

Understanding Career Pathways

Maria Grovner

Education Program Specialist

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What is a Career Pathway?



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- 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



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- 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.



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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 web sites, student career-planning booklets

Sample Pathway Plan of Study



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Student Plan of Study – Therapeutic Services - Emergency Medical Responder

Name _____ Date _____ School _____
 Parent/Guardian Signature _____ Date _____ Advisor/Counselor Signature _____
 Date _____



Current Area of Interest: **Health Science/Therapeutic Services - Emergency Medical Responder** - This PLAN OF STUDY should serve as a guide for the next four years. Courses listed in this plan are only **recommended** coursework and should be individualized to meet each student's educational and career goals. All plans will meet minimum high school graduation requirements. Applicants to the University System of Georgia and the Technical College System of Georgia institutions should be advised that meeting minimum requirements will not guarantee admission. Postsecondary institutions may set additional requirements.

- Core Classes Offerings
- Additional Pathways
- Required Classes to Complete Pathway
- Legend

Health Science

Grade Level	I. English/Language Arts Total 4 credits	II. Math Total 4 credits	III. Science Total 4 credits	IV. Social Studies Total 3 credits	V. Health/Personal Fitness Total 1 credit	VII. Possible electives in additional pathways (students should check the local course description catalog for these and other electives) Total 4 credits
9	9 th Literature & Composition or Approved Dual Enrollment Course 1 credit Credit Earned <input type="checkbox"/>	1 CCGPS Cord Algebra 2 CCGPS Analytic Geom 3 CCGPS Accel Cord Alg/Analytic Geom 4 CCGPS Accel Analytic Geom B/Adv Alg 1 credit* Credit Earned <input type="checkbox"/>	Biology or Approved Dual Enrollment Course 1 credit* Credit Earned <input type="checkbox"/>	American Government/Civics or AP Government/ Politics US or Approved Dual Enrollment Course ½ credit Credit Earned <input type="checkbox"/>	Health ½ credit Credit Earned <input type="checkbox"/> Personal Fitness ½ credit ***VI. CTAE Pathway Total 3 credits	Advanced Academic Pathways English/Language Arts, Math, Science, Social Studies An advanced academic pathway may be followed in any one of the content subjects listed above. Upon graduation, students earn an advanced academic pathway when they complete the required coursework to include at least one AP or one IB or one Dual Enrollment course. An advanced academic pathway should also include at least two credits in one world language. AP, Dual Enrollment and Georgia Virtual School courses may be available.
10	10 th Literature & Composition or World Literature & Composition or Approved Dual Enrollment Course 1 credit Credit Earned <input type="checkbox"/>	1 CCGPS Analytic Geometry 2 CCGPS Adv Algebra 3 CCGPS Accel Analytic Geometry/Adv. Algebra 4 CCGPS Pre-Calculus 1 credit* Credit Earned <input type="checkbox"/>	Physical Science or Physics or AP Physics or Approved Dual Enrollment Course 1 credit* Credit Earned <input type="checkbox"/>	World History or AP World History or Approved Dual Enrollment Course 1 credit Credit Earned <input type="checkbox"/>	25.52100 Intro to Healthcare Science or Approved Dual Enrollment Course 1 credit Credit Earned <input type="checkbox"/>	World Language Pathways **Two credits are required for admissions to University System Institutions. For a listing of world language courses offered at your high school, please check with your advisor, counselor, or local course description catalog. A world language pathway may be followed in any of the world language areas included in the state list of approved courses. Upon graduation, students earn a world language pathway when they complete three credits in one language. The third course may reflect an AP, IB or Dual Enrollment designation. Georgia Virtual School and ACCEL courses may be available.
11	American Literature/Composition or AP English Language & Composition/American Lit or Approved Dual Enrollment Course 1 credit Credit Earned <input type="checkbox"/>	1 CCGPS Adv. Algebra 2 CCGPS Pre-Calculus 3 CCGPS Accel Pre-Cal 4 CCGPS Cal or AP Cal 1 credit* Credit Earned <input type="checkbox"/>	Chemistry or Environmental Science or Earth Systems or AP/IB or Approved Dual Enrollment Course 1 credit* Credit Earned <input type="checkbox"/>	United States History or AP US History or IB History of the Americas or Approved Dual Enrollment Course 1 credit Credit Earned <input type="checkbox"/>	25.44000 Essentials of Healthcare or Approved Dual Enrollment Course 1 credit Credit Earned <input type="checkbox"/>	Fine Arts/Performing Arts Pathways Visual Arts, Dance, Music, Journalism, Theatre A fine arts pathway may be followed in any one of the five areas listed above. Upon graduation, students complete a fine arts/performing arts pathway when three courses have been successfully completed in any one of the five areas. A student should consult a counselor or advisor for related coursework. AP, Dual Enrollment and Georgia Virtual School courses may be available.
At the end of the 11 th grade, students planning to enter a University System of Georgia Institution or Technical College System of Georgia Institution should take the appropriate admissions test (SAT, ACT, COMPASS)						
12	Advanced Composition or British Literature or AP/IB English Literature & Composition or Approved Dual Enrollment Course 1 credit Credit Earned <input type="checkbox"/>	CCGPS Pre-Cal or Calculus or AP Calculus or AP Stats or IB Math or Approved Dual Enrollment Course 1 credit* Credit Earned <input type="checkbox"/>	Any other previous courses or Hum Anat & Phys or Epidemiology or Approved Dual Enrollment Course 1 credit* Credit Earned <input type="checkbox"/>	Econ/Business/Free Enterprise or AP Macro Econ or AP Micro Econ or IB Econ or Approved Dual Enrollment Course ½ credit Credit Earned <input type="checkbox"/>	25.45000 Emergency Medical Responder or Approved Dual Enrollment Course 1 credit Credit Earned <input type="checkbox"/>	Legend: *Science: Approved 4th Sciences 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. Student may take science courses in any sequence. *Math: Select Math sequence 1, 2, 3, 4, based on 9 th grade entry course. **Students must complete two credits of the same world language for admission to University System of Georgia institutions. *** Students should complete a CTAE pathway and take the related end of pathway assessment.
Sample Elective Courses	Other English Elective Courses: Literary Types/Composition Journalism Oral/Written Communication Speech	Other Math Elective Courses: Adv Math Decision Making Math of Ind & Govern Math of Finance	Other Science Elective Courses: Microbiology or AP/IB Science or Biochemistry or Organic Chemistry or Scientific Res III or IV	Other Social Studies Elective Courses: Current Issues or AP/IB Soc Studies or Psychology or Sociology or Humanities	Other CTAE Elective Courses: Other CTAE courses are available to complete a related pathway	NOTE: Local systems may offer core courses in a different sequence; not all local systems offer every pathway. Students should explore all credit possibilities including Georgia's Virtual School Program , Dual Enrollment , Advanced Placement (AP), International Baccalaureate (IB) and Work-Based Learning (WBL) to reach their educational and career goals.

Sample Pathway Plan of Study



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SAMPLE Pathway OCCUPATIONS			
See *Georgia's HOT Careers to 2020 for more information on high-skilled, high-wage and high-demand occupations.			
Occupation Specialties	Entry Level of Education Needed	2012 Annual Wage	Annual Openings 2012-2020
Ambulance Drivers & Attendants	High School	\$22,800	20
Police, Fire, & Ambulance Dispatchers	High School	\$28,800	140
Emergency Medical Technicians & Paramedics	Associate's Degree	\$29,500	190

Source: Georgia Department of Labor/ONET

*Related Pathway Occupations:	Other Related Health Science Occupations:
Emergency Medical Technicians & Paramedics Police, Fire, & Ambulance Dispatchers Medical Equipment Preparers Ambulance Drivers & Attendants, except EMTs	Registered Nurses Radiologic Techs Respiratory Therapists Medical & Health Services Managers

*ONET Online

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

***Current Georgia Graduation Rule

Coursework	Credits	Coursework	Credits
I. English/Language Arts	4	V. Health & Physical Education	1
II. Math	4	VI. **Career, Technical & Agricultural Education and/or ***World Languages, and/or Fine Arts	3
III. *Science	4	VII. Electives	4
IV. Social Studies	3	TOTAL	23

*Selected 4th Science courses may be used to meet both the required science and required elective in a CTAE sequence of courses.

**Students must complete three credits to complete a CTAE pathway and take the end of pathway assessment.

***Students must complete two credits of the same world language for admission to Georgia Board of Regents colleges/universities.

**** Current graduation requirements should be met in all content areas.

NOTE: This plan represents minimum graduation requirements. Local systems may require additional coursework.

Postsecondary Transition:

- Students who will continue their education in a Program of Study at one of the University System of Georgia institutions should prepare to take the ACT or SAT for admissions. Tests for admissions may vary from institution to institution. Contact the selected institution for specific testing information. Additional admissions information can be found at Staying On Course. (www.usg.edu/student_affairs/documents/Staying_on_Course.pdf)
- Students who will continue their education in a Program of Study at one of the Technical College System of Georgia institutions should prepare to take the COMPASS test for admissions.
- Students who will continue their education and training in the US Military should take the ASVAB assessment.
- Students should utilize electronic college and career databases to select the most appropriate postsecondary opportunities to match their selected career field, including registered apprenticeships.
- Students can earn both high school and postsecondary credit while in high school. Georgia has multiple dual enrollment programs, including ACCEL, Dual Hope, Move On When Ready and Articulation.
- Georgia's dual-credit programs have been combined into one program entitled Move on When Ready, in which high school students may earn their high school course credits while taking college courses.

Possible Student Pathway Credentialing Opportunities:

Students completing a pathway are eligible to take a Credentialing/End of Pathway Assessment (EOPA) upon successful completion of the three required courses in the pathway. For specific assessment information, refer to <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Assessments.aspx>.

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.

- Sample Pathway Occupations
- Graduation Requirements
- Postsecondary Transition
- Pathway Synopsis

The Pathways



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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



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- **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



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- 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*
- *DECA*
- *Future Educators Association*
- *FCCLA*
- *HOSA*
- *FFA*
- *Skills*
- *TSA*
- How can you get involved with your CTSOs?

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.



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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:
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Capstone%20Project%20Guidance.pdf>

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



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- 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.



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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.

Click on the session's topic to register.

All Levels

8

Best Practices for Themed Days/Weeks/Months

Presentation Time:
2:00 PM

Elementary

7

ASCAs Mindsets and Behaviors for Your Core Curriculum Lessons
(for new school counselors)

Presentation Time:
2:00 PM

27

Value Added Career Activities

Presentation Time:
11:00 AM

Middle

7

ASCAs Mindsets and Behaviors for Your Core Curriculum Lessons
(for new school counselors)

Presentation Time:
2:00 PM

High

27

Spicing Up Your College Counseling Initiatives

Presentation Time:
2:00 PM

OCTOBER WEBINARS

REGISTER TODAY!! DON'T DELAY!!

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Questions & Answers



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