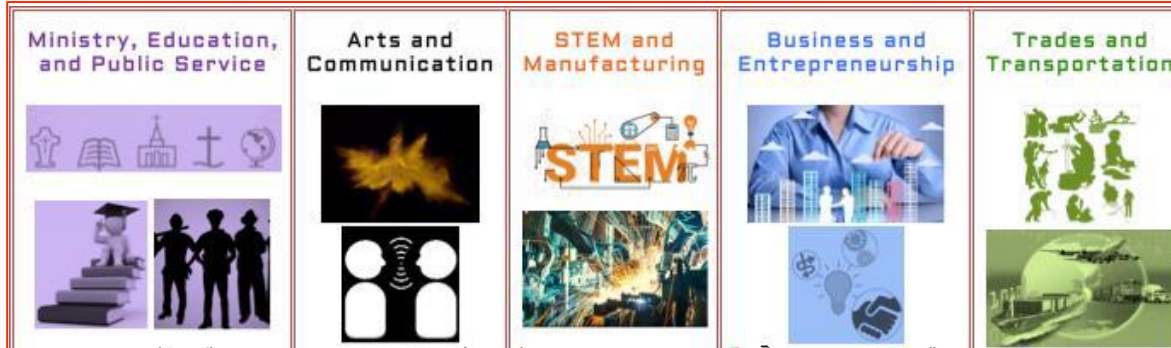




Five Interest and Gift Pathways



Ministry, Education, and Public Service, **MEPS**

Students who sense a calling to serve people fit best into the MEPS pathway. They relish opportunities to minister, teach, and engage with people to serve, nourish, and help. The key personal characteristics for students pursuing the MEPS pathway include good soft skills, enjoy learning how people behave, and not primarily concerned with monetary compensation.

Arts and Communication, **A&C**

Students who enjoy expressing themselves through visual media or possess excellent oral and written communication skills fit best within the A&C pathway. They are artistic and creative, often have good eye-hand coordination, an eye for design, and use art and communication to persuade others. The A&C pathway opens a door to a broad field of career opportunities.

STEM and Manufacturing, **STEMM**

Students who like to take things apart and put them together, are good at math and science, are curious about how things work, and can follow detailed diagrams fit best into the STEMM pathway. They like to solve problems and think in a logical manner. The STEMM pathway opens a broad field of career options.

Business and Entrepreneurship, **B&E**

Students who think about and pursue ways to make money, brainstorm ideas for a business, and are often competitive fit best into the B&E pathway. Money sense is common sense to them. The B&E pathway supports career opportunities in accounting, business, finance, and marketing.

Trades and Transportation, **TNT**

Students who enjoy working with their hands or are fascinated with one of the transportation sectors fit best within the TNT pathway. They like to repair, build, maintain, or spend time plane, train, or ship spotting. The TNT pathway often leads toward post-secondary training at a trade school, apprenticeship, certificate program, or job market.

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In practice, the Interest and Gift Pathways easily overlap. For example, students exploring careers within the medical field can see their talents and gifts in the MEPS and STEMM pathways.

When selecting high-school core and elective classes, note which pathway(s) are checked within the course descriptions. The course descriptions are designed to help students reinforce their gifts and support post-secondary planning.

Student Inventory— collecting evidence to channel God’s gifts for His glory.

Eph 2:10, Jn 17:4

Directions: Review the short descriptor in each cell within the table. Reflect on the prompt and add a comment about what you discovered or know about yourself. When completed, the Comprehensive Profile is worth reviewing on an annual basis throughout your high school years.

Comprehensive Profile

Name:		Graduation Year:
Spiritual gift mix—what did the results reveal? Spiritual Gift Survey	What others say about my strengths	
Prayer life	What I enjoy	
Favorite classes	Parent’s counsel	
Leader’s/Teacher’s counsel	Powerful life experiences	
Dream career—what are my takeaways? Career Cluster Survey	Personal vision	
Other ideas	What I’ve known for a long time is...	

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Career Links for Interest and Gift Pathways

Ministry, Education, and Public Service, MEPS

<https://www.crosswalk.com/church/pastors-or-leadership/21-ways-to-prepare-for-the-ministry-11598759.html>

Career Clusters & Pathways CTE classes fall into one of 16 "career clusters." A career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are [career pathways](#) that correspond to a collection of courses and training opportunities to prepare students for a chosen career. Each cluster contains information on their related career pathways, education and training options for high school graduates, and other related student resources.

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



After completing the comprehensive profile and studying the Interest and Gift Pathway, record your finding in the blank spaces under My Conclusions.

My Conclusions

At this time, the _____ Pathway aligns best with the comprehensive profile evidence.

At this time, the _____ Pathway aligns as the next best with the comprehensive profile evidence.

At this time, the _____ Pathway aligns least with the comprehensive profile evidence.

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