

Kentucky's Vision for Middle School Career Studies

CTECS November 2019

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Context

- Local control state
- Awaiting approval of revised Career Studies standards
- Preparing for rollout of standards in Spring 2020 using kystandards.org
- Convening a middle school task force (December) to guide development of resources to meet a variety of needs



Scope of the Standards

- Although not a tested area, KRS 156:160 requires school districts to ensure student access to standards through programs, services and operational performance.
- Student access may be ensured through:
 - aligned integration into other content areas
 - intentionally designed enrichment programs and/or experiences
 - stand alone courses
- Should support and guide development of a students' Individual Learning Plan (ILP)



GOAL: Add relevancy to student's learning by:

- Building self-awareness
- Exploring potential careers
- Exposing them to real-world experiences
- Connecting academics to career & college
- Developing an informed Individual Learning Plan



ACTIONS: Provide resources to facilitate academic & career planning through:

- Increased awareness of career clusters, pathways and Individual Learning Plans
- Incorporating career-related project-based learning in the classroom
- Short-term interactions with business and community leaders
- Opportunities for CTSO participation
- Flexible exploratory CTE experiences




Considerations

- Conflicted with pressure to improve test scores
- Perception of tracking students
- Teacher and counselor workloads
- Lack of knowledge of opportunities afforded by:
 - Career clusters/pathways
 - Dual/articulated credit
 - Industry certifications
 - WBL opportunities (co-op, TRACK, apprenticeships, etc.)
 - Postsecondary options
- Financial challenges
- Communication



School & District Needs

What instruction is happening and where?



SCHOOL / DISTRICT CAREER DEVELOPMENT ASSESSMENT

STUDENT OPPORTUNITIES		NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
REAL-WORLD LEARNING EXPERIENCES	Guest Speaker(s) Elementary Middle School High School					
	Career Fair (led by Business & Industry) Elementary Middle School High School					
	Business and Industry Tour Elementary Middle School High School					
	Tour of CTE School or Program (demonstration & discussion) Elementary Middle School High School					
Career Skills Demonstration Project • Student(s) research, learn and demonstrate a skill related to a career Elementary Middle School High School						
Career Problem Based Learning Project • Student(s) research a problem or issue relevant to a career Elementary Middle School High School						
Career Fair - Student Led as extension of either: • Career Skills Demonstration Project • Career Problem Based Learning Project • Student Mentors from high school program(s) Elementary Middle School High School						
Tour of CTE School or Program (with hands on component) Elementary Middle School High School						

School & District Needs

What career experiences are available for MS?



MIDDLE SCHOOL CAREER EXPERIENCES


REAL-WORLD LEARNING EXPERIENCE

Aimed at 7th and 8th grades, preparatory experiences provide opportunities for students to deepen awareness of personal interests, aptitudes and values through authentic careers/career cluster experiences.

Experience	Time	Personnel	Budget	Planning Considerations
Career Skills Demonstration Project <ul style="list-style-type: none"> Student(s) research, learn and demonstrate a skill related to a career May be a classroom project or extended to a school-wide Student Led Career Fair at either the middle school or elementary level 	5-10 hours (longer is all work is done in class)	Teacher Stakeholders Counselors FRYSC	Minimal Transportation costs would be required if shared with elementary school.	Requires substantial preplanning <ul style="list-style-type: none"> Prior to this unit, students should be familiar with KY's 16 Career Clusters and must have had opportunities to explore and narrow career choices. You need a list of these in order to assist you in collecting resources and grouping students. Use this list to involve local business, industry and educational (secondary, including local technology centers, and post-secondary) partners. Once identified, stakeholders should be informed if a student team will be contacting them.
Career Problem Based Learning Project <ul style="list-style-type: none"> Student(s) research a problem or issue relevant to a career May be a classroom project or extended to a school-wide Student Led Career Fair at either the middle school or elementary level 	5-10 hours (longer is all work is done in class)	Teacher Stakeholders Counselors FRYSC	Minimal Transportation costs would be required if shared with elementary school.	Requires substantial preplanning <ul style="list-style-type: none"> Prior to this unit, students should have had opportunities to explore and narrow career choices. You need a list of these in order to assist you in collecting resources and grouping students. Use this list to involve local business, industry and educational (secondary, including local technology centers, and post-secondary) partners. Once identified, stakeholders should be informed if a student team will be contacting them.

School & District Needs

How do we intentionally plan for these?

 **MIDDLE SCHOOL CAREER EXPLORATION PLANNING TOOL**

	STUDENT OPPORTUNITIES	When	Where	By Whom	How	Funding Needs / Sources
WORKPLACE LEARNING EXPERIENCES	Guest Speaker(s)					
	Career Fair (led by Business & Industry)					
	Business and Industry Tour					
	Tour of CTE School or Program (demonstration & discussion)					
	Career Skills Demonstration Project Student(s) research, learn and demonstrate a skill related to a career					
	Career Problem Based Learning Project Student(s) research a problem or issue relevant to a career					
	Career Fair - Student Led as extension of either: <ul style="list-style-type: none"> • Career Skills Demonstration Project • Career Problem Based Learning Project • Student Mentors from high school program(s) 					
	Tour of CTE School or Program (with hands on component)					

Professional Learning Needs

- What are career clusters, pathways & ILPs?
- What learning opportunities for students are imbedded within the career pathways, e.g., articulated/dual credit, industry certifications, apprenticeships, etc.
- How do we use career clusters & pathways to support ILPs?



CTE 101

Kentucky Career Clusters



- Agriculture, Food & Natural Resources
- Arts, A/V Technology & Communication
- Architecture & Construction
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health & Human Sciences
- Hospitality & Tourism

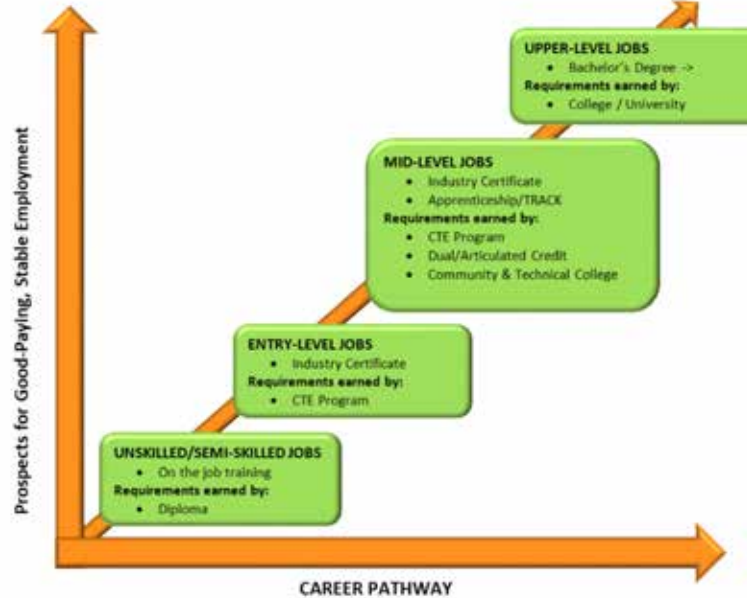
Agriculture, Food & Natural Resources

Agriculture, Food and Natural Resources: Agribusiness Systems
Career Pathway Plan of Study for > Learners > Parents > Counselors > Teachers/Faculty

The Career Pathway Plan of Study based on the Agribusiness Systems Pathway of the Agriculture, Food and Natural Resources Career Cluster can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended (not required) and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/ Other Electives/ Recommended Electives/ Learner Activities	*Career and Technical Degree Major/ Agribusiness Syst	
Interest Inventory Administered and Plan of Study Initiated for all Learners							
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Environmental Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Supervised Agricultural Experience (SAE) and participation in appropriate FFA activities support and reinforce classroom and laboratory learning and should be a requirement for all students.	
	10	English/ Language Arts II	Geometry	Biology	U.S. History		
	11	English/ Language Arts III	Algebra II or other math course	Chemistry or other science course	World History		
College Placement Assessment/ Academic Career Advancement Provided							
POSTSECONDARY	12	English/ Language Arts IV	Statistics or other math course			- Introduction to Agricultural Economics - Internship in Agriculture	
	Articulation/ Dual Credit/ Term/ Speed/ Postsecondary courses may be taken instead of the secondary level for articulation/ dual credit purposes						
	Year 13	English Composition	Algebra	Chemistry	American Government	All plans of study need to meet learner's career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	- Introduction to Agriculture - Principles of Agrilboom - Agricultural Economics - Agricultural Salesman - Agricultural Finance - Agricultural Advertisment
	Year 14	Speech/ Oral Communication		Biological Science or Botany	American History/ Geography		- Continue Courses in Specialization
Year 15	Technical Writing	Statistics		Psychology			
Year 16	Continue courses in the area of specialization.						- Complete Agrilbusiness (4-Year Degree Program)

SAMPLE



CAREER CLUSTERS FAQ

What are Career Clusters?

- Career Clusters are a framework that serves as an organizing tool for Career Technical Education (CTE) programs, curriculum design and instruction.
- There are 16 Career Clusters that represent 79 Career Pathways to help learners navigate their way to greater success in college and career.

What are Career Pathways?

- A Career Pathway is a roadmap leading to a chosen career and includes:
 - occupations within the pathway,
 - general and technical courses for both secondary and post-secondary,
 - dual and articulated credit opportunities,
 - related industry certificates, apprenticeships, associate's and bachelor's degrees,
 - entry and exit points for semi-, mid-, and high-level skilled careers to support life-long learning.

Why do we need Career Clusters and Career Pathways?

Career development has evolved from the vocational education framework of the past to today's career/technical education framework. Career Clusters and Career Pathways are tools for students to use in developing [Individual Learning Plans](#) to guide educational decisions as they transition to high school.

Vocational (Then)	Career/Technical (Now)
For a few students	For all students
For a few "jobs"	For all "careers"
4-7 program areas	16 clusters - 81 pathway



WORK-BASED LEARNING FAQ

What is Work-Based Learning?

Work-Based Learning (WBL) is an effective teaching approach used to engage students in real-life occupational experiences. It incorporates structured, work-based learning activities into the curriculum, allowing a student to apply knowledge and skills learned in class and connect these learning experiences in the workplace. Work-based learning provides students with the opportunity to engage and interact with employers, while learning to demonstrate essential employability and technical skills necessary for today's workforce.

What options are available for Work-Based Learning?

Service Learning

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.

Mentoring

Mentoring is a component of work-based learning in which a volunteer from the business/industrial community helps students become aware of career opportunities and work ethics in a one-to-one relationship that goes beyond the formal obligations of a teaching or supervisory role.

Shadowing

Shadowing is learning through observation and is a way to form partnerships between employers and the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.

Entrepreneurship

Entrepreneurship education allows students to develop a deeper understanding of economic principles and to apply classroom learning by organizing and operating a business enterprise. An entrepreneurship education program should involve students developing individual entrepreneurship projects in which they assume all risks in expectation of gaining a profit and/or further knowledge. An entrepreneurship program may be a component of a specific course within the curriculum or be a stand-alone course for credit. Entrepreneurship education may be offered in any Career and Technical Education program.

School-Based Enterprises

A school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster.



Teacher Resources

MANUFACTURING EXPLORATORY TASKS

These tasks provide students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. Content connections are provided.

MANUFACTURING EXPLORATORY TASKS	CONTENT CONNECTIONS				
Demonstrate an understanding of the societal impact of manufacturing—The student will be able to:	SS	MATH	LITERACY	SCIENCE	TECH.
and its impact on society.	X		X		
and political systems on	X		X		
ufacturing industries and social	X		X		
United States a world leader.	X		X		
ufacturing and the environment.	X		X	X	
gically literate workforce to the	X		X		X
history of manufacturing—The	SS	MATH	LITERACY	SCIENCE	TECH.
r impact on manufacturing.	X		X		
d to change in manufacturing.	X		X		
d its impact on manufacturing.	X		X		
y industry.	X		X		
ation has had on manufacturing.	X		X		
universal systems model as it will be able to:	SS	MATH	LITERACY	SCIENCE	TECH.
essing, output, and feedback that				X	
rsal systems model in				X	
ple, tools and machines, energy, universal systems model as it	X	X	X	X	X

Career Exploration Exploratory Skills Project



PROJECT SUMMARY

By the end of 6th grade, students should have had opportunities to explore personal interests, abilities and aptitudes and connect the results with possible careers. They should have spent time researching those careers to discover the educational requirements, outlook, salary, etc.

The goal of this project is to deepen students' understanding of an identified career while developing their essential workplace skills. Working independently or collaboratively, students will develop a plan to research a specific skill or concept related to their chosen career. They will identify sources of information, including local experts or professionals, to guide development of a presentation for an authentic audience.

TASK

After researching a chosen career, create a presentation in which you demonstrate or explain a skill used by an individual in this career.

- Your research must include (number) sources such as:
 - government websites
 - occupational or professional related websites or magazines/journals
 - professionals from your chosen field
- Your presentation may include visuals and must:
 - be 8-10 minutes in length
 - include a written outline

Grade Level: 6-8

Time Frame: 10 hours

TEACHER NOTES

Prerequisites

- Prior to this unit, students should be familiar with [KY's 16 Career Clusters](#) and must have had opportunities to explore and narrow career choices. You need a list of these in order to assist you in collecting resources and assisting students.



Student-Led Career Fair Planning Guide



Individual Learning Plan (ILP) Playbook Grades 5-8

Preamble

The Individual Learning Plan (ILP) Playbook offers educators recommendations for all themes and lessons to teach at each grade level (5-8). Kentucky is among the first states in the United States to couple career exploration and social and emotional development. This playbook has been developed using [Erik Erikson's Stages of Psychosocial Development](#) as a framework for understanding grades 5-8 developmental tasks of achieving industry (5-6) and development of identity. We have also utilized the [five social and emotional competencies from CASEL](#). Because there are so many unique needs for our students at the elementary and middle school levels, the Kentucky Department of Education recommends researching SEL activities from the Inspire Ed ([inspiredby.com](#)). Educators may choose [projects and activities](#) based on the desired mood of students, school culture needs and purpose.



Career exploration is a priority goal for students in grades 5-8. The aim is to foster career exploration in all of the [16 Career Cluster areas](#), in order to provide students the opportunity to delve into and learn more about future career options. Students are not expected to make conclusive, future career decisions at this stage of their development. [The 16 Kentucky Career Clusters](#) are promoted for use in career exploration and are tied to career and technical education pathways in Kentucky. Incorporating career clusters into curricula in grades 5-8

*This document was adapted from the Arizona Department of Education.

Community Resources



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What are Career Pathways?

- A Career Pathway is a roadmap that includes:
 - occupations within a cluster
 - general and technical education
 - dual and articulated programs
 - related industry certificates
 - entry and exit points

Why do we need Career Clusters and Career Pathways?

Career development has evolved from a focus on career/technical education to a focus on developing [Individual Learning Plans](#).

Vocational (Then)
For a few students
For a few "jobs"
4-7 program areas
In lieu of academics
Less rigorous
High school focused

How are Career Clusters used?

Interest and aptitude surveys usually provide no direction for achieving that goal. Career Clusters help students explore their interests and aptitudes.

How are Career Pathways used?

Each Career Pathway lists related occupations that lead to a specific career goal. The Pathway includes dual enrollment, industry certificates in high school, and other options.

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FAMILY AND MENTOR CONVERSATION STARTERS

Families and mentors are important to preparing students for career success. Discussions should start at a young age, but should flow as a natural extension of everyday life. Although most students are unsure of what career they want to pursue, it's important to encourage students to explore multiple careers and the skill sets needed for future success.

The world of work is changing rapidly, requiring students to be curious and alert to opportunities, flexible and resilient, and understand the need to be lifelong learners. For your consideration, the following table provides suggestions for which you may want to include real-life examples.

Thank you!

Personal Qualities and People Skills	Professional Knowledge and Skills
<p>POSITIVE WORK ETHIC</p> <ul style="list-style-type: none"> • Describe what personal responsibility looks like throughout your schedule. • Discuss why attendance, promptness, and dependability is important at work and school. <p>INTEGRITY</p> <ul style="list-style-type: none"> • Generate a variety of reasons and ways to add positive influence at home, school and in the community. <p>TEAMWORK</p> <ul style="list-style-type: none"> • Draw attention to leadership characteristics of respect, dependability, and empathy for others. • Talk about ways to be a leader regardless of whether or not one has a leadership title. • Discuss how each role on a team or within a student organization is important. <p>SELF-REPRESENTATION</p> <ul style="list-style-type: none"> • Dresses appropriately and uses language and manners suitable for the workplace. <p>DIVERSITY AWARENESS</p> <ul style="list-style-type: none"> • Talk about use of manners, eye contact and body language to communicate a positive image. • Review many different ways of how to be respectful of all cultures and people in our community. <p>CONFLICT RESOLUTION</p> <ul style="list-style-type: none"> • Support student to understand the cause and effect of their actions. • Coach your student on skills to resolve conflicts on their own. <p>CREATIVITY AND RESOURCEFULNESS</p> <ul style="list-style-type: none"> • Assure student that setbacks and even failures are an opportunity to discover the new solutions. • Encourage imagination and brainstorming ideas. • Emphasize how trying new things is good at all ages. • Explore new ways to complete tasks or chores. 	<p>POSITIVE WORK ETHIC</p> <ul style="list-style-type: none"> • Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand. <p>INTEGRITY</p> <ul style="list-style-type: none"> • Abides by workplace policies and laws and demonstrates honesty and reliability. <p>TEAMWORK</p> <ul style="list-style-type: none"> • Contributes to the success of the team, assists others, and requests help when needed. <p>SELF-REPRESENTATION</p> <ul style="list-style-type: none"> • Dresses appropriately and uses language and manners suitable for the workplace. <p>DIVERSITY AWARENESS</p> <ul style="list-style-type: none"> • Works well with all customers and coworkers. <p>CONFLICT RESOLUTION</p> <ul style="list-style-type: none"> • Negotiates diplomatic solutions to interpersonal and workplace issues. <p>CREATIVITY AND RESOURCEFULNESS</p> <ul style="list-style-type: none"> • Contributes new ideas and works with initiative.

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Shadowing

Shadowing is learning through observation and is a way to form partnerships between the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties, responsibilities, and physical setting of the occupation, and the compatibility between their own career goals.

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Entrepreneurship education allows students to develop a deeper understanding of business and to apply classroom learning by organizing and operating a business. Entrepreneurship education programs should involve students developing projects in which they assume all risks in expectation of gaining a profit. An entrepreneurship program may be a component of a specific course with a stand-alone course for credit. Entrepreneurship education may be offered as a stand-alone course or as a component of a specific course.

School-Based Enterprises

A school-based enterprise (SBE) is a simulated or actual business conducted in a school setting designed to replicate a specific business or segment of an industry and provide students with work experience related to their chosen career cluster.

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BUSINESS & INDUSTRY CONVERSATION STARTERS

Thank you for offering a workplace tour. Workplace experiences are important to a student's career development/career readiness. It provides real-world examples of today's workplace.

Kentucky Career Studies standards ensure students explore and prepare for a career, develop the essential workplace skills required for successful employment and learn to manage their personal finances. Business and Industry Tours help reinforce and enhance these skills.

For your consideration, the following table provides a list of suggestions for which you may want to include real-life examples related to your business or industry. Thank you!

Personal Qualities and People Skills	Professional Knowledge and Skills
<p>Which of the following do you want to highlight or share an example?</p> <p>POSITIVE WORK ETHIC</p> <ul style="list-style-type: none"> • Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand. <p>INTEGRITY</p> <ul style="list-style-type: none"> • Abides by workplace policies and laws and demonstrates honesty and reliability. <p>TEAMWORK</p> <ul style="list-style-type: none"> • Contributes to the success of the team, assists others, and requests help when needed. <p>SELF-REPRESENTATION</p> <ul style="list-style-type: none"> • Dresses appropriately and uses language and manners suitable for the workplace. <p>DIVERSITY AWARENESS</p> <ul style="list-style-type: none"> • Works well with all customers and coworkers. <p>CONFLICT RESOLUTION</p> <ul style="list-style-type: none"> • Negotiates diplomatic solutions to interpersonal and workplace issues. <p>CREATIVITY AND RESOURCEFULNESS</p> <ul style="list-style-type: none"> • Contributes new ideas and works with initiative. 	<p>Which of the following do you want to highlight or share an example?</p> <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Follows directions and communicates effectively with customers and fellow employees. <p>READING AND WRITING</p> <ul style="list-style-type: none"> • Reads and interprets workplace documents and writes clearly.