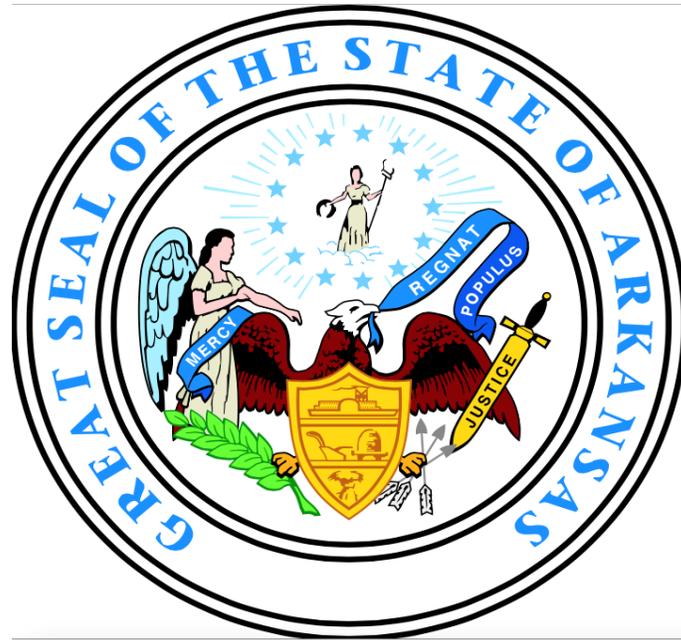


# ARKANSAS

## Adult Career Pathways: Institute 4



### *All-In: Guidance Workbook*

*August 4, 2016*

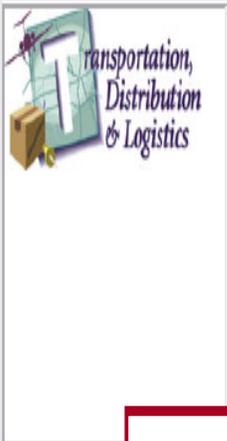
*Michelle Carson & Libby Livings-Eassa*

**Activity: How can we involve different groups in the career development process?**

Team member	How can this group be involved in the career development process?
Career & Technical Education Faculty	
Academic Faculty	
Post-secondary Educators	
Middle Schools Educators	
Administrators	
Business/Industry partners (advisory boards)	
Parents & students	
Workforce boards & chambers of commerce	
Military	
Community Partners	

CAT

## 79 Pathways within the 16 USDOE Career Clusters

	<p>Food Products and Processing Systems Plant Systems Animal Systems Power, Structural &amp; Technical Systems Natural Resources Systems Environmental Service Systems Agribusiness Systems</p>		<p>Early Childhood Development &amp; Services Counseling &amp; Mental Health Services Family &amp; Community Services Personal Care Services Consumer Services</p>
	<p>Design/Pre-Construction Construction Maintenance/Operations</p>		<p>Network Systems Information Support and Services Interactive Media Programming and Software Development</p>
	<p>Audio and Video Technology and Film Printing Technology Visual Arts Performing Arts Journalism and Broadcasting Telecommunications</p>		<p>Correction Services Emergency and Fire Management Services Security &amp; Protective Services Law Enforcement Services Legal Services</p>
	<p>Administrative Services Business Information Management General Management Human Resources Management Operations Management</p>		<p>Production Manufacturing Production Process Development Maintenance, Installation &amp; Repair Quality Assurance Logistics &amp; Inventory Control Health, Safety, and Environmental Assurance</p>
	<p>Administration and Administrative Support Professional Support Services Teaching/Training</p>		<p>Marketing Communications Marketing Management Marketing Research Merchandising Professional Selling</p>
	<p>Accounting Banking Services Business Finance Insurance Securities and Investments</p>		<p>Engineering and Technology Science and Math</p>
	<p>Governance National Security Foreign Service Planning Revenue and Taxation Regulation Public Management and Administration</p>		<p>Transportation Operations Logistics Planning and Management Services Warehousing and Distribution Center Operations Facility and Mobile Equipment Maintenance Transportation Systems/Infrastructure Planning, Management and Regulation Health, Safety and Environmental Management Sales and Service</p>
	<p>Therapeutic Services Diagnostic Services Health Informatics Support Services Biotechnology Research and Development</p>		
	<p>Restaurants and Food/Beverage Services Lodging Travel &amp; Tourism Recreation, Amusements &amp; Attractions</p>		



Name \_\_\_\_\_

Learner ID \_\_\_\_\_

School/College/University \_\_\_\_\_

## CCTI – Completed Sample Manufacturing Cluster Program of Study

### Manufacturing

#### Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Cluster Plan of Study (based on Manufacturing 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 coursework 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 LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Manufacturing	SAMPLE Occupations Relating to This Career Cluster
Interest Inventory Administered and Plan of Study Initiated for all Learners								
<b>SECONDARY</b>	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	**Introduction to Manufacturing Occupations	<ul style="list-style-type: none"> <li>► Assembler</li> <li>► Boilermaker</li> <li>► Design Engineer</li> <li>► Environmental Engineer</li> <li>► Foundry Worker</li> <li>► Freight, Stock and Material Mover</li> <li>► Health and Safety Representative</li> <li>► Industrial Machinery Mechanic</li> <li>► Inspector</li> <li>► Labor Relations Manager</li> <li>► Logistician</li> <li>► Manufacturing Technician</li> <li>► Pattern and Model Maker</li> <li>► Production Manager</li> <li>► Quality Control Technician</li> <li>► Safety Engineer</li> <li>► SPC Coordinator</li> <li>► Tool and Die Maker</li> <li>► Traffic Manager</li> <li>► Welder</li> </ul>
	10	English/ Language Arts II	Geometry	Biology	U.S. History		**Information Technology Applications	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		**Employment in Manufacturing Occupations	
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	Trigonometry or Statistics or other math course	Physics	Psychology	**Applications in Manufacturing Technology		
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
<b>POSTSECONDARY</b>	Year 13	English Composition English Literature	Algebra	Chemistry Physics	American Govt. Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities	**Safety in the Workplace	
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	American History Geography		Continue courses pertinent to the pathway selected.	
	Year 15	Continue courses in the area of specialization.						
	Year 16							

Example POS for all 79 Pathways  
Excel files can be manipulated  
[www.careertech.org](http://www.careertech.org)



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Activity:

Career Development Inventory by Local Grade Level Survey

Career Development Inventory														
Strategy/Activity	Awareness					Explore				Prepare				
	K	1	2	3	4	5	6	7	8	9	10	11	12	PS
Introduce 16 career clusters*														
Introduce specific Career Cluster*														
Learn workplace skills														
Field trips to local cluster-related business														
Local cluster-related speakers														
Elementary Career Fair to highlight clusters														
Poster/Poetry contest														
Aligned career clusters during the month of November (Career Month)														
Career interviews														
Career planning family involvement														
Postsecondary education awareness														
Take a career related assessments														
Identify jobs within career pathways requiring different levels of education														
Identify and explore sources of career information														
Participate in service learning														
Choose a pathway														
Participate in job shadowing														
Have a career mentor														
Develop the individual learning plans														
Begin to explore financial aid opportunities through a variety of websites														
Participate in related CTE Student Organizations and other organized activities														
Continue to narrow career choices within the selected career pathway														
Participate in internships and apprenticeships														
Take appropriate postsecondary admissions and placement assessments i.e. <u>Psat</u> , sat, act, asset, etc														
Create a resume														
Begin <b>CVT</b> networking the market for possible job opportunities														

## Guidance Counseling and Academic Advisement

### Self-Assessment Ranking of Current Implementation Status and Importance to Your Implementation

Rank your development and implementation progress for Guidance Counseling and Academic Advisement according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward Guidance Counseling and Academic Advisement implementation. The self-assessment is intended to be an authentic gauge of actual implementation. Results from the self-assessment can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

Implementation Characteristics	Current Status	Importance
Comprehensive guidance counseling and academic advisement system commences in middle school and continues through placement in post-secondary enrollment.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Guidance counseling and academic advisement system and tools are statewide and portable.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Guidance system provides access to career planning tools and information regarding POS available in that state.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Guidance system includes initial and regular opportunities to plan and assess student progress in a course sequence that meets the prerequisites for enrollment in postsecondary as well as academic requirements for state graduation.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Guidance system includes participation by guidance professionals, parents, and academic and career instructors.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Guidance staff receives professional development on career and academic advising.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Guidance system includes portfolio development encompassing career and technical coursework, academic, and work based learning opportunities.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After considering each of the implementation characteristics, please rank: 1) your current status of POS Guidance Counseling and Academic Advisement Implementation; and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Assessment Summary to compare the status and importance of this element to the other POS framework elements.	<b>1</b> None <b>2</b> In Progress <b>3</b> Operational	<b>1</b> Low <b>2</b> Important <b>3</b> Critical



**Next Steps**

**Professional Development Needed**