Supporting Middle School Career Exploration

Fall 2020

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Middle School Career Studies

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

- increasing knowledge of career clusters, pathways and Individual Learning Plans.
- incorporating career-related project-based learning in the classroom.
- providing short-term interactions with business and community leaders.
- increasing opportunities for CTSO participation.
- flexible exploratory CTE experiences.
Barriers

- Pressure to improve test scores
- Reduced time for career exploration
- Fear of tracking students
- Inadequate number of counselors
- Lack of knowledge of CTE
- Financial challenges
Middle School Career Resources

Published: 7/7/2020 1:57 PM

Middle school career studies should provide opportunities for career exploration, build self-awareness, learn about potential careers and develop a plan to reach future goals. It capitalizes on their developing abilities to think abstractly, and their preferences for teamwork and active learning through relevant real-life scenarios. These preferences make middle school a natural time for students to learn about careers and develop skills such as problem solving, critical thinking and teamwork through career exploration activities.

KENTUCKY ACADEMIC STANDARDS FOR CAREER STUDIES

The Kentucky Academic Standards for Career Studies outline the minimum content standards Kentucky students should learn within each grade-band. The standards address what is to be learned but do not direct how learning experiences are to be designed or what resources should be used.

CTE MIDDLE SCHOOL APPROVED COURSES

These courses provide opportunities to engage students with skills, knowledge and tasks of a career cluster. These are introductory and do not count toward pathway completion if a student continues in the program area.

CTE MIDDLE SCHOOL STANDARDS

The CTE Middle School Standards provide an overview of content for career and technical education offerings at the middle school level and support transition to the high school career and technical education pathways.

Agriculture Education Standards for Middle School
Kentucky Academic Standards

MIDDLE SCHOOL EXPLORATORY TASKS

This collection of OPTIONAL tasks introduce students to promote active learning by engaging students with career specific skills, knowledge and/or tasks of their choice.

INDIVIDUAL EXPLORATORY TASKS

Agriculture
Domains

• **Essential Skills**
  - Replaces Employability domain
  - KRS 158.1413 Essential Workplace Ethics Instruction
  - Includes Communication (Speaking & Listening)

• **Careers**

• **Financial Literacy**
  - Combines Consumer Decisions and Financial Literary
  - KRS 158.1411 Financial Literacy high school graduation requirement
  - 9-12 grade band was developed by separate committees
<table>
<thead>
<tr>
<th>Exploration</th>
<th>PRIMARY</th>
<th>INTERMEDIATE</th>
<th>MIDDLE</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reasons why people need to work, e.g., to meet basic needs</td>
<td>Explore broader reasons why people work, e.g., contribute to society, personal satisfaction</td>
<td>Connection between income, values, interests and lifestyles</td>
<td>Post-secondary options related to chosen career cluster or pathway</td>
</tr>
<tr>
<td></td>
<td>Careers within local community</td>
<td>Explore KY Career Clusters</td>
<td>Changing workplace</td>
<td>Options for paying for post-secondary education, including possible sources of funding (e.g., loans, scholarships, grants, military)</td>
</tr>
<tr>
<td></td>
<td>Introduction to KY Career Clusters</td>
<td></td>
<td>Monetary and time costs of preparing for a career</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Skills/tasks related to the KY Career Clusters and pathways of interest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Opportunities at the secondary level to earn dual/articulated credit, industry certifications, and work-based learning opportunities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation</th>
<th>PRIMARY</th>
<th>INTERMEDIATE</th>
<th>MIDDLE</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Begin to develop necessary academic skills</td>
<td>Continue to develop academic skills</td>
<td>Continue to develop academic skills</td>
<td>Use the ILP to guide secondary educational choices related to a career pathway of interest, e.g., to earn dual/articulated credit, industry certifications, and work-based learning opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to use various sources of information to evaluate jobs/careers</td>
<td>Use extracurricular activities, community experience, volunteer work, etc. to develop academic, technical and/or essential skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create and maintain an Individual Learning Plan (ILP)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Application | Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace. | | | |
Module 1:
Getting to Know the Career Studies Standards

1A: Revision Process Overview
1B: Understanding the Architecture
1C: Understanding the Domains & Strands

Module 2:
PLC Study for Planning and Implementing Career Studies

Part 1 – Standards Exploration
Part 2 – Standards Integration
Part 3 – Standards Mapping

Available at kystandards.org
Career Development Continuum

**ELEMENTARY SCHOOL**

**CAREER CLUSTERS AND PATHWAYS**
- Introduce Career Clusters

**INSTRUCTION**
- Integrated to make real-world connections within content areas
  - Math
  - Social Studies
  - Reading & Writing
  - Related Classes

**REAL-WORLD EXPERIENCES**
- Guest Speakers
- Career Fairs
- Virtual Tours
- Workplace Tours
- Field Trips

**MIDDLE SCHOOL**

**CAREER CLUSTERS AND PATHWAYS**
- Explore Career Clusters and Pathways

**INSTRUCTION**
- Integrated Curriculum or Career Classes
- Exploratory Tasks
- Project-Based Learning
- Student Organizations
- Individual Learning Plan

**REAL-WORLD EXPERIENCES**
- Career Fairs
- School-Based Enterprise
- Workplace Tours
- Field Trips
- Job Shadowing
- Career Mentoring
- Community Projects

**HIGH SCHOOL**

**CAREER CLUSTERS AND PATHWAYS**
- Focus on a Career Pathway

**INSTRUCTION**
- ILP / Career Pathway Implementation
- Project-Based Learning
- Dual/Articulated Credit
- Industry Certification
- Post-secondary Planning

**REAL-WORLD EXPERIENCES**
- Work-Based Learning
- Internships
- Apprenticeships
- Clinical Experience
- School-Based Enterprise
Use to identify gaps in career studies implementation and to create a plan to direct next steps.

**Student Opportunities:**
- Self-Awareness
- Career Exploration
- Real-World Learning Experiences

**Professional Learning Needs:**
- Standards
- ILP’s
- Career Clusters
- Career Pathways
- Student Opportunities
  - Industry Certificates
  - Dual/Articulated Credit
  - Work Based Learning
Middle School Career Studies
Planning and Implementation Toolkit

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Middle School Career Studies Planning and Implementation Toolkit

SCHOOL REVIEW
Directions: Work with a small group to identify student access to career studies instruction. It may be helpful to use color to highlight patterns or gaps. EXAMPLE:

REAL WORLD LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>NEVER</th>
<th>BELOW</th>
<th>SOMEWHAT</th>
<th>USUALLY</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Portfolio</td>
<td>6th</td>
<td>7th</td>
<td>8th</td>
<td>8th</td>
</tr>
<tr>
<td>Guest Speaker(s)</td>
<td>6th</td>
<td>7th</td>
<td>8th</td>
<td>8th</td>
</tr>
</tbody>
</table>

SELF-AWARENESS

Students identify career interests, skills, and values.

EXPERIENCES

1. Students identify career clusters aligned to their individual strengths, interests, skills, and values.
2. Students use Career Pathways as a tool to support development of Individual Learning Plans (ILPs).
3. Students explore opportunities to earn Industry Credentials (industry degrees, licenses) at the secondary level.
4. Students explore opportunities for Work-Based Learning (internship) at the secondary level.
5. Students explore opportunities for Dual/Dual-credited credit at the secondary level.

PLANNING CONSIDERATIONS

Once you’ve identified the extent of career studies instruction in your school or district, consider possible following experiences are arranged from those requiring the least time and resources to those that require deeper exposure to career clusters. Time refers to the amount of instructional time. Time required for Considerations. Stakeholders refer to any business, industry, and community partners, including parent...}

PLANNING TOOL

Once you’ve identified the extent of career studies instruction in your school or district, consider opportunities you may want to provide for your students. Use the following planning tool to determine specific details for those experiences you decide to use.

SELF-AWARENESS

<table>
<thead>
<tr>
<th>Never</th>
<th>Below</th>
<th>Some</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify career interests, skills, and values.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students identify academic strengths.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXEMPLARY EXPERIENCES

<table>
<thead>
<tr>
<th>Type</th>
<th>Time</th>
<th>Personal</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Pathway</td>
<td>Ongoing</td>
<td>Councilors</td>
<td>Family Resources</td>
</tr>
<tr>
<td>Career Fair</td>
<td>1-2 hours</td>
<td>Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>Business and Industry Fair</td>
<td>2-3 hours</td>
<td>Teacher</td>
<td>Stakeholders</td>
</tr>
<tr>
<td>Tour of CTE School or Program</td>
<td>2-3 hours</td>
<td>Teacher</td>
<td>Stakeholders</td>
</tr>
</tbody>
</table>

GLOSSARY

apprenticeship: An apprentice is a worker at least 16 years old, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticable occupation, which requires a deeper exposure to career clusters. Once you have identified the extent of career studies instruction in your school or district, consider opportunities you may want to provide for your students. Use the following planning tool to determine specific details for those experiences you decide to use.
Teacher Resources

WORK-BASED LEARNING FAQ

What is Work-Based Learning?

Work-based Learning (WBL) is an effective teaching approach used in education. It integrates structural, work-based learning activities to apply knowledge and skills learned in class and connect these level-based learning provides students with the opportunity to engage and demonstrate essential employability and technical skills necessary.

What options are available for Work-Based Learning?

Service Learning
Service Learning is a teaching and learning strategy that integrates instruction and reflection to enrich the learning experience, to enhance instruction.

What are the benefits of 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
- exit and entry points for students, entry-level and high-level careers

Why do we need Career Clusters and Career Pathways?

Career development has evolved from the occupational education framework in the career/technical education framework. Career Clusters and Career Pathways are developing Individual Learning Plans to guide educational decisions as they transition to post secondary education.

Vocational (Then) Career/Technical (Now)

- For all students
- For all "Jobs"
- For all "careers"
- 7/8 Program areas
- 14 clusters 8-81 pathways
- In lies of academics
- Aligns with end support academics
- Less rigorous
- Requires highly specialized knowledge
- High school, post-secondary and industry

How are Career Clusters used?

CareerClusters.com provides students with a list of suitable careers. Although a valuable tool, this provides limited career options. Using Career Clusters allows students to explore a broader variety of career options related to their skills and interests. Each cluster includes a wide range of specialties, from entry-level through post-secondary degrees.

How are Career Pathways used?

Each Career Pathway lists related occupations and describes the courses, both general and technical, necessary to achieve a specific career goal. The Pathways outline specific steps for achieving career goals, including opportunities for earning dual/articulated credit, apprenticeships and industry credentials at high school. Because educational degrees and industry credentials are often stackable, this approach can broaden a student’s vision of their future goals.

CAREER CLUSTERS FAQ

Career & Technical Student Organizations FAQ

What are Career & Technical Student Organizations (CTSOs)?

- Career and Technical Student Organizations (CTSOs) are for Technical Education (TCE) classes. They provide applied technical skills by participating in activities, events and local and national levels.

What are the benefits of CTSOs?

- Students who participate in CTSOs have higher levels of engagement, career self-efficacy and employability skills.
- According to the National Research Center of Career and Leadership Development activities in a CTSO rates greater.
- Students who participate in a CTSO to 80% have a higher likelihood to be enrolled in college at 21 than other students.

What are the CTSOs offered in Kentucky?

DECA
EDA
Educators Rising Kentucky
FBIA

DUAL AND ARTICULATED CREDIT FAQS

What is dual credit?

In dual credit, a student is enrolled in a course that allows him or her to earn high school and college credit at the same time. This course may be taught on a college/high school campus or online, but it will be in conjunction with a college or university. Grades for dual credit courses are recorded on both the high school and college transcript.

What are Advanced Placement (AP) courses?

AP courses are opportunities to earn college credit while in high school. To earn a credit in an AP class, students must pass an end-of-course (AP) exam.

What is articulated credit?

Articulated credit is awarded to a student who successfully completes a career and technical course and later enters a participating postsecondary institution.

What should students know about dual, articulated or AP courses?

- Students are responsible for their own learning and expectations are usually higher. Extra credit, make up work and frequent reminders usually don’t exist in these courses.
- Students taking dual credit courses are creating a transcript or permanent academic record that will follow them into the future.
- Eligibility for financial aid usually depends on passing grades.
- Earning too many dual credits beyond those required for their degree or major may jeopardize their financial aid.

DUAL CREDIT ARTICULATED CREDIT ADVANCED PLACEMENT

Courses Meet high school requirements toward graduation.
- Meet high school requirements toward graduation.
- Meet high school requirements toward graduation.
- Meet high school requirements toward graduation.

Affiliation
- Affiliation based on local and/or state articulation agreements.
- Affiliation based on local and/or state articulation agreements.
- Affiliation at any university.

grades
- Grades become part of the student’s official college transcript.
- Grades become part of the student’s official college transcript.
- Grades become part of the student’s official college transcript.

Credit
- Upon successful completion, students receive college credit.
- Upon successful completion, students receive college credit.
- Upon successful completion, students receive college credit.

Cost
- Tuition and fees paid by the student.
- Tuition and fees paid by the student.
- Tuition and fees paid by the student.

Placement
- Placement based on passing the exam.
- Placement based on passing the exam.
- Placement based on passing the exam.
Exploratory Tasks

OPTIONAL tasks designed to provide ideas for independent or collaborative research that:

• Allow for student choice based on career interests;

• Provide an opportunity for students to explore tasks related to a career interest;

• Connect to local and/or global issues;

• Generate ideas for problem-based learning projects;

• Reinforce the role of science, math, reading, writing, geography, history and technology; and

• Support the develop of an Individual Learning Pan (ILP)
Exploratory Tasks

- Organized by career clusters
- Includes a description and task(s) for each pathway

**TIME**

Instructional time for most tasks will be 1-3 class periods.

**MATERIALS**

These tasks were designed to require minimal supplies, e.g., paper, pencil, access to a computer, etc.

**MODIFICATIONS**

These tasks may be modified, e.g., product or audience, to meet the instructional needs of your students. Research is student driven, but teachers may provide links or materials at your discretion.
Teacher Resource: Exploratory Tasks
Community Resources

FAMILY GUIDE TO MIDDLE SCHOOL CAREER STUDIES

Middle School Career Studies IS NOT

Tracking students into pathways based on predetermined criteria.

Requiring students to choose one career.

Choosing a career instead of college.

Middle School Career Studies IS

Encouraging students to explore a variety of career clusters related to individual interests.

Providing opportunities to explore authentic skills, tasks and topics relevant to a specific Career Cluster.

Recognizing that almost all career paths require ongoing education and experience.

Why middle school career studies?

Research has identified middle school as a time when students begin to think about the benefits of a career, a process of becoming aware, learning about potential careers and developing knowledge about future goals.

Career exploration engages middle school students who are at most at risk for disengaging from learning due to changing identity, coping with puberty and navigating new role pressures.

What are middle school students learning?

The Kentucky Academic Standards (KAS) for Career Studies are the minimum content Kentucky students should learn grade by grade. The standards address what it is to be career ready and are aligned with what career education programs and programs should be doing.

The KAS for Career Studies are organized by three domains.

Core Standards

Identifying skills and values as they explore Career Clusters. Middle School Career Pathways to develop individual learning plans to plan their high school course of study.

Financial Literacy

These standards address topics such as credit, debt, investing, and the connection between careers and income.

Career Cluster Activity Ideas

WHAT IS A CAREER CLUSTER?

A career cluster is a group of careers that share common features. If you list one job as a cluster, you will probably find other jobs in that cluster that you will like as well. Allowing students to explore options within a cluster will help them discover careers ideally suited to their interests and goals.

Choose the most appropriate idea below to help your child learn about Career Clusters. Which activities do they like most? Which activities best match their skills and aptitudes? Which clusters did they want to research most? What skills emerged from the activity? Try to think of more activities to build on their interests. Have fun!
For more information:

- Middle School Career Resources
  - https://bit.ly/2ROg6ya
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- Teresa.Rogers@education.ky.gov
- Pamela.Moore@education.ky.gov