

# CONNECTICUT CAREER PATHWAYS



*Seasons of Change and Transition*

CONNECTICUT  
STATE DEPARTMENT  
OF EDUCATION

*CONNECTICUT STATE  
DEPARTMENT OF EDUCATION*

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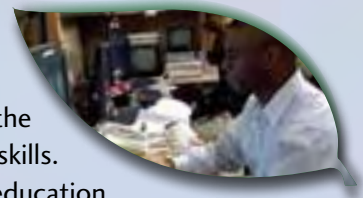


## Overview

The key elements in Connecticut's secondary school reform initiative are the foundation blocks of Career Pathways: engagement, rigor and 21st century skills.

Career Pathways connects students' classroom learning to postsecondary education and careers within the context of career clusters. The process of engagement allows all students an opportunity to explore possible careers and make educated decisions regarding secondary academic and elective course enrollment, postsecondary plans and eventually careers. Rigor inspires students to stretch beyond their individual comfort zones to embrace and master meaningful challenges and begin to define their own interests, potential and direction. The 21st century skills provide students with an understanding of the interconnectedness, collaboration and leadership skills, habits of personal and social responsibility, and adaptability to change.

This guide serves as a resource for educators and provides important links to related in-depth information. *Connecticut Career Pathways* provide students with direction as active, informed participants in the development of their personalized roadmaps to future career success in the "Seasons of Change and Transition."



## Message from the Commissioner

Dear Colleagues,

Connecticut is taking steps to improve educational opportunities for all students, connecting their high school experience to the 21st century. Higher education, government and business leaders have been calling for a more rigorous and engaging educational experience at the secondary level to assure that our students develop the skills necessary to compete on the college campus and in the global economy.

The Connecticut State Department of Education has made secondary school reform an educational priority; however, it is not only an education agenda but an economic priority as well. Through our partnerships with the Departments of Higher Education, and Economic and Community Development, and workforce development organizations, we are planting the seeds for secondary, postsecondary and career success for all Connecticut students.

On behalf of the Connecticut State Department of Education, I believe you will find the resources in this document a source of guidance, information and inspiration for preparing all Connecticut students to meet the challenges in the global community.

Sincerely yours,

Handwritten signature of Mark K. McQuillan in blue ink.

Mark K. McQuillan  
Commissioner of Education

# CAREER AWARENESS

## CONNECTICUT'S CAREER CLUSTERS

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*Career clusters are occupations/career specialties that share a common foundation of knowledge and skills for career success. As a subgroup of career clusters, career pathways continually evolve and reflect occupational areas to meet the dynamics of the national and state economic landscape.*

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audiovisual 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, Sales and Service
- Science, Technology, Engineering and Mathematics (STEM)
- Transportation, Distribution and Logistics



# *Planting the seeds ...*



*“Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.”*

*(A Guide to Comprehensive School Counseling Program Development. Connecticut State Department of Education, 2008)*

## **WEB SITE LINKS**

[www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320802](http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320802)

[www.careerclusters.org](http://www.careerclusters.org)

[www.ctdol.state.ct.us/lmi](http://www.ctdol.state.ct.us/lmi)

[www.acrnetwork.org/careerdevelopment.htm](http://www.acrnetwork.org/careerdevelopment.htm)

[www.ctdol.state.ct.us](http://www.ctdol.state.ct.us)

[www.ctdol.state.ct.us/ccrn/ccrn.htm](http://www.ctdol.state.ct.us/ccrn/ccrn.htm)

[www.bls.gov/oco](http://www.bls.gov/oco)

# CAREER EXPLORATION

*Growing*

## STUDENT SUCCESS PLAN

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*The Student Success Plan is the learner's individualized flexible scope and sequence of academic and elective course work, co-curricular activities and work-based learning activities that provide a sequence of instruction contributing to personal and social development in preparation for secondary and postsecondary education and future careers.*

- Rigorous core academic and elective courses integrating 21st century skills
- Elective courses within a career pathway or area of interest
- Experiential learning: job shadows, internships, cooperative work, community service
- Capstone projects or student portfolios that demonstrate 21st century skill attainment as a means of transition to postsecondary education and work
- Guided assistance with Student Success Plan development from school counselors, adult mentors, teachers and parents
- Opportunity for college credit while in high school, e.g., Advanced Placement (AP), College Career Pathways, Early Middle College



*and cultivating talents ...*



*“As we think about how to remake high schools to improve academic outcomes and ensure that our students can compete in the labor market ... we also need to ensure that classes are engaging and that students are motivated to learn because they see a pathway to their future.”*

*(Career Pathways: Education with a Purpose. Hull, Dan, 2005)*

## WEB SITE LINKS

[www.KnowHow2GOCT.org](http://www.KnowHow2GOCT.org)

[www.cbia.com](http://www.cbia.com)

[www.college.gov](http://www.college.gov)

[www.sde.ct.gov/sde](http://www.sde.ct.gov/sde)

[www.ctdol.state.ct.us/youth/main.htm](http://www.ctdol.state.ct.us/youth/main.htm)

[www.ctschoolcounselor.org](http://www.ctschoolcounselor.org)

[www.ctjobandcareer.org](http://www.ctjobandcareer.org)

[www.cttraining.info](http://www.cttraining.info)

<http://online.onetcenter.org/>

# CAREER INTEGRATION

## *Harvesting*

### 21<sup>st</sup> CENTURY SKILLS

*Twenty-first century skills are the powerful means by which students make effective use of their content knowledge.*

*These skills empower students to find, manipulate and use content to learn, solve problems, create and think for a lifetime.*

- Global awareness
- Financial, economic, business and entrepreneurial
- Civic literacy
- Health and wellness awareness
- Critical thinking and problem solving
- Communication
- Creativity and innovation
- Collaboration
- Contextual learning
- Information and media literacy
- Leadership
- Ethics
- Accountability
- Adaptability
- Personal productivity
- Personal responsibility
- Interpersonal
- Self-direction
- Social responsibility
- Information literacy





*skills and abilities ...*



*“Employers, educators and policymakers agree that the skills necessary for entering postsecondary education today are virtually the same skills necessary for success in the modern workplace. The results that matter apply to all students.”*

*(A State Leader’s Action Guide to 21 st Century Skills: A New Vision for Education. Partnership for 21 st Century Skills, 2006)*

## WEB SITE LINKS

[www.21stcenturyskills.org](http://www.21stcenturyskills.org)

[www.ct.gov/ecd/site/default.asp](http://www.ct.gov/ecd/site/default.asp)

# CAREER REFLECTION

*Gathering,*

## TRANSITION

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*Transition involves an assessment of previously learned knowledge, skills and experiences in determining one's next stage of educational and career planning and development.*

## ENHANCED LEARNING OPPORTUNITIES

- Dual enrollment programs (High school and college credits earned concurrently)
- Experiential learning
- Capstone projects
- Virtual learning
- Advanced Placement course work
- Apprenticeships





*storing and reflecting upon  
learned knowledge and skills ...*

*“... dual enrollment students enter college with a head start toward a degree. They may also understand that their high school course work was connected to their college course-taking, because they see the tangible connection between what they did in high school and what they plan to achieve in college.”*

*(Career Pathways: Education with a Purpose. Hull, Dan, 2005)*

## WEB SITE LINKS

[www.ctdhe.org](http://www.ctdhe.org)

[www.commnet.edu](http://www.commnet.edu)

[www.nacep.org](http://www.nacep.org)

[www.ncpn.info](http://www.ncpn.info)



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