

Virginia Board of Education Agenda Item



Agenda Item: O

Date: June 28, 2012

Title	Annual Report of the Virginia Advisory Committee for Career and Technical Education		
Presenter	Ms. Lolita B. Hall, Director, Office of Career and Technical Education Services Dr. Robert Mayfield, Chair, Virginia Advisory Committee for Career and Technical Education		
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Purpose of Presentation:

For information only. No action required.

Previous Review or Action:

No previous review or action.

Action Requested:

No action requested.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Expanded Opportunities to Learn
	Goal 2: Accountability of Student Learning
	Goal 3: Nurturing Young Learners
	Goal 4: Strong Literacy and Mathematics Skills
	Goal 5: Highly Qualified and Effective Teachers and Administrators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
X	Other Priority or Initiative. Specify: Board of Education Advisory Committee

Background Information and Statutory Authority:

Goal: Other Priority or Initiative. Board of Education Advisory Committee for Career and Technical Education Annual Report.

Article Sixteen, Advisory Committee Operations, Section 1 of the Board of Education's bylaws states the following:

Section 1. Purpose. For any advisory committee established under Article Nine, the Board shall specify the purpose of the advisory committee, and shall specify the extent and limitations of the committees' responsibilities. Such purpose shall be in accordance with the Board of Education bylaws and any applicable state or federal law or regulation. Advisory committees shall act within the scope of authority specified by the Board. All advisory committee members acknowledge, by virtue of their service on the advisory committee, that their authority with respect to work of the advisory committee is limited to the matters assigned to it by the Board and by applicable state or federal law or regulation.

The Board shall annually direct advisory committees to undertake studies or assignments on specific topics and to make recommendations related to specific issues. The Board shall give a charge to each advisory committee at its annual planning meeting and as the Board president deems necessary and appropriate. The advisory committees shall report back to the Board on its findings and recommendations of those topics and issues identified by the Board for its review within the timeframe requested by the Board, but not later than the annual planning meeting the following year.

Each advisory committee shall make an annual report to the Board of Education. The annual report shall include the findings and recommendations of those issues and topics identified by the Board for deliberation by the committees.

The Virginia Advisory Committee for Career and Technical Education (CTE) was organized in 2003. Committee members are comprised of business and industry leaders who represent the 16 Career Clusters: Agriculture, Food and Natural Resources; Architecture and Construction, Arts, A/V Technology and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Sciences; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing, Science, Technology, Engineering, and Mathematics; and Transportation, Distribution and Logistics. They advise educators on the design, development, operation, evaluation, and revision of CTE programs. The workplace knowledge and resources provided by committee members help ensure that all CTE programs reflect the needs and current conditions of the workplace and program completers graduate with the academic and technical skills necessary for success in postsecondary education and careers.

Summary of Important Issues:

The Board of Education charged the Virginia Advisory Committee for Career and Technical Education to identify strategies for promoting career and technical education to business and industry, community leaders, and parents. Emphasis was placed on the following: 1) the *Workplace Readiness Skills for the Commonwealth*, traits identified by Virginia employers as essential for individual workplace success and critical to Virginia's economic competitiveness; 2) the 16 career clusters and 79 pathways as the curriculum framework that helps students investigate careers and design their program of study to advance their career goals; 3) the importance of business/industry/community partnerships as an integral component of CTE; 4) the Governor's Science, Technology, Engineering, and Mathematics (STEM) Academies, programs designed to expand options for the general student population to acquire STEM literacy and other critical skills, knowledge, and credentials that will prepare them for high-demand, high-wage, and high-skill careers; and 5) set state goals for students' achievement of the Board-approved industry credentials.

The Committee met four times during the 2011-2012 school year: June 16, 2011; October 5, 2011; January 18, 2012; and April 12, 2012. The report includes a summary of the committee's accomplishments and list of the members.

Impact on Fiscal and Human Resources:

The operating expenses and other costs associated with the meetings of the Advisory Committee for Career and Technical Education are supported by state funds.

Timetable for Further Review/Action:

No further action is required.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board receive the report as presented and maintain as a part of the Board of Education's meeting records.

Virginia Advisory Committee for Career and Technical Education
2011-2012
2012-2013

Ms. Karen DeRoche Black Sept. 23, 10 – Oct. 23, 13 Representing: Region II Education & Training	Technology Academy Coordinator Chesapeake City Public Schools
Ms. Anne Carson Sept. 23 10 – Oct. 23, 13 Representing: Region I Education & Training	President of the Virginia PTA Glen Allen
Mrs. Jane S. Foy August, 09 – Sept. 1, 12 Representing: Region V Arts, A/V Technology & Communications <i>Reappointed July, 12 – June, 15</i>	Co-host and Producer WINA Morning News Program, Charlottesville
Mr. Ronnie G. Gill July 1, 11 – June 30, 14 Representing: Region III Agriculture, Food & Natural Resources	Vice President/Regional Lending Manager Colonial Farm Credit, Tappahannock
Dr. Alan R. Hawthorne July 1, 11 – June 30, 14 Representing: Region VII Government & Public Administration	Executive Director, Joint Industrial Development Authority of Wythe County
Ms. Sandy Hespe , Secretary July 1, 07 – June 30, 13 Representing: Region II Business Management & Administration	Instructional Specialist York County Public Schools
Mr. Byron K. Hinton July 1, 11 – June 30, 14 Representing: Region III Government & Public Administration Military Services (JROTC)	Chairman, Stafford County Public School Career and Technical Education Committee
Dr. Virginia R. Jones July 1, 11 – June 30, 14 Representing: Region VIII Education & Training	Director, Instructional Design & Technology Ferrum College
Mrs. Lynn May August 09 – Sept. 1, 12 Representing: Region III Health Sciences <i>Reappointed July, 12 – June, 15</i>	Registered Nurse Mathews County

Dr. Robert Mayfield , Chair Sept. 23, 10 – Oct. 23, 13 Representing: Region V Science, Technology, Engineering & Mathematics	Plant Manager, Tenaska Virginia Generating Station Scottsville
Mr. Allan L. Melton August, 09 – Sept. 1, 12 Representing: Region II Education & Training <i>Reappointed July, 12 – June, 15</i>	Manager of Product Training, The Apprentice School Huntington Ingalls Industries-Newport News Shipbuilding
Mr. Frederick Norman August, 09 – Sept. 1, 12 Representing: Region I Government & Public Administration <i>Reappointed July, 12 – June, 15</i>	Owner, Commonwealth of Virginia Consulting, LLC Chesterfield
Mr. Chad S. Ratliff August, 09 – Sept. 1, 12 Representing: Region VII Education & Training <i>Reappointed July, 12 – June, 15</i>	Assistant Director of Instruction & Innovation Projects Charlottesville City Public Schools
Mr. Jerry W. Stewart , Vice Chair July 1, 11 – June 30, 14 Representing: Region II Government & Public Administration	Workforce Development Coordinator City of Virginia Beach Economic Development Division
Ms. Jane G. Watkins July 1, 11 – June 30, 14 Representing: Region I Finance	President/CEO Virginia Credit Union
Mr. Daniel R. Woodley July 1, 11 – June 03, 14 Representing: Region IV Hospitality & Tourism	Senior Leasing Associate/Director Emeritus Restaurant Association of Washington, D.C.
Dr. Brenda Long July, 08	Virginia Association for Career and Technical Education (VACTE) Liaison

**Virginia Advisory Committee
for
Career and Technical Education**

2011-2012 Annual Report

**Submitted to the
Board of Education**

by

**Robert Mayfield, Chair
Jerry W. Stewart, Vice Chair
Sandy K. Hesse, Secretary**

June 28, 2012

Virginia Advisory Committee for Career and Technical Education 2011-2012 Annual Report

The Virginia Advisory Committee for Career and Technical Education (CTE) was organized in 2003. The primary role of the Committee is to advise educators on the design, development, operation, evaluation, and revision of CTE programs for continuous improvement.

The Committee met four times during the 2011-2012 school year: June 16, 2011; October 5, 2011; January 18, 2012; and April 12, 2012.

Membership and Organization

The Committee membership shall consist of business, industry, and community leaders representing each of the 16 career clusters adopted by Virginia and recognized nationally. A career cluster is a grouping of occupations and broad industries based on commonalities. The 16 career clusters provide an organizing tool for schools and academies to help students investigate careers and design their course of study to advance their career goals. Consideration is given to representation of large and small businesses and industries, and every attempt is made to balance the membership by geographic region as well as gender and ethnicity.

Virginia's Career Clusters are as follows:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution and Logistics

Nominations for all vacant Committee positions are solicited widely. Committee members are appointed by the Board of Education. Members serve a three-year term and may be appointed to a consecutive three-year term. Membership for 2011-2012 included 17 representatives. Officers of the Committee are: Dr. Robert Mayfield, Chair; Jerry W. Stewart, Vice Chair; and Sandy K. Hesse, Secretary. A list of members is attached.

Program of Work

The Board of Education charged the Virginia Advisory Committee for Career and Technical Education to identify strategies for promoting career and technical education to business and industry, community leaders, and parents. Emphasis was placed on the following:

- 1) The *Workplace Readiness Skills for the Commonwealth*, traits identified by Virginia employers as essential for individual workplace success and critical to Virginia's economic competitiveness, and included in all CTE courses;
- 2) The 16 career clusters and 79 pathways as the curriculum framework that helps students investigate careers and design their program of study to advance their career goals;
- 3) The importance of business/industry/community partnerships as an integral component of CTE;
- 4) The Governor's Science, Technology, Engineering, and Mathematics (STEM) Academies, programs designed to expand options for the general student population to acquire STEM literacy and other critical skills, knowledge, and credentials that will prepare them for high-demand, high-wage, and high-skill careers; and
- 5) State measurable goals for students' achievement of the Board-approved industry credentials.

2011-2012 Accomplishments

For background information in preparation for accomplishing the Committee's Program of Work, the Virginia Advisory Committee for Career and Technical Education members received an update on the Virginia's Career Clusters and Pathways, CTE Credentialing Initiative, Governor's STEM Academy Program, CTE state and federal funding, and guest speaker, Jaime Cook, Director of Human Resources and Development, Riverside Health System, presented information on the *Future Medical/Hospital Personnel Needs*.

- June 16, 2011, members participated in the Virginia Career and Technical Education Creating Excellence Awards Program and recognized regional and state winners for exemplary CTE Advisory Committees and Business and Industry Partnerships with CTE.
- At the October meeting, Achsah Carrier and Meredith Gunther from the Weldon Cooper Center, University of Virginia presented their recent research on the *Role of Business and Industry—Partnership Matter*. This research served as the basis for a checklist developed by the Committee. The checklist was developed as a resource for the CTE Local Advisory Committees, *Virginia CTE and Business/Industry Partnerships: Creating and Ensuring a Stronger Work Force for the Commonwealth* (See Attachment).

Approximately 1,400 copies were disseminated to CTE Administrators across the state. Additionally, the checklist is available on the CTE Resource Center Web site at: <http://www.cteresource.org/downloads/11/CTE%20Local%20Advisory%20Committees%20Brochure%202012.pdf>.

- Career awareness and development should begin early and involve parents in the process. An easy guide was created for parents to use with elementary and middle school children to help them develop an understanding of careers and begin to explore a variety of interests (See Attachment). With assistance from Committee member, Anne Carson, in her role as President of the Virginia PTA, approximately 1,200 copies of this guide were included in a mass mailing to parents across the state.
- CTE aligns its program offerings to current, emerging, and projected labor market needs. Based on emerging and projected labor market needs, new CTE courses are developed and every three to five years existing courses are reviewed and revised by CTE curriculum writing teams. The writing teams consist primarily of content area teachers. During the validation process several committee members served on the business and industry technical panels. This process includes a review of the curriculum, equipment needs, and professional development needs to ensure relevancy and the integration of academic and industry standards. At the same time employment and technological trends and their effect on the CTE program and implementation are identified and interpreted.
- During the school year, six Governor's STEM Academies were approved for implementation by the Board. Three members of the Committee played a key role in the development and support of the Landstown High School and Technology Academy Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies in Virginia Beach City Public Schools; Grassfield High School Governor's STEM Academy in Chesapeake City Public Schools; and the New Commonwealth Governor's STEM Academy at Chantilly High School and Chantilly Academy, Fairfax County Public Schools.
- Several Committee members served on the panel to evaluate videos submitted by schools and academies to showcase their best practices for implementation of the career clusters. Videos that meet specific criteria will serve as state models and will be shared with schools across the state.

The Virginia Advisory Committee for Career and Technical Education will continue to focus on the following:

Promote increased rigor in CTE through curriculum and instruction

- Expand opportunities for collaborative instruction between core academic courses and CTE courses.
- Engage students in more projects that reflect real-world problems and solutions.

- Integrate CTE instruction with academics through STEM initiatives and other career pathways.
- Expand the use of new technologies.
- Compare student performance standards to business/industry standards.
- Continue to implement new programs that meet labor market needs and eliminate obsolete programs.
- Increase dual enrollment opportunities for students.
- Evaluate the quality and quantity of graduates and job placement.
- Continue to increase the number of CTE program completers who earn an Advanced Studies Diploma.

Year	Total CTE Completers	Completers Earning Advanced Studies Diploma
2008-09	38,334	17,254 (45.01%)
2009-10	39,708	18,004 (45.34%)
2010-11	41,329	19,282 (46.65%)

Promote the industry credentialing initiative

- Industry certification is highly regarded in the business community as an independent verification of skills sets.
- The current support for the industry certifications has enabled Virginia to be among the leaders in the nation in secondary students earning industry credentials. As the number of CTE completers earning Board-approved industry credentials increases, the need for support increases.

Year	Total CTE Completers	Credentials Earned by CTE Students
2008-09	38,334	19,842
2009-10	39,708	29,057
2010-11	41,329	36,719

The Virginia Advisory Committee for Career and Technical Education commends the Board of Education for its continued support for career and technical education.



Learning that works for Virginia

CTE™

CTE Local Advisory Committees

*The Key to Strong, Successful
Business/Industry Partnerships*

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Office of Career and Technical Education Services
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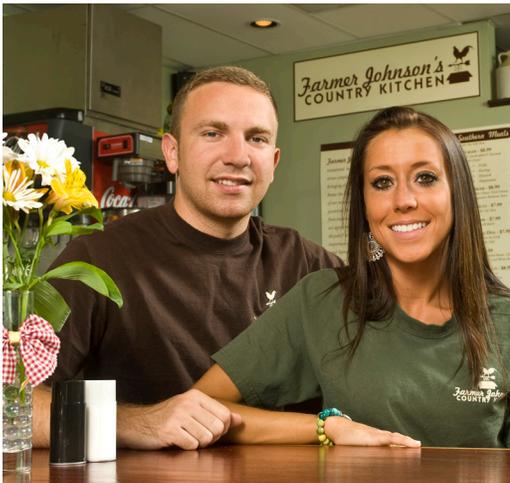
Virginia CTE and Business/Industry

Creating and Ensuring a Stronger Work Force

Why Do Partnerships Matter?

Working together, employers and educators can build a skilled work force in every community. Partnerships

- ◆ ensure that CTE programs teach the skills needed in today's workplace;
- ◆ give students real world experience crucial for successful future employment;
- ◆ encourage teachers to keep learning to ensure their students are competitive in a global economy;
- ◆ help employers engage positively and effectively with their schools and communities;
- ◆ offer employers an opportunity for community service with a track record of success.



What Can Advisory Committees Do to Further Partnerships?

- Encourage employers to become involved in student education and career preparation and help schools define and incorporate programs and activities that meet employer needs.
- Help schools create partnership agreements that meet employer needs and concerns.
- Show employers how to take an active role in preparing their future work force.
- Introduce employers to the current CTE programs through visits to schools to meet

teachers, administrators, and students.

- Solicit recommendations for new programs, and engage employers to provide evaluation and to suggest improvements in existing programs.
- Reach out to community organizations, from the School Board to the Chamber of Commerce, to help the community understand the value of CTE.
- Support the CTE credentialing initiative. Help schools select valuable credentials, and encourage employers to ask for them when interviewing young workers.
- Help educators and business/industry partners bridge the cultural gap between education and business.



What Roles Do Business Partners Have at the Local and State Levels?

Local

- Ensure that programs and curricula are relevant to today's workplace.
- Participate in classroom, extracurricular, and student leadership activities.
- Serve as guest speakers.
- Serve as mentors to students and advisors to administrators.

Partnerships: for the Commonwealth



- Sponsor events, field trips, and assemblies.
- Provide work-based learning experiences through job shadowing, mentoring, and internships.
- Get involved in students' college search and application processes; offer advice about meaningful programs and how to be successful in college.
- Support job search training by participating in mock interviews and career days.
- Support teacher professional development and enrichment through externships and mentorships.
- Serve on state industry review panels

for CTE curriculum development and revision.

State

- Keep current about CTE courses, programs, and the statistics illustrating their success throughout the Commonwealth.
- Serve as spokespersons for CTE and its initiatives.
- Solicit statewide partners in large industries and businesses, civic organizations, non-profits, professional organizations, local and state government.
- Encourage and support the work of local advisory committees.
- Serve on State CTE Advisory Committee.



Partnership Resources

Career Academy Support Network, 2010. *Partnership Guide for Career Academies*. Issued by CASN.

Anthony Carnevale et al, 2011. *STEM*. Report issued by Georgetown University Center on Education and the Workforce.

Frederick M. Hess and Whitney Downs, June 2011. *Partnership Is a Two-Way Street: What It Takes for Business to Help Drive School Reform*. Report issued by The Institute for a Competitive Workforce.

Frederick M. Hess, Andrew P. Kelly, and Olivia Meeks, April 2011. *The Case for Being Bold: A New Agenda for Business in Improving STEM Education*. Report issued by The Institute for a Competitive Workforce.

Jean Johnson and Jon Rochkind, 2011. *With Their Whole Lives Ahead of Them*. Report issued by Public Agenda for the Bill and Melinda Gates Foundation.

National Academy Foundation, 2011. *Guide to Work-Based Learning: A Continuum of Activities and Experience*. Issued by National Academy Foundation.

William C. Symonds, Robert B. Schwartz, and Ronald Ferguson, February 2011. *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. Report issued by the Pathways to Prosperity Project, Harvard Graduate School of Education.



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Research provided by
Demographics & Workforce
The Weldon Cooper Center for Public
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The CTE Resource Center
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Virginia Advisory Committee for Career and Technical Education

Dear Members of Local CTE Advisory Committees:

CTE (Career and Technical Education) is helping the Commonwealth address key challenges—from work force development to student achievement, from economic vitality to global competitiveness. With more than 14 million students nationwide, including more than 675,000 students in Virginia, CTE programs in high schools and postsecondary institutions are leading change, transforming expectations, and making a difference by

- ◆ *developing a skilled, sustainable work force that is well prepared for the high-demand, high-skill, and high-paying jobs of today and tomorrow.*
- ◆ *improving the educational experience for millions of students in high school and college by providing an engaging, relevant education that reduces drop-out rates, and improves student achievement.*
- ◆ *helping students to discover the wide range of career options available to them and chart the most effective and efficient educational pathways through high school and postsecondary education for optimum value and success.*
- ◆ *working directly with business and industry to ensure that CTE programs are developing people with the skills, credentials, and technical knowledge necessary to keep America on the leading edge of innovation and global competitiveness.*

CTE is education that works for Virginia: employers, community leaders, economic development professionals, schools and colleges, policymakers, students, parents, and local economies. For all of us, CTE is having a profound and positive impact on Virginia. The photos in this brochure feature Virginia students who have benefitted from CTE programs and, as a result, have moved into successful careers in their areas of interest.

Businesses are teaming up with secondary schools to create rigorous CTE programs that respond to the needs of local, regional, and state labor markets. With the guidance and partnership of business and industry professionals, these programs ensure that students understand the realities of the work force and are prepared with college and career-ready skills needed to succeed in a global economy.

Join us in engaging business and industry in partnerships with CTE programs throughout the Commonwealth!

*Dr. Robert Mayfield, Chair
The Virginia Advisory Committee
for Career and Technical Education*

PARENTS!

Help your child develop

A Plan of Their Own

“If you are a parent, be an active partner in your child’s education.”

Patricia I. Wright,
Virginia’s Superintendent of
Public Instruction

When Austin was very young, his mother, Vicki, helped him **develop an understanding of career** by explaining why she went to work each day and what she did while she was there. Austin’s father, Gary, says his son exhibited an entrepreneurial spirit that was fueled by **exploring a variety of interests**. “I encouraged his exploration and tried not to put too much pressure on him to stay in one area.”

Austin’s career interests changed frequently; indeed, the more he explored, the more excited he became about learning. When it came time for him to develop a plan, his parents felt comfortable in **letting Austin make it for himself**.



Austin is a freshman at Virginia Tech and founder of Feed by Seed, an international agricultural development advocacy group.

Vicki encourages parents to “**ask questions** about your child’s plans and interests and . . . listen to his/her answers.” Gary advises, “**stay tuned in** to the opportunities that are available for your child today.”

Read more about Austin’s plan in the Virginia Department of Education’s annual career magazine, *R U College and Career Ready?*, available at www.cteresource.org.

Arne Duncan, U.S. Secretary of Education, says...

“It is the responsibility of K–12 educators to prepare all students for both college and career. This must be “both/and” not “either/or.” High school graduates—not the educational system—should be choosing the postsecondary and career paths they want to pursue.”

College and Career Readiness

- Nearly 8 in 10 job openings in the next decade in the U.S. will require education or training after high school.
- A **college-ready** student is prepared for further education or training, including study at two- and four-year institutions leading to a certificate, license, or Associates or Bachelor’s degree.
- A **career-ready** student is a high school graduate who has the knowledge and skills needed to succeed in further education, such as a technical program, community college, an apprenticeship, or on-the-job training.

16 Career Clusters...

An organizing tool to help students investigate careers and plan their courses of study.

1. Agriculture & Natural Resources
2. Architecture & Construction
3. Arts, Audio/Video Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections & Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering & Mathematics
16. Transportation, Distribution & Logistics

Additional Resources for Career Planning

- Virginia Career VIEW: vacareerview.org
- Virginia Education Wizard: vawizard.org
- Career Clusters: careertech.org/career-clusters/

How can parents help?

- **Have your child answer the following questions:**

- What are your favorite school subjects?
Answer:
- What school activities do you enjoy most?
Answer:
- What hobbies and interests are most valuable to you?
Answer:
- What achievements make you most proud?
Answer:
- What careers most interest you?
Answer:

- **Guide your child through the following:**

- STEP 1:** Take a career interest assessment in middle school.
- STEP 2:** Identify interest in one or more career clusters.
- STEP 3:** Relate school subjects to career interests.
- STEP 4:** Understand how middle school subjects relate to jobs and careers.
- STEP 5:** Create an academic and career plan in middle school.

“Parents have the **greatest influence** on students’ career development, ahead of teachers and counselors.”

“Parents Have Their Say. . . About Their College-Age Children’s Career Decisions.” Jeffrey Taylor, Marcia B. Harris, and Susan Taylor. Winter 2004 *NACE Journal*.