:
  • Development of 21st century skills,
  • Integration of academic and CTE competencies,
  • Creation of post-secondary credit-bearing articulation agreements
  • Opportunity to work toward industry-recognized credentials and/or certificates.
How to use the Plans of Study

- A delivery document, when coupled with career-related information and activities, for educational and career-related advisement in a 6-12 teacher-as-advisor (TAA) program
- A visual and conversational tool between counselors and/or advisors, parents and students
- A transitional tool for students and their families moving from middle to high school
- A section of local school course catalogs, local school websites, student career-planning booklets
Additional Ways to Use the Plans of Study

• An informational bulletin board that includes additional pathway information at the middle and high school

• An instructional tool in related coursework

• A career guidance/advisement tool for professional school counselors during on-going individual career counseling or group guidance

• A “Take One” item in a career or counseling center
### Core Classes Offerings

- **English Language Arts**
- **Mathematics**
- **Science**
- **Social Studies**

### Additional Pathways

- **Advanced Academic Pathways**
- **World Language Pathways**

### Required Classes to Complete Pathway

- **English Language Arts**
- **Mathematics**
- **Science**
- **Social Studies**

### Legend

- *Science: Approved 4th Science* may be used to meet both the required science and required elective in a Career, Technical, and Agricultural Education (CTAE) sequence of courses; see Fourth Science Requirements for more information. Students may take science courses in any sequence.
- **Math:** Select Math sequences 1, 2, 3, 4, based on 8th grade entry course.
- **CTAE Pathway:** Students must complete two credits of the same language for admission to University System of Georgia institutions. **Students should complete a CTAE pathway and take the related and of pathway assessment.**
Sample Pathway Plan of Study

Sample Pathway OCCUPATIONS
See *Georgia’s HOT Careers to 2020* for more information on high-skilled, high-wage and high-demand occupations.

<table>
<thead>
<tr>
<th>Occupation Specialties</th>
<th>Entry Level of Education Needed</th>
<th>2012 Annual Wage</th>
<th>Annual Openings 2012-2020</th>
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<tbody>
<tr>
<td>Ambulance Drivers &amp; Attendants</td>
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<tr>
<td>Police, Fire, &amp; Ambulance Dispatchers</td>
<td>High School</td>
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<tr>
<td>Emergency Medical Technicians &amp; Paramedics</td>
<td>Associate’s Degree</td>
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<td>190</td>
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</table>

Source: Georgia Department of Labor/ONET

For more information about your education and career planning, including valuable financial aid information that includes grants and scholarships, see your school counselor.

Sample Pathway Plan of Study

Therapeutic Services - Emergency Medical Responder

Occupations in the Health Sciences represent the largest and fastest growing industry in the United States, employing over 10 million workers in more than 200 careers.

The primary focus of the Emergency Medical Responder is to initiate lifesaving care to critical patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional Emergency Medical Services (EMS) response and to assist higher level personnel at the scene and during transport. Emergency Medical Responders function as part of a comprehensive EMS response, under medical oversight. Emergency Medical Responders perform basic interventions with minimal equipment.

Emergency Medical Responders include Emergency Medical Technicians (EMTs) and paramedics that care for the sick or injured in emergency medical settings. EMTs and paramedics respond to emergency calls, perform medical services and transport patients to medical facilities. Work is performed both indoors and outdoors and in all types of weather. The work is physically strenuous and can be stressful, sometimes involving life-or-death situations and patients who are suffering.

All EMTs and paramedics must complete a formal training program. All states require EMTs and paramedics to be licensed, but requirements vary by state. Employment of EMTs and paramedics is expected to grow by 33 percent from 2010 to 2020, much faster than the average for all occupations.
The Pathways

Things to Make You Go Hmmm...

• Which pathways does your school offer?

• Do you survey the students to find out their interest levels in the pathways in an effort to offer more?

• How do you promote your pathway offerings to your students? Middle School?

• What’s your relationship like with the pathway teachers?

• Do you take into consideration non-traditional students when advising students on which pathway to consider?

• Is there an advisory committee for the pathways your school offers? If so, are you part of the advisory committee?

• Order does matter!! Students should take the courses in the prescribed order.

• Agriculture, Food, and Natural Resources (34)
• Architecture and Construction (11)
• Arts, AV/Technology, and Communications (4)
• Business, Management, and Administration (3)
• Education and Training (3)
• Energy (2)
• Finance (3)
• Government and Public Administration (5)
• Health Science (18)
• Hospitality and Tourism (3)
• Human Services (7)
• Information Technology (8)
• Law, Public Safety, Corrections, and Security (10)
• Manufacturing (3)
• Marketing (3)
• Science, Technology, Engineering, and Mathematics (3)
• Transportation, Distribution, and Logistics (9)
Other Pathways

- **Academic Pathways**: A student may complete an Advanced Academic pathway when three courses from English language arts, mathematics, science, or social studies have been successfully completed and additional criteria met.
  
  - Earn four units of credit in a core academic area (3 in Soc. Studies); and
  - Core academic pathway should include at least one Advanced Placement course, or one International Baccalaureate course, or one postsecondary enrollment course that fulfills a core graduation requirement in core academic area; and
  - Complete two units of sequential course credit in one world language.

- **Fine Arts Pathways**: A student can complete a Fine Arts Pathway when three courses have been completed in any one of these five areas:
  - Dance
  - Journalism
  - Theater
  - Music
  - Visual Arts

- **World Languages Pathways**: A student can complete a World Language Pathway when three courses have been completed in the same language OR two in the same language plus an AP, IB or post secondary course in the same World Language.
Career, Technical Student Organizations

- Students can expand 21st century skills within a Career and Technical Student Organization.

- CTSO involvement is encouraged due to the activities, leadership, competitions and authentic experiences available for skill application within the classroom and community.

- **FBLA**  
  - **HOSA**

- **DECA**  
  - **FFA**

- **Future Educators Association**  
  - **Skills**

- **FCCLA**  
  - **TSA**

- How can you get involved with your CTSOs?
Career Pathways & CCRPI

POST HIGH SCHOOL READINESS

1. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study

2. Percent of graduates completing a CTAE pathway and earning a national industry recognized credential (passing an end of pathway assessment) or an IB Career-Related Certificate

11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams

12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses

13. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test

14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature

15. Percent of students scoring at the highest performance level on all Georgia Milestones

16. Percent of students missing fewer than 6 days of school

GRADUATION RATE

17. 4-Year Cohort Graduation Rate (%)
18. 5-Year Extended Cohort Graduation Rate (%)
Work Based Learning & Career-Related Capstone Project

Percent of graduates completing a career-related Work-Based Learning Program OR a career-related Capstone Project (includes IB projects)

Moves to the forefront of CCRPI in 2016-2017
Work Based Learning: An opportunity for students to develop and apply skills learned in the related CTAE course content.

SCHOOL COUNSELOR’S ROLE

- Assist with the recruitment of students for Work-Based Learning programs.
- Advise Career-Related Education instructors and Work-Based Learning Coordinators about prospective students who could benefit from participation in their programs.
- Assist in scheduling.
- Provide career and educational planning assistance to students.
- Provide transcripts, attendance records, and discipline records for initial screening.

Public Relations

- Individual Graduation Plans
- Student Admission-Application
- WBL Placements
- Course Credit & Student Records
Four Components

• Research Paper
• Mentor
• Portfolio
• Student Presentation

• Link to guidance on this project:
RESEARCH PAPER

• The project proposal would be approved prior to beginning this research.

• The length of the paper is determined by the local schools, with the understanding that certain information must be evident in the paper.

• Information includes, but is not limited to:
  • reasons for selecting the occupation in the specific career cluster/pathway,
  • career goals
  • relevant career-related information that provides the reader some information about a specific occupation or current topics related to that occupation
  • research on job outlook and education and training needed
  • any current trends or changes in the future of the career field.

• Extra information the system/school may require:
  • Explore an aspect of the career in depth that may be a “hot topic” in the field, i.e. latest research on a particular medicine used in treating certain diseases, genetic research or food safety in the area of Agriculture, or natural gas pipeline safety in the area of energy

MENTOR

• Students must obtain a mentor to assist in learning more about the career area. The mentor must be someone who is knowledgeable in the chosen area of interest or someone working in the field.

• The students have the responsibility to obtain a mentor and then submit a signed agreement between the school, the mentor, the student, and the parent.

• School personnel should assist with finding mentors, if necessary. Virtual mentoring is an option.

• Students should maintain a log of hours spent with the mentor and are required to spend a minimum of eight (8) hours with their mentor to complete the project.

Schools and systems should follow and/or develop a procedure for the selection and approval of mentors.
PORTFOLIO

• This portfolio may be in a notebook form or kept electronically.

• There is a portfolio description and checklist. The items listed in the checklist are a minimum of what is required, but may also contain any other information or documentation relative to the career area of interest.

• The portfolio provides physical documentation of the career-related capstone project journey.

STUDENT PRESENTATION

• A sample rubric is available to help in assessing the presentation.

• This presentation could be a formal presentation before a panel of community judges or a presentation before a group of interested students at another grade level such as middle school or elementary school students. Classroom presentations are also acceptable.

• A student may share any tangible evidence/application of the skills and knowledge acquired from the project.

• Presentations would consist of the student’s purpose and reasons for choosing the career area, new information gained about the career, and plans for pursuing additional information about the education and training needed for entering the chosen career area.
Career Cluster Resources

- Career Cluster Ring Cards and related resources
- Career Cluster Pathway Description, postsecondary, and career data cards
- Georgia Career Cluster posters letter size (with printer bleeds)
- Georgia Career Cluster posters letter size
- Move On When Ready Parent Flyer - 2015-16
- Move On When Ready Counselor Card 2015-16
- Ring Card Career Cluster Pathways update
- Career Cluster Pathway Folder Cards update

- Sent to systems for distributing to schools
- Can be used for advising students and promoting pathways that you offer at your site
- Print ready for you to use for pathways your school offers
### OCTOBER WEBINARS

**REGISTER TODAY!! DON’T DELAY!!**

Click on the session’s topic to register.

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<thead>
<tr>
<th>All Levels</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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<td><strong>Best Practices for Themed Days/Weeks/Months</strong></td>
<td><strong>ASCAs Mindsets and Behaviors for Your Core Curriculum Lessons</strong> <em>(for new school counselors)</em>&lt;br&gt;Presentation Time: 2:00 PM</td>
<td><strong>ASCAs Mindsets and Behaviors for Your Core Curriculum Lessons</strong> <em>(for new school counselors)</em>&lt;br&gt;Presentation Time: 2:00 PM</td>
<td><strong>Spicing Up Your College Counseling Initiatives</strong>&lt;br&gt;Presentation Time: 2:00 PM</td>
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Questions & Answers