COLLEGE & CAREER READINESS

RIGOR, RELEVANCE, & RELATIONSHIPS
COLLEGE AND CAREER READINESS
EDUCATION PROMOTES

- Interpersonal & Relationships Building Skills
- Career Exploration
- Early Career Pathways
Our Vision
Excellence in educating our students to become self-reliant, productive citizens in a multicultural society.

Our Mission
Preparing our students for success. We empower and develop our students through improving academic knowledge, promoting essential skills and positive character traits, providing safe and healthy learning environments, and creating strong partnerships among parents, colleges, and the business community.

STRATEGIC GOALS FOR EXCELLENCE
The Strategic Goals represent the four most critical priorities for positive change and improvement in the District over the next 3 years. Each goal statement gives general direction and focus to our work.

- Goal #1: Increase Student Success
  Strengthen academic performance & student engagement.

- Goal #2: Create Career Pathways
  Connect student learning to their career goals.

- Goal #3: Empower Our Team
  Develop & support employees to grow professionally within the District.

- Goal #4: Strengthen Partnerships
  Expand community partnerships to support & educate our students.

GOALS AND KEY OBJECTIVES
WHY COLLEGE & CAREER READINESS?

HIGH SCHOOL PATH
MIDDLE SKILL PATH
BACHELOR’S DEGREE PATH
The Three Pathways

- The **high school pathway** includes workers with a high school diploma or less.

- The **middle-skills pathway** includes workers with more than a high school diploma but less than a bachelor’s degree. This includes people with associate’s degrees, postsecondary certificates, licenses, certifications, and some college but no degree.

- The **BA pathway** includes workers with bachelor’s degrees, master’s degrees, professional degrees, and doctoral degrees.

As good jobs on the high school pathway have declined, the AA has offered high school graduates the most efficient option for upskilling.
TURNING VISION INTO REALITY
KEY GOALS:

- **2 Pathways at ALL GMCS High Schools with sequence of courses**
- **Purposeful Adult / Student Relationship time Built into the Master Schedule in every secondary school**
- **6 - 12th Grade Employability Skills Curriculum**
KEY ACCOMPLISHMENTS:

• CURRICULUM FRAMEWORK/ SCOPE & SEQUENCE / YAG FOR EMPLOYABILITY SKILLS & CAREER AWARENESS.
• TWO OR MORE PATHWAYS FOR SY19-20 ALIGNED TO CARL PERKINS, JOM, LICENSURE, AND FTES.
• PURPOSEFUL ADULT CONTACT / EMPLOYABILITY SKILLS TIME IN ALL 6TH-12TH MASTER SCHEDULES.
• TEXTBOOK & INSTRUCTIONAL MATERIALS; CHILD DEVELOPMENT, TEACHER EDUCATION, PLTW BIOMEDICAL, BUSINESS/FINANCE, EMT, AND ENGINEERING, ETC...
• STANDARDIZATION OF ALL PATHWAYS FRAMEWORKS TO INSURE DISTRICT-WIDE EQUITY.
• ALIGNED & EXPANDED UNM-G OFFERINGS OF DUAL CREDIT, CONCURRENT ENROLLMENT, AND CCTE TO SUPPORT OUR PATHWAY FRAMEWORKS.
• BEGINNING EXPANSION OF POST-SECONDARY & COMMUNITY PARTNERS; UNM-G, NTU, GGEDC, CHAMBER OF COMMERCE, MARATHON, WORKFORCE SOLUTIONS…
Learners will better understand how their choices of postsecondary programs can prepare them for fulfilling lives and careers.

MORE ABOUT GMCS

CCR PATHWAYS
GMCS CCR PATHWAYS

3 COURSE SEQUENCE ALIGNED TO THE NMPED CAREER CLUSTERS CULMINATING IN A CAPSTONE COURSE.

• Meet Local Labor Market High Growth, High Demand, High Wage Standards

PATHWAY GUIDELINES:

1. Rigorous content, aligning academic standards, and CCTE content.
2. A pathway to a postsecondary program.
3. A dual credit opportunity
4. Certification opportunities for student demonstration of industry standards.
5. Soft and social skills training & project-based learning and career technical student organizations (CTSOS).
6. Pathways that lead to an industry credential, or AA/AS/AAS, or BA/BS.
7. Partnerships between secondary, postsecondary, and business & industry.
8. Monitor data: STARS reporting of dual credit courses, CTSO membership, and certifications.
IMPLEMENTATION STAGE: 2019 - 2020

ADDITIONAL ACCOMPLISHMENTS

• Miyamura High in NMPED HS Redesign with John Hopkins University.
• Two more schools in HS Redesign application (THH / CPH).
• Marathon Petroleum Grant for welding and construction programs $75,000.00.
• 169 more GMCS students attending unm-g CCTE classes with additional morning and afternoon sections.
• Exploring a GGEDC Los Alamos Labs Partnership.
• NM CTE Stem Grant application 350,000.00 for PLTW Biomedical (RAH, CPH, GHS, THH, MHS)
• Precision Exams aligned to industry blue prints; certification for pathway courses
No significant learning can occur without a significant relationship.

- James Comer

TWO PRONG APPROACH

BLENDING THE POWER OF RELATIONSHIPS WITH PURPOSEFUL EMPLOYABILITY SKILLS DEVELOPMENT & CAREER EXPLORATION
EMPLOYABILITY

SKILLS

CURRICULUM

RIGOR, RELEVANCE, & RELATIONSHIPS
A relationship with one stable, trusted person or Anchor allows young people to access available community assets and leverage internal strengths.

“Relationship poverty is not a lack of love or family, but a lack of access to additional sources of support that can lead to a more promising future.”

For the full report, go to GradNation.org/DontQuit. To talk about it, use #NotDropouts.
GMCS EMPLOYABILITY CURRICULUM

What are employability skills?

Employability skills are general skills that are needed to get most jobs, but they also help you to stay in a job and work your way to the top.

Plan

Roll-out

Implement

Monitor
EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "employability skills."

Common Framework for Employability Skills

The Employability Skills Framework advances a uniting set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

http://cte.ed.gov/employabilieskills
The purpose of this curriculum is to provide a framework of essential employability skills to be taught by quarter, by grade level.

**Employability Curriculum Objectives**

**Students will:**
- Define, develop, and utilize skills that increase the likelihood of becoming and remaining successfully employed and civicly responsible citizens in a multicultural society.
- Demonstrate their knowledge of skills and educational requirements related to a particular career field.
- Articulate the ways in which they are developing essential employability skills.
GMCS THEORY OF ACTION

6th Grade:
Self Awareness, Managing Time & Materials, Personal Qualities & Self Direction, Interpersonal Skills

7th Grade:
Communication, Problem Solving & Critical Thinking, Technology Use, & Collaboration

8th & 9th Grade:
Career Awareness & Interest, Post Secondary Options, Professionalism, Applied Academic Skills

10th - 12th Grade

Career Awareness & Interest, Post Secondary Options, Personal Finance, Career & College Prep

College & Career Pathways
GRADE LEVEL

Let’s dig a little deeper
THANK YOU