

Roswell Independent School District Career Pathways

Freshmen 2018-2022

Next Step Plan



Goddard High School - Roswell High School
Early College High School

- ✚ Energy and Environmental
- ✚ Engineering
- ✚ Food & Natural Resources
- ✚ Health and Biosciences
- ✚ Hospitality and Tourism

- ✚ Arts and Entertainment
- ✚ Agriculture
- ✚ Business Services
- ✚ Communication and Information
- ✚ Construction

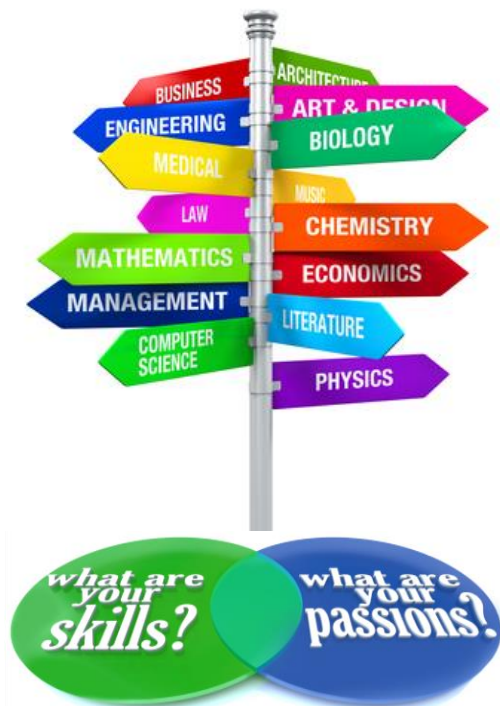


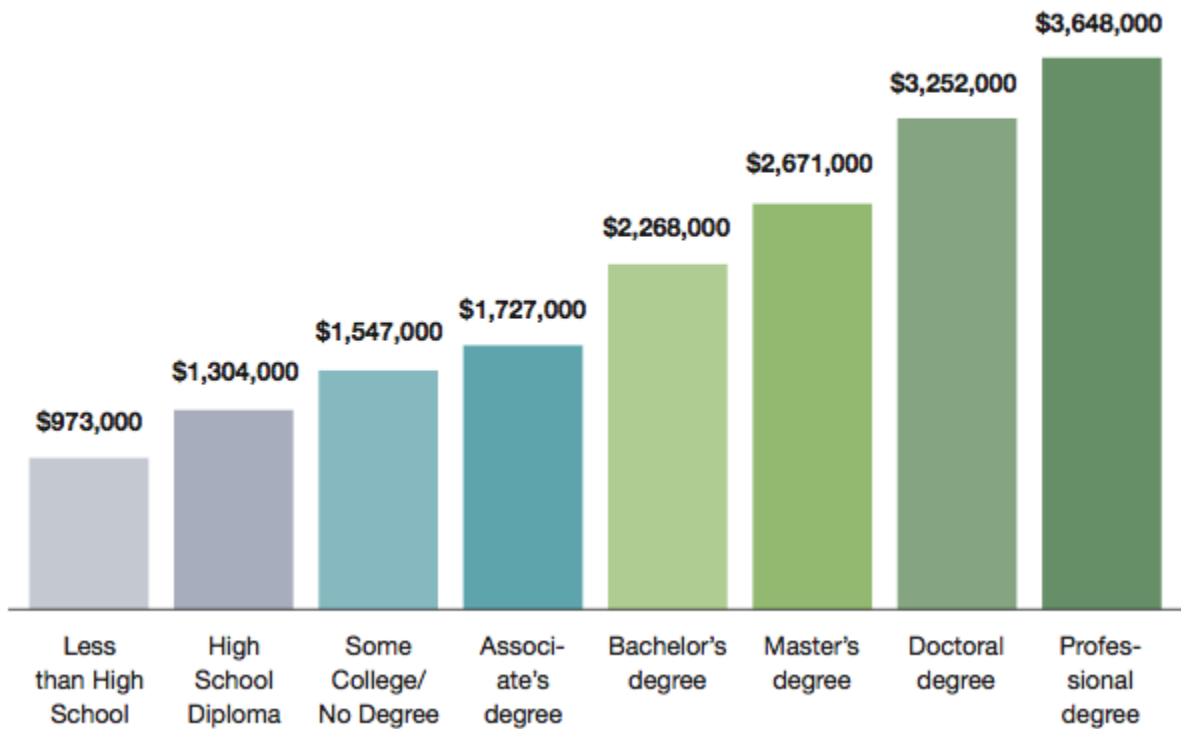
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It pays to get an education...

Lifetime earnings

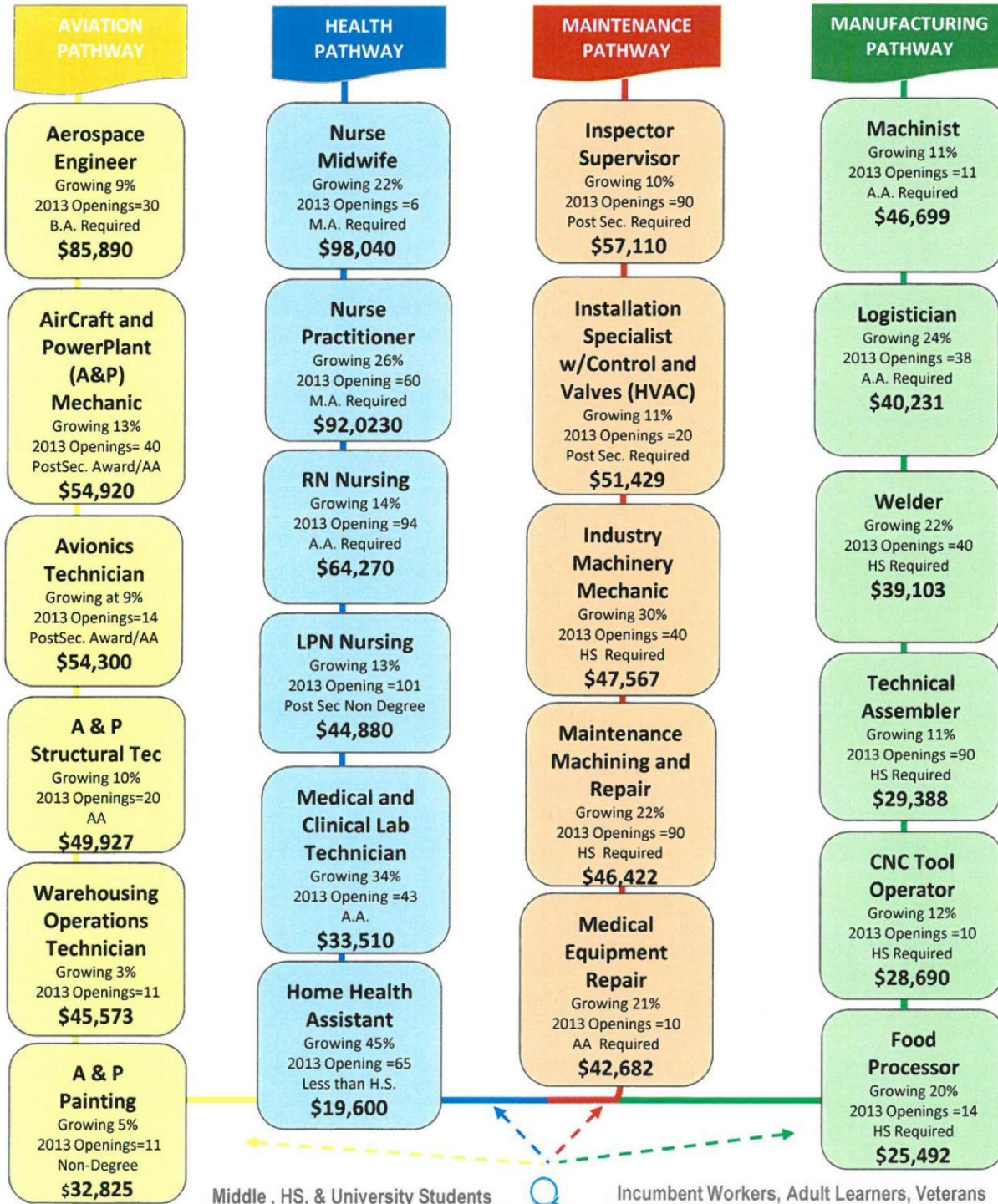
Figure 1: Lifetime Earnings by Educational Attainment.



2013-2022 Roswell Area "Hot Jobs" Pathways

See Jobs Tasks

See Regional Employers



Middle , HS, & University Students

Incumbent Workers, Adult Learners, Veterans

Sample Course Sequence

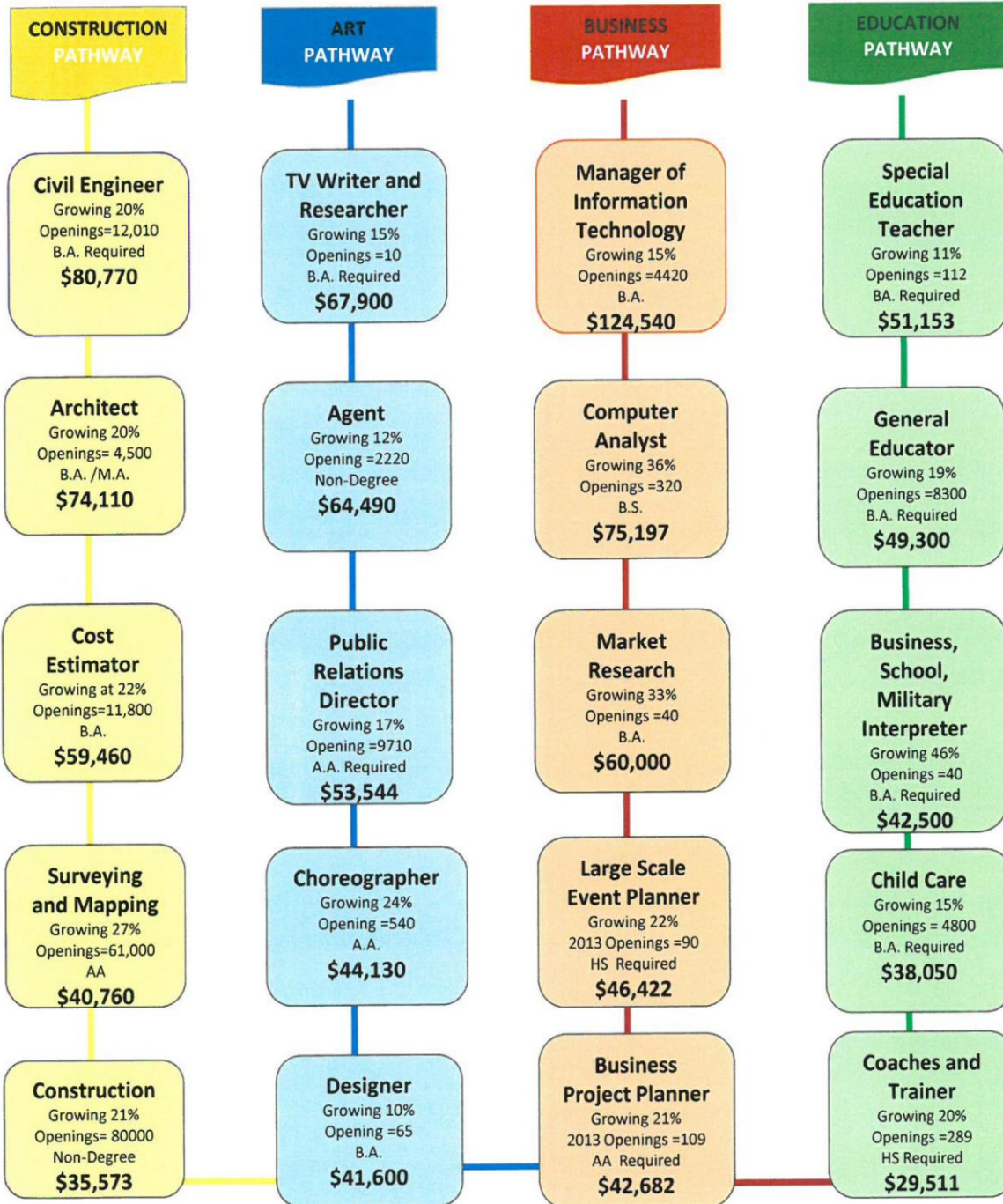


Which fast track pathway in Roswell matches your abilities and interest?

GED Prep, Dual Credit, Credit for Prior Learning,



2013-2022 New Mexico "Hot Jobs" Pathways



Middle , HS, & University Students

Incumbent Workers, Adult Learners, Veterans

Sample Course Sequence



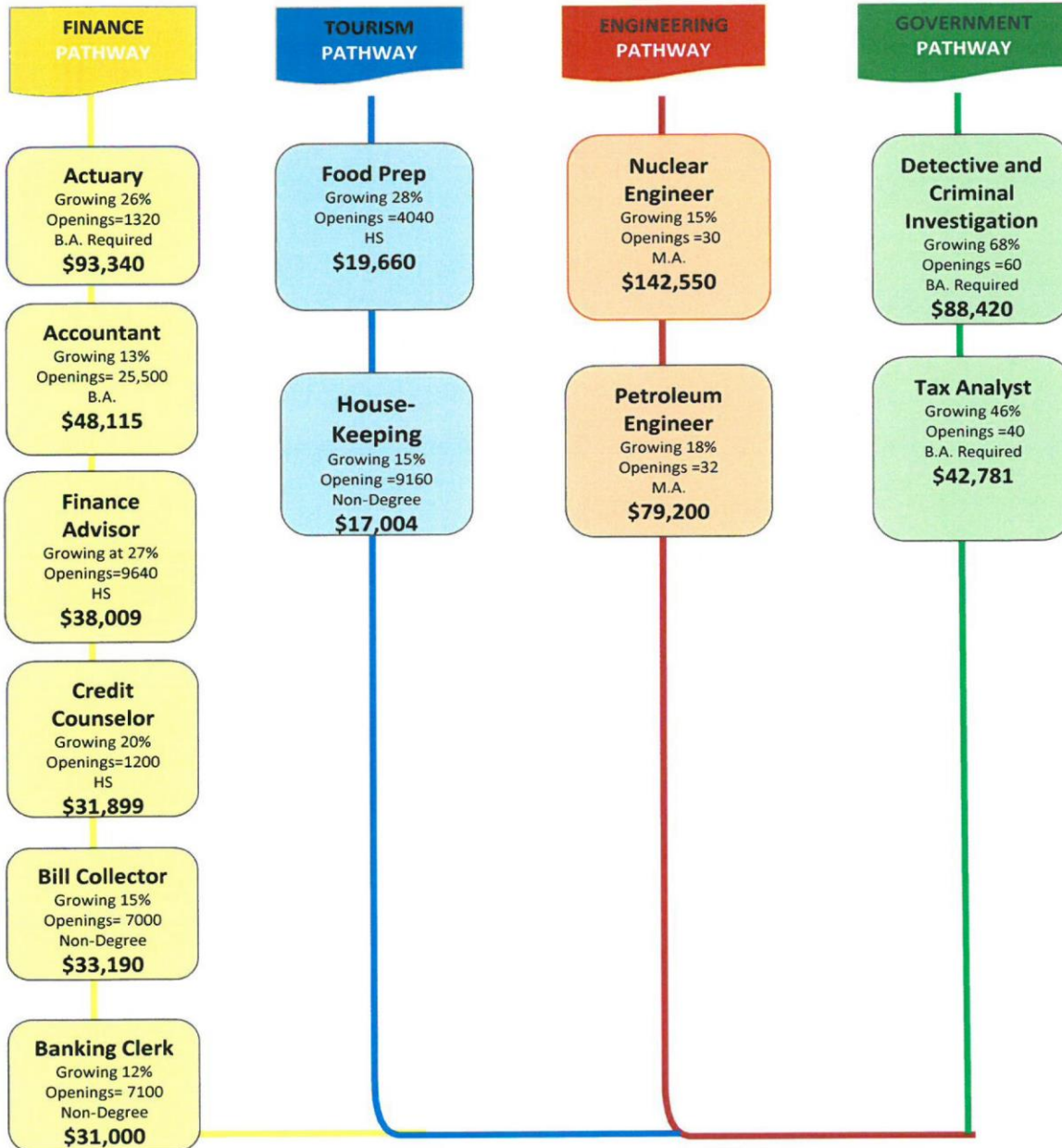
Which fast track pathway in New Mexico matches your abilities and interest?

GED Prep, Dual Credit, Credit for Prior Learning,



K-12, Career Counselor, Workforce Center, VA Center

2013-2022 New Mexico "Hot Jobs" Pathways



Middle, HS, & University Students

Incumbent Workers, Adult Learners, Veterans

Sample Course Sequence



Which fast track pathway in New Mexico matches your abilities and interest?

K-12, Career Counselor, Workforce Center, VA Center

GED Prep, Dual Credit, Credit for Prior Learning



CAREER PATHWAYS REQUIRED COURSES

English 4 credits	1 unit career cluster, workplace readiness, or a language other than English	Math 4 credits	Social Studies 3.5 credits	Science 3 credits (2 lab sciences)	Health .5 credits	Physical Ed 1 credit	Electives 11 credits
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****Beginning 2009-2010, students entering 9th grade shall earn at least one credit as an advanced placement, honors, dual credit, or distance learning course.***

Recommended Career Pathway Courses

Arts and Entertainment	Business Services	Communications and Information	Energy and Environmental Technologies	Engineering, Construction, Manufacturing and Agriculture	Health and Biosciences	Hospitality and Tourism
Art I, II, III, IV Chorus Chorus Advanced Drama I – IV Jazz Band Marching Band Music Theory Multimedia Video Production I, II, III Orchestra Photography Digital Imaging Symphony Band	Accounting I Auto Technology I, II, III Automotive Technology Co-Op (OJT) Business Computer Applications Business Entrepreneurship Business General Business Intro to Business Law I, II Business Management Business Work Experience Database Design and Programming – Business, Marketing, Computer Entrepreneurship Interior Design Interior Design/Housing Decisions Intro to Marketing Marketing Ed I, II Marketing Career Exp. Marketing Work Site Experience Co-Op	Computer Applications General Computer Programming I, II Computer Science Intro Computer Technology II Computers Basic Database Design and Programming	Algebra I, II, III Algebra I Pre-AP Algebra II Pre-AP AP Calculus AP Statistics Financial Literacy Probability & Statistics Automotive I, II, III Automotive Tech. Coop Geometry Geometry Pre-AP Pre-Calculus Pre-AP Statistics Trigonometry AP Biology II AP Chemistry I, II AP Physics Biology I Chemistry Environmental Science Honors Biology I Sports Medicine I and II Wildlife Biology	Agricultural Economics and Business Agricultural Lab Advanced Agricultural Lab Agricultural Management II Agricultural Industry and Agricultural Internship/OJT Co-Op Technology Agricultural Leadership Agricultural Mechanics Equipment/Structures Agriculture Management Agriculture Co-Op Construction I, II (Trades) General Horticulture Horticulture Science Intro to Agriculture I Intro to Agriculture II MESA I, II Metal Fabrication for the Agriculture Industry Physical Science of Agriculture Woodworking I, II	Athletic Training I,II,III Family Living - Communications Food Science Child Care for the Professional Child Care Work Experience Child Development I Child Development II Child Development Parenting Food Science Food and Nutrition II Forensic Science I, II GRADS I, II, III	Culinary Arts I Culinary Arts II Food and Nutrition Foods Advanced FCCLA (Family Career, Community Leaders of America) Hospitality, Tourism and Recreation Lodging Management I, II ProStart I, II

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few 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.

Box 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <input style="width: 40px; height: 30px; border: 2px solid black;" type="text"/>
Box 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <input style="width: 40px; height: 30px; border: 2px solid black;" type="text"/>
Box 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <input style="width: 40px; height: 30px; border: 2px solid black;" type="text"/>
Box 4	Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	School subjects that I like: 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	Total number circled in Box 4 <input style="width: 40px; height: 30px; border: 2px solid black;" type="text"/>

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

Box 5	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology 	<p>Total number circled in Box 5</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Box 6	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work with numbers. 2. Work to meet a deadline 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law 	<p>Total number circled in Box 6</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Box 7	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language 	<p>Total number circled in Box 7</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Box 8	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team 7. Follow guidelines precisely and meet strict standards of accuracy. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	<p>Total number circled in Box 8</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
Box 9	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Investigate new places and activities 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	<p>Total number circled in Box 9</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

Box 10**Activities that describe what I like to do:**

1. Care about people, their needs, and their problems.
2. Participate in community services and/or volunteering.
3. Listen to other people's viewpoints.
4. Help people be at their best.
5. Work with people from preschool age to old age.
6. Think of new ways to do things.
7. Make friends with different kinds of people.

Personal qualities that describe me:

1. Good communicator/good listener
2. Caring
3. Non-materialistic
4. Intuitive and logical
5. Non-judgmental

School subjects that I like:

1. Language Arts
2. Psychology/Sociology
3. Family and Consumer Sciences
4. Finance
5. Foreign Language

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Box 10

Box 11**Activities that describe what I like to do:**

1. Work with computers.
2. Reason clearly and logically to solve complex problems.
3. Use machines, techniques, and processes.
4. Read technical materials and diagrams and solve technical problems.
5. Adapt to change.
6. Play video games and figure out how they work.
7. Concentrate for long periods without being distracted.

Personal qualities that describe me:

1. Logical/analytical thinker
2. See details in the big picture
3. Persistent
4. Good concentration skills
5. Precise and accurate

School subjects that I like:

1. Math
2. Science
3. Computer Tech/Applications
4. Communications
5. Graphic Design

Total
number
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Box 11

Box 12**Activities that describe what I like to do:**

1. Work under pressure or in the face of danger.
2. Make decisions based on my own observations.
3. Interact with other people
4. Be in positions of authority.
5. Respect rules and regulations.
6. Debate and win arguments.
7. Observe and analyze people's behavior.

Personal qualities that describe me:

1. Adventurous
2. Dependable
3. Community-minded
4. Decisive
5. Optimistic

School subjects that I like:

1. Language Arts
2. Psychology/Sociology
3. Government/History
4. Law Enforcement
5. First Aid/First Responder

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Box 12

Box 13**Activities that describe what I like to do:**

1. Work with my hands and learn that way.
2. Put things together.
3. Do routine, organized and accurate work.
4. Perform activities that produce tangible results.
5. Apply math to work out solutions.
6. Use hand and power tools and operate equipment/machinery.
7. Visualize objects in three dimensions from flat drawings.

Personal qualities that describe me:

1. Practical
2. Observant
3. Physically active
4. Step-by-step thinker
5. Coordinated

School subjects that I like:

1. Math-Geometry
2. Chemistry
3. Trade and Industry courses
4. Physics
5. Language Arts

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Box 13

Box 14**Activities that describe what I like to do:**

1. Shop and go to the mall.
2. Be in charge.
3. Make displays and promote ideas
4. Give presentations and enjoy public speaking.
5. Persuade people to buy products or to participate in activities.
6. Communicate my ideas to other people.
7. Take advantage of opportunities to make extra money.

Personal qualities that describe me:

1. Enthusiastic
2. Competitive
3. Creative
4. Self-motivated
5. Persuasive

School subjects that I like:

1. Language Arts
2. Math
3. Business Education/Marketing
4. Economics
5. Computer Applications

Total
number
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in
Box 14

Box 15**Activities that describe what I like to do:**

1. Interpret formulas.
2. Find the answers to questions.
3. Work in a laboratory.
4. Figure out how things work and investigate new things.
5. Explore new technology.
6. Experiment to find the best way to do something.
7. Pay attention to details and help things be precise.

Personal qualities that describe me:

1. Detail-oriented
2. Inquisitive
3. Objective
4. Methodical
5. Mechanically inclined

School subjects that I like:

1. Math
2. Science
3. Drafting/Computer-Aided Drafting
4. Electronics/Computer Networking
5. Technical Classes/Technology Education

Total
number
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Box 15

Box 16**Activities that describe what I like to do:**

1. Travel.
2. See well and have quick reflexes.
3. Solve mechanical problems.
4. Design efficient processes.
5. Anticipate needs and prepare to meet them.
6. Drive or ride.
7. Move things from one place to another.

Personal qualities that describe me:

1. Realistic
2. Mechanical
3. Coordinated
4. Observant
5. Planner

School subjects that I like:

1. Math
2. Trade and Industry courses
3. Physical Sciences
4. Economics
5. Foreign Language

Total
number
circled
in
Box 16

Disclaimer: Your interests may change over time. These survey results are intended to assist 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.

Survey Key

Box 1	Agriculture, Food & Natural Resources	The production, processing, marketing, distribution, financing and development of agricultural commodities and resources including food, wood products, natural resources, horticulture, and other plant and animal products/resources.
Box 2	Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.
Box 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.
Box 4	Business Management & Administration	Encompasses planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy.
Box 5	Education & Training	Planning, managing, and providing education and training services, and related learning support services.
Box 6	Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.
Box 7	Government & Public Administration	Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.
Box 8	Health Science	Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
Box 9	Hospitality & Tourism	Encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.
Box 10	Human Services	Preparing individuals for employment in career pathways that relate to families and human needs.
Box 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.
Box 12	Law, Public Safety, Corrections and Security	Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.
Box 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.
Box 14	Marketing	Planning, managing, and performing marketing activities to reach organizational objectives.
Box 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.
Box 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.

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

CAREER CLUSTERS CHECKLIST

This information will vary from school to school. Check with your counselor as to the procedures in your school.

To help you in selecting next year's courses and electives – you should do the following:

- Review your previous testing and inventory results.
- Review your academic file:
 - Report cards
 - Test scores
 - Credits earned to date
- Complete a preliminary occupation/career search on CHOICES software on the computers in your school career center.
- Research the entry level requirements for the career (job) you plan to acquire and/or the college/university/technical school you plan to attend.
- Be active in academic, extra-curricular and community activities.

FRESHMAN/SOPHOMORES

Review your career plans and choose a Career Pathway. Prepare your **Next Step Plan** based on the courses in this brochure. Make sure that they match the required units to graduate. Be sure to consider the course requirements for your post-secondary goals.

SOPHOMORES/JUNIORS

Take the SAT/ACT. Review your **Next Step Plan**.

JUNIORS/SENIORS

Explore summer internship opportunities. Review your Next Step Plan. Begin searching for a college or technical school.

1. ARTS AND ENTERTAINMENT

OVERVIEW

Careers in the Performing Arts, Visual Arts or certain aspects of Journalism, Broadcasting and Film require courses and activities that challenge students' creative talents.

Careers in Audio-Video Communications Technology, Telecommunications or Printing Technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All pathways require the ability to communicate effectively in both oral and written form. In addition, the creative aspects of this cluster are rapidly merging with the technological making it even more challenging.

Arts, Audio-Video Technology and Communications careers are divided into six pathways: Audio, and Video Technology and Film; Journalism and Broadcasting; Performing Arts; Printing Technology; Telecommunications; and Visual Arts. Each of these pathways offers exciting and challenging career opportunities.

THE SIX PATHWAYS

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

Employment Outlook

Arts, Audio-Video Technology and Communications careers are divided into six pathways: Audio and Video Technology and Film; Journalism and Broadcasting; Performing Arts; Printing Technology; Telecommunications; and Visual Arts. Each of these pathways offers exciting and challenging career opportunities. Actors, directors and producers hold about 160,000 jobs in motion pictures, stage plays, television and radio. Professional dancers and choreographers hold an average of about 29,000 jobs at any one time. Musicians, singers and related workers currently hold about 273,000 jobs.

Sample Occupations....

Performing Arts

Actor/Actress
Set Designer
Instrumentalist
Set Designer
Dance/Voice Instructor
Lighting Designer
Stage Crew
Musician, Singer, Conductor
Visual Information Specialist
Playwright/Scriptwriter

Visual Arts

Painter, Sculptor
Illustrator
Cartoonist/Animator/Computer Artist
Commercial Photographer
Computer Artists
Textile/Interior/Set Designer
Print Maker
Fashion Artist
Graphic Designer
Art Director/Teacher/College Professor
Gallery Owner/Curator
Visual Information Specialist

2. Business Services

OVERVIEW

There are thousands of challenging educational and training opportunities within the high-skilled world of Business, Management and Administration. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, and career technical schools/institutes.

Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare learners for professional and technical careers.

THE SIX PATHWAYS

- ◆ Business Financial Management and Accounting
- ◆ Business Analysis
- ◆ Administration and Information Support
- ◆ Human Resources
- ◆ Marketing
- ◆ Management

Employment Outlook

The business management and administration services industry is projected to be one of the fastest growing through the year 2008. Nearly half of all jobs are in managerial and professional occupations, and nearly one-fourth of all workers are self-employed. The business management and administration services industry is one of the highest-paying industries. In the next few years, many new jobs will be added and many openings will result from the need to replace experienced workers who leave jobs.

Sample Occupations.....

Management

Entrepreneur
General Manager
Public Relations Manager
Human Resources Manager
Financial Analyst
Chief Executive Officer
Controller
Hospital Manager
Government Manager
Risk Manager

Human Resources

Human Resources Manager
Training And Development Specialist
Equal Employment Opportunity Specialist
Human Resources Information Systems Specialist
Personnel Recruiter
Human Resources Clerk
Compensation And Benefits Manager
Labor And Personnel Relations Specialist
OSHA/ADA Compliance Officer
Meeting And Convention Planner
Human Resources Assistant

Business Financial Management and Accounting

Accountant
Auditor
Billing Supervisor
Treasurer
Finance Director
Financial Accountant
Adjuster
Bookkeeper
Price Analyst
Chief Financial Officer
Accounts Payable Clerk
Billing Clerk

Business Analysis

Budget Analyst
Compensation Analyst
Database Business Analyst
Investment Analyst
Marketing Analyst
Systems Analyst
Business Analyst
Cost Analyst
Financial Analyst
Management Analyst
Project Analyst

3. COMMUNICATION AND INFORMATION

OVERVIEW

News analysts, reporters and correspondents gather information, prepare stories and make broadcasts that inform us about local, state, national and international events; present points of view on current issues, and report on the actions of public officials, corporate executives, special interest groups and others who exercise power.

Broadcast and sound technicians install, test, repair, set up and operate the electronic equipment used to record and transmit radio and television programs, cable programs and motion pictures. Chief engineers, broadcast field supervisors and transmission engineers supervise the technicians who operate and maintain broadcasting equipment.

Telecommunications specialists focus on the interaction between computer and communications equipment. Telecommunications equipment is computerized and can communicate a variety of information, including data, graphics and video. The workers who set up and maintain this sophisticated equipment are telecommunications equipment technicians, installers and repairers.

Careers in Audio-Video Communications Technology, Telecommunications or Printing Technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All pathways require the ability to communicate effectively in both oral and written form. In addition, the creative aspects of this cluster are rapidly merging with the technological making it even more challenging.

Arts, Audio-Video Technology and Communications careers are divided into six pathways: Audio, and Video Technology and Film; Journalism and Broadcasting; Performing Arts; Printing Technology; Telecommunications; and Visual Arts. Each of these pathways offers exciting and challenging career opportunities.

THE SIX PATHWAYS

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

Employment Outlook

Announcers hold about 60,000 jobs at present. News analysts, reporters and correspondents currently hold approximately 67,000 jobs, while broadcast and sound technician jobs number about 37,000. Telecommunications equipment technicians, installers and repairers currently hold about 125,000 jobs.

Sample Occupations.....

Audio and Video Technology Film

Audio-visual systems technician
Audio Technician
Sound board operator
Video technician
Lighting technician
Installer/installation engineer/rigger
Service technician
Field technician
Electrical Engineer
Mechanical Engineer
Project manager
Dealer manager/owner

Printing Technology

Desktop publishing specialists
Job printers
Plate makers
Press operators

Journalism and Broadcasting

Chief engineer
Transmission engineer
Broadcast field supervisor
Broadcast and sound technician
Camera operator
News Analyst
Reporter
Correspondent

Telecommunications

Central office installers
Network technicians
Telecommunications specialists

Information Technology

Anyone preparing for an Information Technology career should have a solid grounding in math and science.

A career in Information Technology is challenging and ever-changing. Those who pursue jobs in the *IT* sector will quickly discover ongoing opportunities to learn about and work with exciting new technologies that are transforming our world. *IT* education can be obtained in four-year colleges, two-year community colleges, technical colleges and institutes, and high schools. Even in times of economic downturn, there is still a large market for people with *IT* skills in organizations of all sizes.

THE FOUR PATHWAYS

- ◆ Programming/Software Engineering
- ◆ Information Support & Services
- ◆ Network Systems
- ◆ Interactive Media

Employment Outlook

The Information Technology Association of America reports that U.S. employers will have approximately 1.1 million *IT* jobs to fill over the next 12 months. ITAA expects continued growth opportunities within the *IT* field.

Sample Occupations.....

Network Systems

Network Administrator
Network Technician
PC Support Specialist
Telecommunications Network Technician
Data Communications Analyst
Security Administrator

Programming and Software Development

Software Applications Architect
Operating Systems/Designer/Engineer
Computer Programmer
Game Programmer
Applications Engineer

Information Support and Services

Database Administrator
Enterprise Systems Engineer
Help Desk Specialist
Technical Support Engineer
Technical Writer
Instructional Designer
Application Integrator

Interactive Media

Web Designer
Webmaster
3D Animator
Virtual Reality Specialist
Multimedia Producer
Graphic Artist

4. ENERGY AND ENVIRONMENTAL TECHNOLOGIES

OVERVIEW

People who work in the environmental service systems pathway are involved in water and air pollution control, recycling, waste disposal and public health issues. Environmental engineers and technicians conduct hazardous-waste management studies, evaluate the significance of the hazard, offer analysis on treatment and containment, and develop regulations to prevent mishaps. They design municipal sewage and industrial wastewater systems. They analyze scientific data, research environmental projects and perform quality control checks.

THE TWO PATHWAYS

◆ Engineering and Technology

◆ Science and Mathematics

Employment Outlook

Given the critical nature of much of the work in science, technology, engineering and mathematics, job possibilities abound even in times of economic downturn. More scientists, technologists and engineers will be needed to meet environmental regulations and to develop methods of cleaning up existing hazards. A shift in emphasis toward preventing problems rather than controlling those that already exist, as well as increasing public health concerns, also will spur demand for these positions.

Sample Occupations.....

Science and Mathematics

Biologist
Economist
Physicist
Mathematician
Research Technician
Chemist
Geneticist
Quality-Control Scientist
Statistician
Science Teacher

Engineering and Technology

Scientific Visualization/Graphics Expert
Aeronautical Engineer
Biotechnology Engineer
Construction Engineer
Mechanical Engineer
Quality Technician
Technical Writer
Lab Technician
Architectural Engineer
Chemical Engineer
Industrial Engineer
Materials Lab and Supply Technician
Drafter

5. ENGINEERING, CONSTRUCTION, MANUFACTURING & AGRICULTURE

OVERVIEW

There are thousands of challenging educational and training opportunities within the high-skilled world of Architecture, Construction and Manufacturing. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges/universities, apprenticeship programs and career technical schools/institutes.

THE SIX MANUFACTURING PATHWAYS

- ◆ Production
- ◆ Maintenance, Installation and Repair
- ◆ Logistics and Inventory Control
- ◆ Manufacturing Production Process Development
- ◆ Quality Assurance
- ◆ Health, Safety and Environmental Assurance

THE THREE CONSTRUCTION PATHWAYS

- ◆ Construction
- ◆ Design/Pre-Construction
- ◆ Maintenance/Operations

Employment Outlook

Despite improvements in production technology and rising imports, manufacturing employment is expected to increase slightly as strong demand continues for high-tech electrical goods and pharmaceuticals.

Some occupations in the production category, such as assemblers and machine operators, are going to grow more slowly than the average as manufacturing plants continue to move toward more automation of their processes. However, those individuals with a broad range of skills or a specific skill that cannot be automated will experience job growth and find their services in demand. Welders, tool and die makers, and multiple machine operators are examples of these growth areas.

Some of the occupations in the manufacturing production process development pathway are going to grow more slowly than the average because of increasing automation in the manufacturing sector. This is particularly true for industrial engineers and production managers. Labor relations manager positions will grow about as fast as the average, but the overabundance of qualified applicants will make those jobs highly competitive. Electrical engineering positions will also grow about as fast as the average.

In the maintenance, installation and repair pathway, computer technician and repair positions will experience growth on pace with the average growth for jobs across all sectors. In addition, job opportunities will be plentiful because of a shortage of qualified applicants. This will, in part, be due to the increasing complexity of computer equipment. Increased automation and more reliable machinery will cause job growth in other types of maintenance, installation, and repair to remain the same or be slower than average. The best job prospects will be for those with broad skill sets.

Similar to many of the jobs in other manufacturing pathways, quality assurance jobs are either going to grow more slowly than the average or are going to decline in growth. Increasing automations of quality inspections and building quality into the production process mean that these positions are not in demand as they once were.

Positions in the logistics and inventory control pathway are plentiful and will continue to be so in the foreseeable future. Material movers, dispatchers and schedulers make up 3.5 million jobs alone. The majority of the jobs in this pathway are slated for growth on pace with the average; this, coupled with high turnover, means that job prospects for new entrants will be excellent.

The job outlook in the health, safety and environmental assurance pathway is slated for growth on pace with the average. For environmental engineering positions, growth will be faster than the average. These positions will be increasingly focused on prevention of environmental problems rather than treatment. Health and safety specialist jobs will grow about as fast as the average and, with most of these positions in local, state and federal government, job security will be excellent.

Sample Occupations.....

Production

Assemblers
Bookbinders
Electromechanical Equipment Assemblers
Machine Operators
Tool and Die Makers
Automated Manufacturing Technicians
Calibration Technicians
Extruding and Drawing Machine Operators
Medical Appliance Makers

Maintenance, Installation and Repair

Biomedical Equipment Technicians
Computer Installers/Repairers
Job/Fixture Designers
Meter Installers/Repairers
Communication System Installers/Repairers
Instrument Control Technicians
Laser Systems Technicians
Security System Installers/Repairers

Logistics and Inventory Control

Dispatchers
Industrial Truck and Tractor Operators
Logisticians
Process Improvement Technicians
Traffic Managers
Freight, Stock and Material Movers
Logistical Engineers
Material Handlers
Quality Control Technicians

Manufacturing Production Process Development

Design Engineers
Industrial Engineers
Labor Relations Managers
Power Generating and Reactor Plant Operators
Precision Inspectors, Testers and Graders
Process Improvement Technicians
Production Managers

Quality Assurance

Calibration Technician
Lab Technicians
Quality Control Technicians
SPC Coordinators
Inspectors
Process Control Technicians
Quality Engineers

Health, Safety and Environmental Assurance

Environmental Engineers
Health and Safety Representatives
Safety Engineers
Safety Technicians
Environmental Specialists
Safety Coordinators
Safety Team Leaders

Employment Outlook – Construction

Architecture and construction comprise one of the largest industries in the United States. Based on latest statistics, this career cluster has 13.8 million jobs. In the next few years, many new jobs will be added and many employment opportunities will result from the need to replace experienced workers who leave jobs.

Latest statistics indicate design-pre-construction employees hold about 2.5 million jobs. Employment is projected to grow about as fast as the average for all occupations through 2010. Additional job openings will come from the need to replace employees who retire or leave the labor force. Overall job opportunities in engineering are expected to be good but will vary by specialty. Based on the latest statistics, nearly 3 in 10 architects are self-employed. Starting salaries are significantly higher for engineers than those of college graduates in other fields. The median annual salary of architects is \$52,510, while surveyors earn a median annual salary of \$36,700. Earnings for drafters vary by specialty and level of responsibility.

Construction is one of the largest industries in the United States. According to the latest statistics, the industry has 8.3 million jobs. Job opportunities are expected to be excellent in the construction industry, due largely to the numerous openings arising each year from experienced construction workers who leave jobs and the continued shortage of adequate training programs. Construction has a very large number of self-employed workers. Earnings in construction are significantly higher than the average for all industries.

Based on the latest statistics, maintenance/operations employees hold about three million jobs. Despite slower-than-average employment growth, applicants with broad skills should have favorable job prospects through 2010. As automation of machinery becomes more widespread, there is a greater need for repair work than for the installation of new machinery. Earnings vary by industry and geographic regions. The median hourly wage of general maintenance and repair workers is \$13.39, while the median hourly wage of mill rights is \$19.33.

Sample Occupations.....

Design/Pre-Construction

Architect
Computer-Aided Drafter (CAD)
Mechanical Engineer
Renderer (traditional and computer)
Urban Planner/Designer
Computer Information System Manager/Designer
Landscape Designer
Preservationist
Surveyor

Construction

Carpenter
Electrician
Iron/Metalworker
Education and Training Director
General Contractor
Pipe Fitter

Maintenance/Operations

Boilermaker
Environmental Engineer
Highway Worker
Millwright
Thermal Control Technician
Demolition Engineer
Equipment Operator
Maintenance Planner/Scheduler
Specialty Contractor

AGRICULTURE

There are thousands of challenging educational and training opportunities within the high-skilled world of Agriculture, Food and Natural Resources. Learners need a solid background in math, science, communications and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, apprenticeship programs, and career technical schools/institutes. Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options.

Learners participate in relevant educational opportunities framed in the context of the cluster. The gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry certifications that prepare learners for professional and technical careers. Apprenticeship programs prepare learners for journey worker status.

The Agriculture, Food and Natural Resources Career Cluster is divided into seven pathways. Pathways are grouped by common knowledge and skills required of occupations in these career fields. Each pathway provides instruction as a basis for success in an array of careers and educational pursuits.

THE SEVEN PATHWAYS

- ◆ Food Products and Processing Systems
- ◆ Plant Systems
- ◆ Animal Systems
- ◆ Power, Structural and Technical Systems
- ◆ Natural Resource Systems
- ◆ Environmental Service Systems
- ◆ Agribusiness Systems

What Is the Agriculture, Food and Natural Resources Career Cluster?

This diverse Career Cluster prepares learners for careers in the planning implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical and educational services.

Employment Outlook

Employment opportunities will continue to increase for those who provide and market an expanding array of food, forest, and veterinary medical consumer products to a growing world population. Continued globalization of the food, agricultural and natural resources system will increase opportunities for graduates who understand the socioeconomic factors that define international markets.

Graduates who know how to satisfy the diverse consumer needs and preferences in different cultures, and who have the language skills to communicate effectively, will have the best opportunities to be employed by the growing number of multi-national businesses.

Sample Occupations....

Agribusiness Systems

International Agri-Marketing Specialist
Agricultural Loan Officer
Agricultural Commodity Broker
Farm/Ranch Manager
Agricultural Economist
Livestock Buyer/Seller
Feed/Farm Supply Store Manager
Agricultural Products Buyer
Agricultural Salesperson

Environmental Service Systems

Pollution Prevention and Control Manager
Health and Safety Sanitarian
Water Environment Manager
Solid Waste Disposer/Recycler
Water Quality Manager
Environmental Sampling Technician
Hazardous Materials Handler
Toxicologist
Environmental Compliance Assurance
Manager

Natural Resource Systems

Wildlife Manager or Technician
Park Manager or Technician
Fish and Game Officer
Forest Manager or Technician
Mining Engineer or Technician
Water Monitoring Technician
Natural History Interpreter
Forest Worker or Logger
Fisheries Manager or Technician

Power, Structural and Technical Systems

Remote Sensing Specialist
Electronics Systems Technician
Recycling Technician
Machinist
Welder
Global Positioning System Technician
Agricultural Engineer
Equipment Parts Manager
Communication Technician

Animal Systems

Animal Geneticist
Aquaculturist
Animal Nutritionist
Animal Scientist
Poultry Manager
Embryo Technologist
Veterinarian
Feed Sales Representative
Artificial Insemination Technician

Food Products

Food Scientist
Food and Drug Inspector
Biochemist
Food and Fiber Engineer
Meat Processor
Bacteriologist
Toxicologist
Meat Cutter-Grader
Produce Buyer

Plant Systems

Plant Breeder and Geneticist
Certified Crop Advisor
Tree Surgeon
Golf Course Superintendent
Forest Geneticist
Soil and Water Specialist
Botanist
Education and Extension Specialist
Greenhouse Manager

6. Health and Biosciences

OVERVIEW

There are thousands of challenging educational and training opportunities within the high-skilled world of Health and Biosciences. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, apprenticeship programs and career technical schools/institutes. Along the way, career guidance professionals assist learners in assessing their educational goals, interests, abilities and skills to facilitate a good match to the cluster's many pathway options. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. If they choose, they may achieve valuable skill certifications that lead to employment. Colleges and universities offer advanced degrees and industry offer advanced degrees and industry certifications' that prepare learners for professional and technical careers.

The Health Science Career Cluster orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medevac units, sports arenas, space centers, or within the community.

Careers in the Biotechnology Research and Development Pathway involve bioscience research and development as it applies to human health. These scientists may study diseases to discover new treatments or invent medical devices used to directly assist patients or to improve the accuracy of diagnostic tests.

THE FIVE HEALTH SCIENCE PATHWAYS

- ◆ Therapeutic Services
- ◆ Health Informatics
- ◆ Biotechnology Research and Development
- ◆ Diagnostic Services
- ◆ Support Services

Employment Outlook

Health care is the largest and fastest-growing industry in the United States. The health care industry employs over 10 million workers in more than 200 careers. The current and projected health care workforce shortage is creating a health care crisis across the nation. Health care employment growth between 2000-2010 is projected to be 25.5 percent. A recent study commissioned by the American Hospital Association pointed out current vacancy rates that include 15.3 percent for imaging technicians, 13 percent for registered nurses, and 12.7 percent for pharmacists. The explosion of technology in health care and an unprecedented aging population contribute to the national health care workforce shortage.

Based on advancements in biotechnology, the need for skilled professionals in this pathway will grow rapidly. Most career opportunities in this pathway are available in universities, research institutions, government agencies, specialty laboratory facilities and major health organizations.

Sample Occupations.....

Therapeutic Services

Athletic Trainer
Certified Nurse Assistant
Dental Hygienist
Paramedic
Pharmacist
Physical Therapist
Physician
Registered Nurse
Respiratory Therapist
Surgical Technician

Support Services

Biomedical/Clinical Engineer
Central Services Technician
Dietary Technician
Environmental Services Technician
Hospital Maintenance Engineer
Materials Management Technician

Biotechnology Research and Development

Bioinformatics Specialist
Biostatistician
Microbiologist
Molecular Biologist
Pharmacist
Research Assistant

Diagnostic Services

Geneticist
Medical Lab Technologist
Nuclear Medicine Technologist
Pathologist
Phlebotomist
Radiologic Technologist

Health Informatics

Admitting Clerk
Data Analyst
Health Care Administrator
Health Information Coder
Medical Biller
Medical Information Technologist
Medical Librarian
Reimbursement Specialist
Transcriptionist

7. Hospitality and Tourism

OVERVIEW

There are thousands of challenging educational and training opportunities within the high-skilled world of Hospitality and Tourism. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, apprenticeship programs and career technical schools/institutes. Learners participate in relevant educational opportunities framed in the context of the cluster. They gain knowledge and skills through coordinated workplace learning experiences such as site visits, job shadowing and internships. The Hospitality and Tourism Cluster prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services. Hospitality operations are located in communities throughout the world.

THE FOUR PATHWAYS

- ◆ Travel and Tourism
- ◆ Restaurant and Food and Beverage Services
- ◆ Recreation Amusement and Attractions
- ◆ Lodging

Employment Outlook

Travel and tourism is one of the largest and fastest-growing industries in the world. Each year, travel and tourism employers around the world pay more than \$1.6 trillion in wages and salaries and create 12.5 million new jobs. Beginning salaries depend on the employee's skills, education and job level at a hotel, restaurant, tourism office, recreation facility, amusement park or attraction site. Salaries range from entry-level wages to six figures. This industry is known for promoting within and for its large number of young managers.

The 11.3 million jobs in the restaurant industry make it one of the world's largest employers. This industry employs many young people in part-time jobs with high turnover rates. Opportunities in the restaurant industry will generally keep pace with the average growth rates, but jobs will be even more plentiful because of the high turnover rates. Graduates of college hospitality programs should have especially good opportunities. Wages of chefs, cooks and food preparation workers depend greatly on the part of the country and the type of establishment in they work.

The lodging industry has 1.9 million jobs. Opportunities in this industry will keep pace with the average growth rates which, coupled with high turnover, will mean many opportunities for applicants. Traditionally, many hotels promote from within, and it is possible for an entry-level employee to become a first-line manager within two to three years and for a departmental manager to become a general manager within seven years.

The Travel and Tourism pathway supports the other industry segments. The four sectors of Hospitality and Tourism Cluster are expected to grow an average of 19.8 percent from 2000 to 2010.

An increase in leisure time and personal income across the nation means more business for the recreation, amusements and attractions industry. According to Travel Industry Association of American (TIA), employment growth from 2000 – 2010 is expected to increase 34.5 percent.

Sample Occupations.....

Restaurant and Food/Beverage Services

General Manager
Catering and Banquets Manager
Restaurant Owner
Pastry and Specialty Chef
Bartender and Server
Room Service Attendant
Food and Beverage Manager
Maitre D
Executive Chef
Cook
Banquet Setup Employee
Wine Steward

Travel and Tourism

Event Planner
Destination Manager
Interpreter
Tour Guide
Travel Agent

Tourism Marketing Specialist
Convention Services Manager
Heritage Tourism Developer
Meeting Planner
Tour Operator
Tour and Ticket Reservationist
Welcome Center Supervisor
Museums/Zoos/Aquariums Docent
Museums/Zoos/Aquariums Exhibit Developer

Lodging

General Manager
Executive Housekeeper
Director of Operations
Front Desk Supervisor
Bell Captain
Reservationist
Front Office Manager
Director of Sales and Marketing
Rooms Division Manager
Reservations Supervisor
Sales Professional
Guestroom Attendant

Recreation, Amusements and Attractions

Club Manager
Club Membership Developer
Resort Instructor
Fairs/Festival Event Planner
Theme Parks/Amusement Parks Retail Manager
Club Event Planner
Parks and Garden Director
Gaming and Casino Supervisor
Fairs/Festival Promotional Developer
Theme Parks/Amusement Parks Ride Operations Manager

Career and Technical Student Organizations

BPA

Business and Professional Association (<http://bpa.org>)

DECA

Distributive Education Clubs of America (<http://www.deca.org>)

FCCLA

Family, Career & Community Leaders of America (<http://www.fcclainc.org>)

FFA

Future Farmers of America (<http://www.ffa.org>)

SKILLS/USA

(<http://www.skillsusa.org>)

TSA

Technology Students Association (<http://www.tsawww.org>)

STUDENT INFORMATION:

(SCHOOL NAME):

Student Name: _____
 Student State ID Number: _____
 Student Email Address: _____
 Birthdate: _____
 Check those that apply: 504 Plan IEP ELL SAT
 School Designee: _____

High School Entry Date: _____
 Target Graduation Date: _____
 Course of Study: _____
 Age: _____
 Grade Level: 9th Grade 10th Grade 11th Grade 12th Grade
 Date Initiated: _____

CAREER GOAL	PERSONAL GOAL	POST-GRADUATION GOAL
Career Cluster: _____ Occupation: _____ Wage Info: _____ Occupation Demand: _____	_____ _____ ACADEMIC GOAL _____ _____ FAMILY AND COMMUNITY SUPPORT SYSTEMS _____	Work Full-Time: Yes <input type="checkbox"/> No <input type="checkbox"/> Work Part-Time: Yes <input type="checkbox"/> No <input type="checkbox"/> Enter the Military: Yes <input type="checkbox"/> No <input type="checkbox"/> Apprenticeship: Yes <input type="checkbox"/> No <input type="checkbox"/> 2-Year Training: Yes <input type="checkbox"/> No <input type="checkbox"/> 2-Year Degree: Yes <input type="checkbox"/> No <input type="checkbox"/> 4-Year Degree: Yes <input type="checkbox"/> No <input type="checkbox"/> Undecided: Yes <input type="checkbox"/> Notes: _____

EXTRA HELP STRATEGIES (Extra Assistance)	ACADEMIC ENHANCEMENT OPTIONS/Scholarship Requirements	EXTRA/CO-CURRICULAR ACTIVITIES	POSTSECONDARY/CAREER ENHANCEMENT OPTIONS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

INDUSTRY CERTIFICATION GOAL
 What industry certification will be pursued _____
 Target Date for Completion: _____

ATTACHMENTS

Interest Inventory Transcript Degree Requirements
 Assessment Results Semester Schedule Course Credit Check

Certification Completed: Yes No Met Standard Yes No Transition Assessment (required for students receiving special education services) Other:

(INSERT CAREER CLUSTER LOGO) PROGRAM OF STUDY: (INSERT PATHWAY) (INSERT STUDENT NAME & ID)
 Diploma Options (Students with Disabilities): (INSERT DEPARTMENT NAME) (INSERT SCHOOL LOGO)

	9 TH GRADE		10 TH GRADE		11 TH GRADE		12 TH GRADE	
	Course Name	Code	Course name	Code	Course Name	Code	Course Name	Code
State of New Mexico Graduation Requirements								
Mathematics								
English Language Arts								
Social Studies								
Science								
Physical Education								
Cluster/Workplace/Language								
Health Education								
School District Graduation Requirements								
Career Pathway Requirements/Elective								
General Electives								
Courses Required to be Repeated								
Mandatory Assessments								

Optional Assessments				
Codes:	Advanced Placement = AP	Distance Learning = DL	International Baccalaureate B	Other:
	Dual Credit = DC	Honors Course = HC	Online Line Class = OL	Other:

(INSERT STUDENT NAME and ID)

This Postsecondary Program of Study should be completed for students in grades 11—12, and is optional for students in grades 9-10.

2 year – College or Program Name:	<input type="text"/>	Degree Name /Training Program:	<input type="text"/>
4 year University Name:	<input type="text"/>	Degree Name:	<input type="text"/>

Year 1			Year 2		
Summer	Fall	Spring	Summer	Fall	Spring
General Education Requirements for the POS/Degree/Training Plan					
Degree/Training Emphasis Courses (Major)					
Electives					

Of the courses listed above, highlight those that are transferable to any other NM public higher education institution.

State law at Section 21-1B-1 to 6 NMSA 1978, directs the New Mexico Higher Education Department to establish policies designed to allow core courses successfully completed by students at New Mexico public higher education institutions to guarantee transfer to any other New Mexico public higher education institutions. The listing of transferable courses can be found at <http://hed.state.nm.us>.

We have reviewed and approved this Next Step Plan (Legal Guardian may be substituted for Parent where applicable)

Parent Name: Phone Number: Email Address:

Entering 9 th Grade		Entering 10 th Grade		Entering 11 th Grade		Entering 12 th Grade	
Student Signature	Date	Student Signature	Date	Student Signature	Date	Student Signature	Date
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
School Official Signature	Date	School Official Signature	Date	School Official Signature	Date	School Official Signature	Date

Comments (Entering 9th Grade):

Comments (Entering 10th Grade):

Comments (Entering 11th Grade):

Note: Review the attached Final Next Step Plan at this time in preparation for the senior year.

Comments (Entering 12th Grade):

Select the option(s) you plan to pursue after graduation.

Note: Use additional pages to address plans of action and follow-up.

Program Options	Provide information about your selections under Program Options.	Signatures below confirm review and approval of this Final Next Step Plan.
Bachelor Degree Program: Name of Degree Plan ➡ Name Public College/University ➡ Name Private College/University ➡	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/> _____ _____ _____	_____ _____ _____
Associate Degree Program: Name of Degree Plan ➡ Name Postsecondary institution ➡	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/> _____ _____	_____ _____
Trade Certification Program : Name of Certificate program ➡ Name of Training Institution ➡	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/> _____ _____	
Military Service: Branch ➡	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/> _____	
Work Study/Apprenticeship Program: Career Area of Focus ➡	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/> _____	
Employment: Career Area of Focus ➡	Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/> If no, include a plan of action. Student Hired Yes <input type="checkbox"/> No <input type="checkbox"/> _____	
Has the student applied for financial aid/scholarships?	Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:	
Has the student applied for campus (or other) housing?	Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:	
Has the student arranged transportation?	Yes <input type="checkbox"/> No <input type="checkbox"/> Include a plan for necessary follow-up:	

WEB SITES:

16 Career Clusters - <http://www.careerclusters.org/16clusters.htm>
Activities for career exploration -
<http://www.statecenter.com/resource/local/pathways/pathways.htm>
Adult Education and Vocational Education aspect of the career clusters program –
<http://www.ed.gov/offices/OVAE>
America’s Career Information Net – <http://www.onetcenter.org>
American Hotel and Lodging Association – <http://ei-ahla.org>
American School Counselor Assn.- <http://www.schoolcounselor.org>
Arts, Audio-Video Technology and Communications - <http://www.artavcomm.org>
Association for Career and Technical Education – <http://www.ayes.org>
CIMC – <http://www.okcareertech.org/cimc>
Coordinating committee for Automotive Repair – <http://ccar-greenlink.org>
Employment information - <http://www.acinet.org>
Entrepreneurship – <http://www.makingcents.com>
Environmental Protection Agency – <http://www.epa.gov>
Ford/AAA Student Auto Skills Challenge – <http://www.autoskills.com>
Heating, Ventilation Air Conditioning & Refrigeration – <http://www.hvacexcellence.org>
High Schools That Work (school reform) -
<http://www.sreb.org/programs/hstw/specialnetworks/csr/CSR-ThreeYearPlan.asp>
Information on all career clusters - <http://www.careerclusters.org>
Information Technology - <http://www.edc.org/EWIT/bltext.htm>
International Computer Driving License – <http://www.icdlus.com>
Lab Safety Resource Guides – <http://www.labsafety.com>
Labor Market Information - <http://www.dol.state.nm.us>
Manufacturing - <http://www.mfglinks.org>
MarkEd – <http://www.mark-ed.com>
Nat’l Assn. of State Directors CTE - <http://www.nasdvtec.org>
National Association for Tech Prep Leadership (NATPL) – <http://www.natpl.org/top/join.html>
National Automotive Technicians Education Foundation – <http://www.natef.org>
National Business Education Association – <http://www.nbea.org/conference.html>
National Consortium for Health, Science Technology Education - <http://www.nchste.org>
National Institute for Automotive Service Excellence – <http://www.ase.com>
National Restaurant Association – <http://www.nraef.org>
National Tech Prep network (NTPN) – <http://www.cord.org>
New Mexico Department of Labor – <http://www.dol.state.nm.us>
New Mexico Hospitality Business Alliance – <http://nmhospitality.com>
North American Council of Automotive Teachers – <http://www.nacat.com>
O’net crosswalk - <http://www.onetcenter.org>
Occupational Safety and Health Administration – <http://www.osha.gov>
Pathways Resources – <http://www.statecenter.com/resource/local/pathways/pathways.htm>
Professional Development Series - <http://www.nccte.com>
The American Welding Society – <http://www.aws.org>
The National Center for Construction Education and Research – <http://www.nccer.org>
The National Consortium on Health Science and Technology Education –
<http://www.nchste.org>
The National Occupational Competency Testing Institute (NOCTI) – <http://www.nocti.org>
Transportation, Distribution & Logistics - <http://tdlcluster.org>
US Dept. of Education Career Clusters Resources – <http://www.careerclusters.org>