

Career Cluster Interest Survey

Name _____

Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

My top three clusters of interest are:

1. _____
2. _____
3. _____

BOX 1	Activities that describe what I like to do: <ul style="list-style-type: none"> • learn how things grow and stay alive • make the best use of the earth's natural resources • hunt and/or fish • protect the environment • be outdoors in all kinds of weather • plan, budget and keep records • operate machines and keep them in good repair 	Personal qualities that describe me: <ul style="list-style-type: none"> • self-reliant • nature lover • physically active • planner • creative problem solver 	School subjects that interest me: <ul style="list-style-type: none"> • math • life sciences • earth sciences • chemistry • agriculture 	Total number circled in Box #1 <div style="border-bottom: 1px solid black; width: 100px;"></div>
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BOX 2	Activities that describe what I like to do: <ul style="list-style-type: none"> • read and follow blueprints and/or instructions • picture in my mind what a finished product looks like • work with my hands • perform work that requires precise results • solve technical problems • visit and learn from beautiful, historic or interesting buildings • follow logical, step-by-step procedures 	Personal qualities that describe me: <ul style="list-style-type: none"> • curious • good at following directions • pay attention to detail • good at visualizing • possibilities • patient and persistent 	School subjects that interest me: <ul style="list-style-type: none"> • math • drafting • physical sciences • construction trades • electrical trades / heat, air conditioning and refrigeration / technology education 	Total number circled in Box #2 <div style="border-bottom: 1px solid black; width: 100px;"></div>
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BOX 3	Activities that describe what I like to do: <ul style="list-style-type: none"> • use my imagination to communicate new information to others • perform in front of others • play a musical instrument • perform creative, artistic activities • use video and recording technology • design brochures and posters 	Personal qualities that describe me: <ul style="list-style-type: none"> • creative and imaginative • good communicator with good vocabulary • curious about new technology • relate to the feelings of others • determined and tenacious 	School subjects that interest me: <ul style="list-style-type: none"> • art/graphic design • music • speech and drama • journalism and literature • audiovisual technologies 	Total number circled in Box #3 <hr/>

BOX 4	Activities that describe what I like to do: <ul style="list-style-type: none"> • perform routine, organized activities but can be flexible • work with numbers and detailed information • be the leader in a group • make business contact with people • work with computer programs • create reports and communicate ideas • plan my work and follow instructions without close supervision 	Personal qualities that describe me: <ul style="list-style-type: none"> • organized • practical and logical • patient • tactful • responsible 	School subjects that interest me: <ul style="list-style-type: none"> • computer applications / business and information technology • accounting • math • English • economics 	Total number circled in Box #4 <hr/>

BOX 5	Activities that describe what I like to do: <ul style="list-style-type: none"> • communicate with different types of people • help others with their homework or to learn new things • go to school • direct and plan activities for others • handle several responsibilities at once • acquire new information • help people overcome their challenges 	Personal qualities that describe me: <ul style="list-style-type: none"> • friendly • decision maker • helpful • innovative and inquisitive • good listener 	School subjects that interest me: <ul style="list-style-type: none"> • language arts • social studies • math • science • psychology 	Total number circled in Box #5 <hr/>

BOX 6	Activities that describe what I like to do: <ul style="list-style-type: none"> • work with numbers • work to meet a deadline • make predictions based on existing facts • have a framework of rules by which to operate • analyze financial information and interpret it to others • handle money with accuracy and reliability • take pride in the way I dress and look 	Personal qualities that describe me: <ul style="list-style-type: none"> • trustworthy • orderly • self-confident • logical • methodical or efficient 	School subjects that interest me: <ul style="list-style-type: none"> • accounting • math • economics • banking or financial services • business law 	Total number circled in Box #6 <hr/>

BOX 7	Activities that describe what I like to do: <ul style="list-style-type: none"> be involved in politics negotiate, defend, and debate ideas and topics plan activities and work cooperatively with others work with details perform a variety of duties that may change often analyze information and interpret it to others travel and see things that are new to me 	Personal qualities that describe me: <ul style="list-style-type: none"> good communicator competitive service minded well organized problem solver 	School subjects that interest me: <ul style="list-style-type: none"> government language arts history math foreign language 	Total number circled in Box #7 <hr/>
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BOX 8	Activities that describe what I like to do: <ul style="list-style-type: none"> work under pressure help sick people and animals make decisions based on logic and information participate in health and science classes respond quickly and calmly in emergencies work as a member of a team follow guidelines precisely and meet strict standards of accuracy 	Personal qualities that describe me: <ul style="list-style-type: none"> compassionate and caring good at following directions conscientious and careful patient good listener 	School subjects that interest me: <ul style="list-style-type: none"> biological sciences chemistry math health science classes language arts 	Total number circled in Box #8 <hr/>
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BOX 9	Activities that describe what I like to do: <ul style="list-style-type: none"> investigate new places and activities work with all ages and types of people organize activities in which other people enjoy themselves have a flexible schedule help people make up their minds communicate easily, tactfully and courteously learn about other cultures 	Personal qualities that describe me: <ul style="list-style-type: none"> tactful self-motivated works well with others outgoing slow to anger 	School subjects that interest me: <ul style="list-style-type: none"> language arts or speech foreign language social sciences marketing food services 	Total number circled in Box #9 <hr/>
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BOX 10	Activities that describe what I like to do: <ul style="list-style-type: none"> care about people, their needs and their problems participate in community services and/or volunteering listen to other people's viewpoints help people be at their best work with people from preschool to old age think of new ways to do things make friends with different kinds of people 	Personal qualities that describe me: <ul style="list-style-type: none"> good communicator and/or listener caring non-materialistic uses intuition and logic non-judgmental 	School subjects that interest me: <ul style="list-style-type: none"> language arts psychology or sociology family & consumer science finance foreign language 	Total number circled in Box #10 <hr/>
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BOX 11	Activities that describe what I like to do: <ul style="list-style-type: none"> work with computers reason clearly and logically to solve complex problems use machines, techniques and processes read technical materials and diagrams and solve technical problems adapt to change play video games and figure out how they work concentrate for long periods without being distracted 	Personal qualities that describe me: <ul style="list-style-type: none"> logical or analytical sees details in the big picture persistent good concentration skills precise and accurate 	School subjects that interest me: <ul style="list-style-type: none"> math science computer technology communications graphic design 	Total number circled in Box #11 <hr/>

BOX 12	Activities that describe what I like to do: <ul style="list-style-type: none"> work under pressure or in the face of danger make decisions based on my own observations interact with other people be in positions of authority respect rules and regulations debate and win arguments observe and analyze people's behavior 	Personal qualities that describe me: <ul style="list-style-type: none"> adventurous dependable community-minded decisive optimistic 	School subjects that interest me: <ul style="list-style-type: none"> language arts psychology or sociology government or history law enforcement first aid or first responder 	Total number circled in Box #12 <hr/>

BOX 13	Activities that describe what I like to do: <ul style="list-style-type: none"> work with my hands and learn best that way put things together do routine, organized and accurate work perform activities that produce tangible results apply math to work out solutions use hand and power tools and operate equipment/machinery visualize objects in three dimensions from flat drawings 	Personal qualities that describe me: <ul style="list-style-type: none"> practical observant physically active step-by-step thinker coordinated 	School subjects that interest me: <ul style="list-style-type: none"> math and geometry chemistry trade and industry courses physics language arts 	Total number circled in Box #13 <hr/>

BOX 14	Activities that describe what I like to do: <ul style="list-style-type: none"> shop and go to the mall be in charge make displays and promote ideas give presentations and enjoy public speaking persuade people to buy products or to participate in activities communicate my ideas to other people take advantage of opportunities to make extra money 	Personal qualities that describe me: <ul style="list-style-type: none"> enthusiastic competitive creative self-motivated persuasive 	School subjects that interest me: <ul style="list-style-type: none"> language arts math business education or marketing economics computer applications 	Total number circled in Box #14 <hr/>

BOX 15	Activities that describe what I like to do: <ul style="list-style-type: none"> • interpret formulas • find the answers to questions • work in a laboratory • figure out how things work and investigate new things • explore new technology • experiment to find the best way to do something • pay attention to details and help things be precise 	Personal qualities that describe me: <ul style="list-style-type: none"> • detail oriented • inquisitive • objective • methodical • mechanically inclined 	School subjects that interest me: <ul style="list-style-type: none"> • math • science • drafting or computer aided drafting • electronics or computer networking • technical classes or technology education 	Total number circled in Box #15 <hr/>
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BOX 16	Activities that describe what I like to do: <ul style="list-style-type: none"> • travel • see well and have quick reflexes • solve mechanical problems • design efficient processes • anticipate needs and prepare to meet them • drive or ride • move things one place to another 	Personal qualities that describe me: <ul style="list-style-type: none"> • realistic • mechanical • coordinated • observant • planner 	School subjects that interest me: <ul style="list-style-type: none"> • math • trade and industry courses • physical sciences • economics • foreign language 	Total number circled in Box #16 <hr/>
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Disclaimer: Your interests may change over time. These survey results are intended to help you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.

<https://careertech.org/resource/career-clusters-student-interest-survey>

The 16 Career Clusters

1	Agriculture, Food & Natural Resources	The production, processing, marketing, distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
2	Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.
3	Arts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design, journalism and entertainment services.
4	Business, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
5	Education & Training	Planning, managing and providing education and training services, and related learning support services.
6	Finance	Planning, services for financial and investment planning, banking, insurance and business financial management.
7	Government & Public Administration	Executing governmental functions to include governance, national security, foreign service, planning, revenue and taxation, regulation, management and administration at the local, state and federal levels.
8	Health Science	Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
9	Hospitality & Tourism	Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel-related services.
10	Human Services	Preparing individuals for employment in career pathways that relate to families and human needs.
11	Information Technology	Building linkages in IT occupations framework for entry-level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.
12	Law, Public Safety, Corrections & Security	Planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.
13	Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities, such as production planning and control, maintenance and manufacturing/process engineering.
14	Marketing, Sales & Service	Planning, managing and performing marketing activities to reach organizational objectives.
15	Science, Technology, Engineering & Mathematics	Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
16	Transportation, Distribution & Logistics	Planning, management and movement of people, materials and goods by road, pipeline, air, rail and water, and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Kentucky Program of Studies & National Career Clusters Comparison

Kentucky's Program of Studies (POS) is determined by **high-demand** and **high-wage industry sectors**. The following chart compares the National Career Clusters to the Kentucky Program of Studies.

KENTUCKY PROGRAM OF STUDIES	NATIONAL CAREER CLUSTERS
Agricultural Education	<ul style="list-style-type: none"> • Agriculture, Food & Natural Resources
Business & Marketing Educaiton	<ul style="list-style-type: none"> • Business Management & Administration • Marketing
Construction Technology	<ul style="list-style-type: none"> • Architecture & Construction
Education & Training	<ul style="list-style-type: none"> • Education & Training • Human Services
Engineering Technology	<ul style="list-style-type: none"> • Science, Technology, Engineering & Math
Family & Consumer Sciences	<ul style="list-style-type: none"> • Education & Training • Hospitality & Tourism • Human Services
Health Science	<ul style="list-style-type: none"> • Health Sciences
Information Technology	<ul style="list-style-type: none"> • Arts, AV Technology & Communication • Information Technology
JROTC	<ul style="list-style-type: none"> • Law, Public Safety & Security
Law & Public Safety	<ul style="list-style-type: none"> • Government & Public Administration • Law, Public Safety & Security
Manufacturing Technology	<ul style="list-style-type: none"> • Manufacturing
Media Arts	<ul style="list-style-type: none"> • Arts, AV Technology & Communication • Information Technology
Transportation Education	<ul style="list-style-type: none"> • Transportation, Logistics & Distribution

EXPLORATORY PRODUCT LIST

Below are suggestions for student products. It is not an exhaustive list, only suggestions if you choose to modify any of the Exploratory Tasks.

Abstract	Dramatic Reading	Invitation
Academic Report	Drawing	Kahoot!
Advertisement	E-Book	Lab Report
Algorithm	Editorial	Leaflet
Agenda	Email	Learning Log
Audio Recording	Estimate	Letter in Response to a Complaint
Announcement	Essay	Letter of Appreciation
Blog	Experiment Design	Letter of Complaint
Blueprint	Explanatory Poster	Letter of Inquiry
Book Review	Fact Sheet	Letter to the Editor
Booklet	Fairy Tale	Literary Interpretation
Brochure	Feasibility Report	Magazine/Journal Article
Bulletin Board	Fictional Journal	Maintenance Guide
Business Plan	Field Guide	Manifesto
Business Proposal	Film	Marketing Plan
Case Study	Flier	Mash-Up
Checklist	Flip Book	Materials List
Children's Book	Flowchart	Mathematical Code
Class Book	Formal Debate	Meeting Agenda & Minutes
Collage	Formal Letter	Memo / Memorandum
Comic Strip	Formal Proposal	Memoir
Commercial	Fund Raising Campaign	Minutes
Concept Map	GIF Animation	Mission Statement
Constitution/Set of Laws	Glossary	Model
Consumer Reports Article	Graph	Monologue
Contract	Graphic	Movie/Documentary Poster
Cover Letter	Graphic Organizer	Mural
Cultural Analysis	Graphic Narrative	Museum Exhibition
Data <i>Analysis Report</i>	Guidebook	Interpretive
Data Charts, Graphs, Summaries	Handbook	Narrative Non-fiction
Debate	Historical Report	News Report
Demonstration	Incident Report	Newsletter
Diary/Journal	Industry Report	Newspaper Article
Diagram	Infographic	Note Cards
Digitally-Documented	Infomercial	Novel
Discussion	Instruction Booklet or Manual	Oral Report
Diorama	Interview on Film, Radio or Podcast	Organizational chart
Doodle	Investigative Report	Original Newspaper (e.g. EL, Op Ed)

Original Song / Jingle	School News Article
Pamphlet	Scrapbook
Panel Discussion	Sculpture
Personal Essay	Scientific Article
Petition	Scientific Collection
Photo	Scientific Research Report
Photojournalism Display	Short Story
Play	Show & Tell
Podcast	Sign or Display Captions
Poem	Simulation
Political Action Article	Skit
Political Cartoon	Social Media Branding
Policy	Socratic Discussion
Pop-Up Book	Song
Poster	Speech
Presentation	Story Map
Press Release	Survey
Prezi	Survey Analysis or Report
Process Analysis	Syllabus
Process Flowchart	SWOT Analysis
Product Analysis	Technical Report
Product Description or	Textbook
Specification	Theatrical Play
Product Guide	Time Capsule
Product Sales Pitch	Timeline
Product Review	Top Ten List
Program	Trading Cards
Progress Report	Troubleshooting Guide
Project Plan	Tweet
Proposal	Two-Voice Poem
Public Service	Tutorial
Announcement (PSA)	User Guide
Puppet Show	Video Game
Radio Script	Video Lesson
Recommendation	Vlog
Reenactment	Webpage / Website
Reflection	Whiteboard Animation
Refusal Letter	Wiki
Results Analysis	Word Cloud
Resume	
Rules/Framework	Word Wall
Safety Manual, Bulletin,	YouTube Channel
Visual	
Sales Letter	
Schedule	
Schematics	
School Lesson	

GLOSSARY

apprenticeship	<p>“Apprentice” means 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 apprenticeable occupation, which:</p> <ol style="list-style-type: none">1. Is customarily learned in a practical way through a structured, systematic program of supervised training on the job;2. Is clearly identified and commonly recognized or accepted throughout an industry;3. Requires 2,000 or more work hours of work experience to learn;4. Requires related instruction to supplement the on-the-job experience training;5. Involves manual, mechanical and/or technical skills applicable in like occupations throughout an industry; and6. Is recognized by the registrant entity and/or the U.S. Office of Apprenticeship as meeting the foregoing five criteria.
articulated credit	<p>Articulated credit is awarded to a student for high school work after they enroll at a postsecondary institution providing a set of requirements are met.</p>
career cluster	<p>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 more than 80 Career Pathways to help learners navigate their way to greater success in college and career.</p>
career inventory	<p>A career inventory is a survey designed to identify interests, skills and aptitudes and match the user to potential career pathways.</p>
career pathway	<p>A Career Pathway is a roadmap leading to a chosen career and includes:</p> <ul style="list-style-type: none">• Occupations within the pathway;• General and technical courses for both secondary and postsecondary;• Dual and articulated credit opportunities;• Related industry certificates, apprenticeships, associates and bachelor’s degrees; and• Entry and exit points for semi-, mid- and high-level skilled careers to support life-long learning.
clinical rotations	<p>Clinical rotations are a form of work-based learning for students enrolled in a health care program. It allows students to develop skills related to their program of study.</p>
cooperative education	<p>Cooperative education is a paid educational program consisting of in-school instruction combined with program related on-the-job work experience in a business or industrial establishment. These are planned experiences supervised by the school and the employer to ensure that each phase contributes to the student's Individual Learning Plan (ILP) and Career Pathway.</p>
dual credit	<p>In dual credit, a student is enrolled in a course that allows him/her to earn high school credit and college credit simultaneously. This course may be taught on a college campus or on a high school campus, but it will be in conjunction with a college or university.</p>

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.
exploratory task	Exploratory tasks are classroom activities that allow students to experience skills, knowledge and aptitudes related to specific career pathways.
ILP	Individual Learning Plan is a planning tool for students in grades 6-12 designed to guide educational decisions based on the interests and plans of the individual.
industry certificate	Industry certifications are credentials recognized by business and industry that demonstrate mastery of necessary knowledge and/or skills.
internship	A student internship is a type of work-based experience learning program for high school students who have completed extensive school-based preparation relating to an identified area of career and academic interest in the Individual Learning Plan. Internships are usually one-time experiences that should lead to course credit and/or pay.
job shadow	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.
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.
program of study	A program of studies for each career pathway is a coherent, unduplicated sequence of rigorous academic and career/technical courses, including dual credit opportunities, leading to postsecondary degrees and industry-recognized certifications and/or licensures.
school-based enterprise	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.
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.
stakeholder	An individual who engages in or has a vested interest in career and technical education.
TRACK	Tech Ready Apprentices for Careers in Kentucky

work-based learning

Work-based learning 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.