First Steps: Understanding the World of Work Through Career and Technical Education

Jenni Bradford, LPC
Middle School Program Quality Manager

CTECS Community of Practice 2019
We prepare Idaho’s youth and adults for high-skill, in-demand careers.

The State Board consists of 8 members appointed by Governor, except for the Superintendent of Public Instruction who is elected and heads the State Department of Education.
What is Career & Technical Education?
Pathways that start in high school and continue to college and workforce training to prepare students for a wide variety of great careers like:

- **Agriculture, Food & Natural Resources**
  - Agribusiness, Animal Science, Plant Genetics, Food Processing Tech, Renewable Energy Tech, Veterinary Tech

- **Business & Marketing**
  - Accounting, Management, Administrative Services, Digital Communications, Marketing

- **Engineering, Technology, Aerospace & Web Design**
  - CNC Mill Operator, Computer Networking, Programming, Robotics, Graphic Communications

- **Family & Consumer Sciences & Human Services**
  - Culinary Arts, Hospitality, Education Assistant, Early Childhood Development

- **Health Professions & Public Safety**
  - Dental Hygiene, EMT, Fire Services Tech, Nursing, Medical Asst, Pharmacy Tech, Surgical Tech, Physical Therapist Asst

- **Trades & Industry**
  - Auto & Diesel Mechanics, Collision Repair, Construction, Electronics, HVAC, Plumbing, Welding, Precision Machining
• 59,849 students enrolled in CTE courses
• 5,926 concentrators (taking a sequence of CTE courses)
  • 93% graduated high school
  • 67% went on to college (45% of all ID students)
  • 94% found a job, went to college, or went to the military

95% of technical college completers found jobs, or continued their education.
History of Middle Level CTE in Idaho

- **2015** – ICTE begins to allow districts and consortiums to use up to 25% of Perkins funds for middle school CTE projects

- **2016** – Only handful of districts take advantage of new opportunity
  - Issues with supervision
  - Lack of connectivity to 9th grade offerings

- **2018** – Legislation passes that allows ICTE to develop middle school framework

- **July 2018** – Passage of Perkins V
(2) As used in this title, unless otherwise specifically defined, the term "career technical education" means secondary, postsecondary and adult courses, programs, training and services administered by the division of career technical education for occupations or careers that require other than a baccalaureate, master's or doctoral degree. As approved by the board, this term may also apply to specific courses or programs offered in grades 7 and 8.

(3) The courses, programs, training and services include, but are not limited to, vocational career, technical and applied technology education. They are delivered through the career technical delivery system of public secondary and postsecondary schools and colleges.
Idaho Student Learning Plan

IDAPA 08.02.03 – Rules Governing Thoroughness

• 104. OTHER REQUIRED INSTRUCTION. Other required instruction for all students and other required offerings of the school are:
  • 02. Middle Schools/Junior High Schools. (4-11-06)
    • a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time.
Definition of Terms:

The College and Career Competencies approved by the Idaho State Board of Education in August 2017 outline a framework for educators and policymakers to address teacher preparation and recertification policy with a shared understanding of goals for student achievement.

College and Career Readiness - The attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of post-secondary education and/or the workplace.

The definition and most of the competencies were drawn heavily from the National Association of Colleges and Employers’ “Definition of Career Readiness and Competencies” (http://www.naceweb.org/knowledge/career-readiness-competencies.aspx).
Idaho College & Career Competencies:

• Knowledge of Core Subjects
• Critical Thinking/Creative Problem Solving
• Oral/Written Communications
• Teamwork/Collaboration
• Digital Literacy
• Leadership
• Professionalism/Work Ethic

• **Career Exploration and Development**
  Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.

• Citizenship/Civic Responsibility
• Financial Literacy
Welcome

Get ready for the big time, the new adventures, dreaming big, and planning wide. No matter how far along you are on the path to high school graduation, our education and career readiness tools, quizzes, and resources will help guide your journey. Make this adventure your own. Dare to discover. Take the first next step.

HIGH SCHOOL LEARNING PLANS

| LEARNING PATH | 8th Grade Activities | 7.5 hrs | 9 activities |
| LEARNING PATH | 9th Grade Activities | 3.5 hrs | 7 activities |
| LEARNING PATH | 10th Grade Activities | 8 hrs | 8 activities |
| LEARNING PATH | 11th Grade Activities | 9 hrs | 17 activities |
| LEARNING PATH | 12th Grade Activities | 3.5 hrs | 9 activities |
Career Development Standards Embedded in Program Area Standards

Business & Marketing

• Idaho Applied Accounting Program Standards (2015)
  • CONTENT STANDARD 1.0: INTRODUCTION TO ACCOUNTING
    • Performance Standard 1.1: Accounting Careers
      • 1.1.1 Identify student and professional accounting organizations and associations.
      • 1.1.2 Identify professional designations and certifications in the accounting profession.
      • 1.1.3 Describe the educational requirements for various careers, professional designations and certifications in the accounting profession.
      • 1.1.4 Describe the skills and competencies needed to be successful in the accounting profession.
      • 1.1.5 Describe the areas of specialization within the accounting profession and careers that require a knowledge of accounting.
    • Performance Standard 1.3: Career Development Skills
      • 1.3.1 Apply analytical and critical decision-making skills.
      • 1.3.2 Demonstrate the ability to work within a team concept.
      • 1.3.3 Communicate with liaisons outside the company.
      • 1.3.4 Prepare and deliver oral presentations.
CONTENT STANDARD 1.0: CAREER EXPLORATION

Performance Standard 1.1: Careers in Drafting

- 1.1.1 Investigate careers in drafting, training, and associated opportunities.
- 1.1.2 Describe the differences between drafting disciplines and job functions.
- 1.1.3 Explore career opportunities and list educational requirements for a given drafting field.
- 1.1.4 Identify safety risks and preventative measures in the office, at the construction site, and production site.

CONTENT STANDARD 2.0: DRAFTING FUNDAMENTALS

Performance Standard 2.1: Geometric Constructions

- 2.1.1 Define geometric terms and recognize various geometric shapes by name.
- 2.1.2 Use lines, circles, and arcs to construct regular and irregular geometric shapes.
- 2.1.3 Construct angles, to include acute, obtuse, and right angles.
- 2.1.4 Divide lines and bisect angles and arcs.
- 2.1.5 Construct tangent, concentric, and perpendicular geometric relationships.
- 2.1.6 Calculate area, perimeter, and volume of geometric shapes to include circle, square, rectangle, and triangle.
Family & Consumer Sciences and Human Services

• Idaho Culinary Arts Program Standards (2015)
  • CONTENT STANDARD 1.0: CAREER PATHWAYS AND INDUSTRY PROFESSIONAL STANDARDS
    • Performance Standard 1.1: Professional Foodservice Industry, History, Traditions, and Current Trends
      • 1.1.1 Explore the history of the foodservice industry.
      • 1.1.2 Integrate global trends in the foodservice industry.
      • 1.1.3 Compare various types of international and regional cuisines.
    • Performance Standard 1.2: Career Paths and Opportunities in Foodservice Industries
      • 1.2.1 Differentiate between the various positions in foodservice industry.
      • 1.2.2 Explore career and educational opportunities in related foodservice industries.
    • Performance Standard 1.3: Professional and Ethical Workplace Behaviors
      • 1.3.1 Wear and maintain professional workplace attire.
      • 1.3.2 Demonstrate professional and ethical workplace behaviors.
      • 1.3.3 Demonstrate helpful, courteous, and attentive customer-service skills.
  • CONTENT STANDARD 2.0: SANITATION AND SAFETY
    • Performance Standard 2.1: Microorganisms and Their Role In Foodborne Illness
      • 2.1.1 Analyze foodborne symptoms, illnesses and their causes.
      • 2.1.2 Practice safe food handling techniques and prevention of foodborne illnesses.
Career Development: A Policy Statement of the National Career Development Association (Grades 7-9)
(Adopted March 16, 1993; Revised 2011)

• Strong emphasis on increasing self-understanding through career exploration for all youth, but not on helping youth make specific occupational choices.

• Build awareness of the concepts of career interests, career aptitudes, and work values as they apply to various occupations and to themselves.

• Encourage community volunteer work experiences.

• Prepare students to maximize the options available for choice at the senior high and post-secondary levels including CTE, youth apprenticeships, work-study, etc.
School Counselors and Teachers are the Most Trusted Messengers

How much do you trust each for learning more information about CTE?

- Guidance counselor: 38% trust, 83% completely trust
- School Teacher(s): 33% trust, 81% completely trust
- CTE students or alumni: 32% trust, 77% completely trust
- College/university reps: 29% trust, 74% completely trust
- Principal: 27% trust, 71% completely trust
- State Department of Education: 22% trust, 59% completely trust
- Superintendent: 18% trust, 58% completely trust

What is the preferred method of learning more information about CTE?

- Educational website (46%)
- Open house at CTE school/program (44%)
- High school career fair (40%)
- Brochure/pamphlet mailed (40%)
- E-mail school/principal (23%)
- A school assembly (22%)
- Social media (21%)

48% of prospects want to hear information about CTE from their school counselor.

*The Value and Promise of CTE: Results from a National Survey of Parents and Students*
(RE)DEFINING THE GOAL

Created for Parents with the support of Norco College, this video explains the realities of the 21st Century labor market and provides strategies to guide children to true career success. Designed to update their perspective on educational and career planning this animated video is perfect to show during parent orientations and parent information nights.

• https://youtu.be/NFL_KmyLTqQ
First Steps Career Development Definition:

- **Career Development** – A process by which students learn and make decisions for their future through:
  - **Self-Evaluation** – Answers “Who am I?”
  - **Career Exploration** – Answers “What’s out there for me?”
  - **Future Planning** – Answers “How do I get there?”
First Steps: Understanding the World of Work through Career and Technical Education

**Mission:** To provide 7th and 8th graders career development opportunities to prepare them to make decisions about high school CTE courses and programs.

**YEAR ONE** -- Foundational Work (2018-2019 School Year)
- ✓ Research
- ✓ Survey & focus groups
- ✓ Identify pilot schools

**YEAR TWO** -- Preparation Work (2019-2020 School Year)
- • Develop standards
- • Develop endorsement
- • Develop assessment
- • Develop tool kit
- • Pilot schools will include the program in their FY21 course catalogs

**YEAR THREE** -- Pilot Year (2020-2021 School Year)
- • Pilot schools will offer the program
- • Evaluate and make adjustments

**YEAR FOUR** – Full Implementation (2021-2022 School Year)
Welcome First Steps Pilot Group!

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRANGEVILLE ELEMENTARY/MIDDLE SCHOOL</td>
<td>Grangeville</td>
</tr>
<tr>
<td>JENIFER JUNIOR HIGH SCHOOL</td>
<td>Lewiston</td>
</tr>
<tr>
<td>FREMONT MIDDLE SCHOOL</td>
<td>Kuna</td>
</tr>
<tr>
<td>LAKE HAZEL MIDDLE SCHOOL</td>
<td>West Ada</td>
</tr>
<tr>
<td>RIMROCK JR/SR HIGH SCHOOL</td>
<td>Bruneau</td>
</tr>
<tr>
<td>WEISER MIDDLE SCHOOL</td>
<td>Weiser</td>
</tr>
<tr>
<td>JEROME MIDDLE SCHOOL</td>
<td>Jerome</td>
</tr>
<tr>
<td>RAFT RIVER JR/SR HIGH SCHOOL</td>
<td>Raft River</td>
</tr>
<tr>
<td>ABERDEEN MIDDLE SCHOOL</td>
<td>Aberdeen</td>
</tr>
<tr>
<td>RIGBY MIDDLE SCHOOL</td>
<td>Rigby</td>
</tr>
<tr>
<td>FERNWATERS PUBLIC CHARTER SCHOOL</td>
<td>Salmon</td>
</tr>
</tbody>
</table>
What do students need to know and be able to do?

Domains:
  • Career Readiness
  • Self Evaluation
  • Career Exploration
  • Future Planning
First Steps Survey, Spring 2019:

• 649 people in 148 school districts and 31 charter schools throughout the six regions of Idaho
  • District Superintendents
  • Career Technical School Administrators
  • Middle Level Administrators
  • Middle Level School Counselors
  • And forwarded, by them, to their designees

• 141 completed responses from over 90 school districts and charter schools representing all six regions of Idaho
  • 17 Superintendents
  • 14 District Administrators
  • 8 CTS Administrators
  • 36 Middle Level Administrators
  • 39 Middle Level School Counselors
  • 27 Designated Others including teachers, college & career advisors, and others
## ICTE Workplace Skills for Career Readiness

<table>
<thead>
<tr>
<th>Personal Qualities and People Skills</th>
<th>Professional Knowledge and Skills</th>
<th>Technology Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Work Ethic</strong></td>
<td><em>Speaking &amp; Listening</em></td>
<td>Proficiency with Job Specific Technologies</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>Reading &amp; Writing</td>
<td>Proficiency with Information Technology</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td><em>Critical-Thinking &amp; Problem-Solving</em></td>
<td>Internet Use and Security</td>
</tr>
<tr>
<td>Positive Self Representation</td>
<td>Healthy Behavior &amp; Safety Skills</td>
<td>Proficiency with Telecommunication</td>
</tr>
<tr>
<td>Diversity Awareness</td>
<td>Understanding Workplace Systems</td>
<td></td>
</tr>
<tr>
<td>Conflict-Resolution</td>
<td>Lifelong-Learning</td>
<td></td>
</tr>
<tr>
<td>Creativity &amp; Resourcefulness</td>
<td>Job Acquisition &amp; Advancement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time, Task, &amp; Resource Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Customer Service</td>
<td></td>
</tr>
</tbody>
</table>
Focus Group Results (Career Readiness)

Regional Agreements:

• *Positive Work Ethic* (6)
• Critical Thinking & Problem Solving (6)
• Time, Task, & Resource Management (4)
• Internet Use & Security (4)
Focus Group Results (Career Readiness)

Region Specifics:
Region 1 - Reading & Writing, Proficiency with Information Technology
Region 2 - Reading & Writing, Speaking & Listening
Region 3 - Reading & Writing, Speaking & Listening, Teamwork
Region 4 - Integrity
Region 5 - Integrity, Conflict Resolution, Lifelong Learning,
Region 6 - Integrity, Conflict Resolution
## Main Themes (Reach 2019) & Essential Questions

### Main Themes & Essential Questions for Career Development Stages

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and assess personal interests.</td>
<td>Compare and contrast the types of skills that are needed for different occupations.</td>
<td>Demonstrate an understanding of the relevance of planning for the future (school and experiences to work).</td>
<td>Corresponding standards found</td>
</tr>
<tr>
<td><em>What do I like?</em></td>
<td><em>What skills do I need?</em></td>
<td><em>What steps do I need to take to plan for my future career?</em></td>
<td></td>
</tr>
<tr>
<td>Understand own physical, mental, and social health balance.</td>
<td>Acquire skills to investigate the world of work.</td>
<td>Complete goal-setting, planning and follow-through.</td>
<td>No corresponding standards found</td>
</tr>
<tr>
<td><em>What are my abilities and strengths?</em></td>
<td><em>How can I work on building those skills?</em></td>
<td><em>What steps, tools, and resources can I use to plan and achieve my goals?</em></td>
<td></td>
</tr>
<tr>
<td>Identify and assess strengths and areas for improvement as they relate to career development using a growth mindset.</td>
<td>Access Idaho resources for college and career development (e.g., CTE, workforce, DOL, college admissions).</td>
<td>Demonstrate awareness of what is available in high school and planning for those opportunities.</td>
<td></td>
</tr>
<tr>
<td><em>What am I good at, and how can I improve my career preparation?</em></td>
<td><em>What resources are available to help me prepare for my career?</em></td>
<td><em>What planning resources and support are available for me to take advantage of in high school?</em></td>
<td></td>
</tr>
<tr>
<td>Differentiate between a career cluster and career pathway.</td>
<td>Identify the range of occupations that exist within the world of work.</td>
<td>Identify resources for accessing postsecondary options.</td>
<td></td>
</tr>
<tr>
<td><em>How is a career cluster different from a career pathway?</em></td>
<td><em>What jobs are available for me to explore?</em></td>
<td><em>What resources will help me as I explore my options after high school?</em></td>
<td></td>
</tr>
<tr>
<td>Identify the range of occupations that exist within the world of work.</td>
<td>Connect CTE options to required type of training.</td>
<td>Navigate/overcome obstacles.</td>
<td></td>
</tr>
<tr>
<td><em>What jobs are available for me to explore?</em></td>
<td><em>What CTE options should I explore, and what training do I need?</em></td>
<td><em>What might stand in my way of success?</em></td>
<td></td>
</tr>
<tr>
<td>Explore opportunities and resources in the community to learn more about a given career interest.</td>
<td>Explore opportunities and resources in the community to learn more about a given career interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>What resources can I use to help me explore my career interests?</em></td>
<td><em>What might stand in my way of success?</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Created in partnership with Education Northwest
<table>
<thead>
<tr>
<th>Sub-themes</th>
<th>Idaho</th>
<th>Idaho FCS</th>
<th>California</th>
<th>Colorado</th>
<th>North Carolina</th>
<th>Utah</th>
<th>Virginia</th>
<th>Wyoming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest &amp; Hobbies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify individual interests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete a series of standardized interest and career identification tests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Traits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify personal physical, and mental characteristics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify individual strengths and weaknesses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess the importance of family and family relationships.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a realistic understanding of self.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine personal safety.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate personal understanding of how medicine and behavior impact personal learning styles, self-management, and social skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List positive characteristics about yourself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify personal values.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide examples of how feelings and actions of others influence internal behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine self-esteem and self-concept.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-care</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify good grooming habits and clothing care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice personal health.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-improvement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate and implement a plan to address identified learning-related behaviors and personal weaknesses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor progress and restructure the plan as needed to manage identified weaknesses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore the impact of personal behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Career Exploration Crosswalk

## Theme + Essential Question | Career Exploration: "What’s out there for me?"

Compare and contrast the types of skills needed for different occupations.

<table>
<thead>
<tr>
<th>Sub-Themes</th>
<th>Idaho</th>
<th>California</th>
<th>Colorado</th>
<th>North Carolina</th>
<th>Utah</th>
<th>Virginia</th>
<th>Wyoming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Clusters and Occupations</td>
<td>Define and give a sample of career clusters.</td>
<td>Students will demonstrate knowledge, understanding, and personal awareness about career pathways available in local, regional, national, and global areas.</td>
<td>Develop an understanding of career pathways within a specific career cluster pathway.</td>
<td>Investigate the changing nature of the workplace.</td>
<td>Demonstrate big-picture thinking.</td>
<td>Explore several career pathways, including outlook, salary, needed training, skills, and industries.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List and describe various types of occupations in the community (e.g., banker, educator, etc.).</td>
<td>Students will demonstrate an understanding of the economic influences and impact on career pathways in which they are interested.</td>
<td>Research, design, and develop a plan for post-secondary training and education for a specific career pathway.</td>
<td>Explore the current Utah career clusters and pathways associated with each cluster and analyze the overlapping academic content and skills.</td>
<td>Differentiate between a CTE pathway, a career cluster, and a career pathway.</td>
<td>Conduct an inventory of personal skills, aptitude, and interests, and identify career pathways that align with the results.</td>
<td></td>
</tr>
<tr>
<td>Employability Skills</td>
<td>Demonstrate personal qualities related to employability (e.g., prioritization, getting along with others, dependability).</td>
<td>Appraise appropriate technical skills and academic knowledge.</td>
<td>Students will actively develop personal and professional employment skills by engaging in classroom and community opportunities.</td>
<td>Become aware of how specific skills are needed to be successful in the workplace.</td>
<td>Differentiate between a CTE pathway, a career cluster, and a career pathway.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice effective interpersonal skills in a work relationship.</td>
<td>State ways in which honesty and integrity affect relationships with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Created in partnership with Education Northwest
# Future Planning Crosswalk

**Theme + Essential Question | Future Planning: “How do I get there?”**

Demonstrate an understanding of the relevance of planning for the future (school and experiences to work).

<table>
<thead>
<tr>
<th>Subthemes</th>
<th>Idaho</th>
<th>Idaho FCS</th>
<th>California</th>
<th>Colorado</th>
<th>North Carolina</th>
<th>Virginia</th>
<th>Wyoming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economic Planning and Readiness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relate the importance of career, family, and leisure to financial, social, and economic wellbeing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the steps required to apply for financial assistance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore the importance of making wise consumer choices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate the ability to recognize financial vocabulary and know what options are available to pay for postsecondary options.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify strategies for coping with loss of employment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies sources of financial assistance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal Setting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify problems that interfere with obtaining career goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop an education and career plan aligned with personal goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop career and educational goals that align with their selected career pathway(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify short-term and long-term goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plannisko recognizes human resources, financial, and timeline constraints that take into account priorities and goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Created in partnership with Education Northwest
2019-2020 Preparation Schedule of Work

- August 6 & 7 – First Steps Pilot Group Meeting at Reach
- September 10 & 11 – First Steps Pilot Zoom Meetings
- October 17 & 18 – First Steps Pilot Group Fall Meeting
  - Standards Committee Work
  - Career Readiness
  - Self-Evaluation
  - Career Exploration
  - Future Planning
- November 19 & 20 – First Steps Pilot Zoom Meetings
- December 17 & 18 – First Steps Pilot Zoom Meetings
- January 21 & 22 – First Steps Pilot Zoom Meetings
- February 20 & 21 – First Steps Pilot Group Spring Meeting
  - Product Committee Work
  - Teacher Endorsement
  - Career Development Assessment
  - Teacher Curricular Resources
- March 10 & 11 – First Steps Pilot Zoom Meetings
- April 7 & 8 – First Steps Pilot Zoom Meetings
- May 5 & 6 – First Steps Pilot Zoom Meetings
First Steps: Understanding the World of Work Through Career and Technical Education

Jenni Bradford, LPC
Middle School Program Quality Manager
jenni.bradford@cte.Idaho.gov
(208)429-5543