Public Education Department's College and Career Readiness Bureau:

Career Pathways Project Development Workshop

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The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study. In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career.

New Mexico Jobs Council 13 Focus Sectors

In response to the recession-delivered blow to the state's jobs numbers and the sluggish economy, the New Mexico Legislative Council created the Jobs Council (council) to explore the jobs problem and identify ways to accelerate post-recession economic recovery. Participants then identified the economic sectors that those jobs could come from and generated a profile outlining how many jobs could be created in each sector in the 10-year period. When considered this way, the estimated job-creation potential totaled 162,000.

Digital Media	Visitor Driven	Emerging Technologies	Manufacturing	Government	Health and Social Services
Back Office Services	Exported Services	Solo - Independent Work	Integrated IT & Cyber	Extractives	Agriculture, Food and Forestry
Education Services					

The Common Career Technical Core

The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education. The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers.

The CCTC includes a set of standards for each of the 16 Career Clusters and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study.

Career Ready Practices (CRP) describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study (PoS), discipline or level of education. CRP should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a PoS.

1. **Act as a responsible and contributing citizen and employee.**

2. **Apply appropriate academic and technical skills.**

3. **Attend to personal health and financial well-being.**

4. **Communicate clearly, effectively and with reason.**

5. **Consider the environmental, social and economic impacts of decisions.**

6. **Demonstrate creativity and innovation.**

7. **Employ valid and reliable research strategies.**

8. **Utilize critical thinking to make sense of problems and persevere in solving them**

9. **Model integrity, ethical leadership and effective management**

10. **Plan education and career path aligned to personal goals**

11. **Use technology to enhance productivity.**

12. **Work productively in teams while using cultural/global competence.**

National Career Cluster® Knowledge and Skills Statements

❖ As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways.

❖ It also functions as a useful guide in developing programs of study bridging secondary and postsecondary curriculum and for creating individual student plans of study for a complete range of career options.

Note that the Next Step Plan State template is being updated with the work from this Project.

State POS Grouping: Arts/Digital Media
NM Job Council's 13 Economic Sectors Primary Alignment: Arts/Digital Media
CAREER CLUSTER™: ARTS, A/V, TECHNOLOGY AND COMMUNICATIONS

Pathways and related Programs of Study in this career cluster address designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Program Learning Outcomes from the NASDCTE Common Career Technical Core:	
1.	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology and Communications Career Cluster.
2.	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
3.	Analyze the lifestyle implications and physical demands required in the arts, audio/video technology and communications workplace.
4.	Analyze the legal and ethical responsibilities required in the arts, audio/video technology and communications workplace.
5.	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology and Communications Career Pathways.
6.	Evaluate technology advancements and tools that are essential to occupations within the Arts, A/V Technology and Communications Career Cluster.

Workforce Certification:	

The Pathways for this Career Cluster™ are:

- Audio and Video Technology and Film
- Printing Technology
- Visual Arts
- Performing Arts
- Journalism and Broadcasting
- Telecommunications

Audio and Video Technology and Film

Program Learning Outcomes from the NASDCTE Common Career Technical Core:	
1.	Describe the history, terminology, occupations and value of audio, video and film technology.
2.	Demonstrate the use of basic tools and equipment used in audio, video and film production.
3.	Demonstrate technical support skills for audio, video and/or film productions.
4.	Design an audio, video and/or film production.

POS Course Sequence:				
	9th Grade	10th Grade	11th Grade	12th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	Introduction to Arts, Audio/Video Technology and Communications Information Technology Applications	Media Arts Fundamentals	Audio-Video Arts and Design Introduction to Production Techniques	Audio Production Methods
Core Requirement 2			•	

Program Learning Outcomes Matrix:								
Courses in the POS		Course Description		Program Learning Outcomes				
STARS No.	Course Title	Acceptable	Needs Update	1	2	3	4	

New Course(s) Needed:

4. Business – 0200-0299
This subject area encompasses courses that concern knowledge and skills useful in business, secretarial, and office technology, including general office procedures, use of office technology, business management, and financial operations.
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0201 Business/Office Career Exploration - Recommended for Students Grades 6 - 8 - Geared for students with a possible interest in business or office technology. Business/Office Career Exploration courses expose students to the opportunities available in the accounting, administration, computer applications, data processing, management, and secretarial fields. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths. These courses may also include consumer education topics, computer exposure, employability skills, and/or hands-on experience within the various occupational areas.
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0202 Office Technology - (formerly Office Technology - Comprehensive) - Recommended for Students Grades 9 - 10 - Courses provide numerous opportunities to explore and understand the responsibilities and duties common to most office personnel. These comprehensive courses cover such topics as communication skills, reception and transmission of information via electronic media, filing and electronic record keeping, management, mail handling, scheduling meetings and conferences, creating itineraries, dictation and machine transcription, and varied computer applications to include are word processing, spreadsheets, data bases, presentation software, and internet.

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Form Workgroup teams for each Pathway. 2 to 3 teachers, 1 to 2 business and industry representative, and at least one post-secondary partner. Choose a task master, facilitator, scribe, and timekeeper.

Task One: What are the existing classes ready to go into this Program of Study?

- Examine the POS Course Sequence Chart for your Pathway with courses suggested by the Career Clusters Model

- Discuss like courses currently offered at the high school. Enter those into the POS Course Sequence Chart.

- Have one teacher give a brief description and overview of each course

- Locate each course in the STARS manual.

- Read each course description and discuss if it accurately describes the course. Place a check mark if it needs revision or update.

- Scan the other Decide if each course is still a valid course to offer as part of the Career Pathway's Program of Study

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Task Two: Are their gaps in the Program of Study?

- Fill in the POS Course Sequence Chart for your Pathway with new courses found in the STARS Manual.

- Run the "I Like/I Wonder" protocol. Note your comments.

- Find each course description and discuss if it accurately describes the course. Place a check mark if it needs revision or update.

- Decide if each course is still a valid course to offer as part of the Career Pathway's Program of Study

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Task Three: Are there courses missing that when added will form a complete POS Course Sequence Chart for your Pathway?

- Name and Write a brief description of what the missing course(s) should be.

Task Four: What should students in the Career Pathway be able to do?

- Complete the Program Learning Outcomes Matrix addressing each course in the POS

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Task Five - What are the Industry Certifications that are available for students in the Pathway:

- Examine the list provided of current Industry Certifications linked to your Career Cluster and Pathway.

- Read the description and information provided for each Certification

- Run the "I Like/I Wonder" protocol. Note your comments.

- Cross out the Certifications that are no longer relevant or achievable

- For each certification, identify the prerequisite courses and activities.

- "Stack" the certifications so that it is clear as to which one is available first, second, and so on.