



# Building a Career Pathway within a Cluster

A Business Engagement Approach

# CTE—Career Pathways

- Career Pathways has become widely accepted as a vehicle for the continued evolution of CTE.

## **Commitment to Pathways**

Department of Labor  
Department of Education  
Health and Human Services



WHY?

# Educational Reform

The educational attainment level of American workers is declining and some skilled jobs go unfilled.



Too often our system for preparing low-skilled youth and adults with marketable skills is too complicated



At our current rate of postsecondary graduation, the country will be short over three million postsecondary graduates to fill those jobs by 2018.



Career pathway approaches can offer an efficient and customer-centered approach to training and education



# Answer

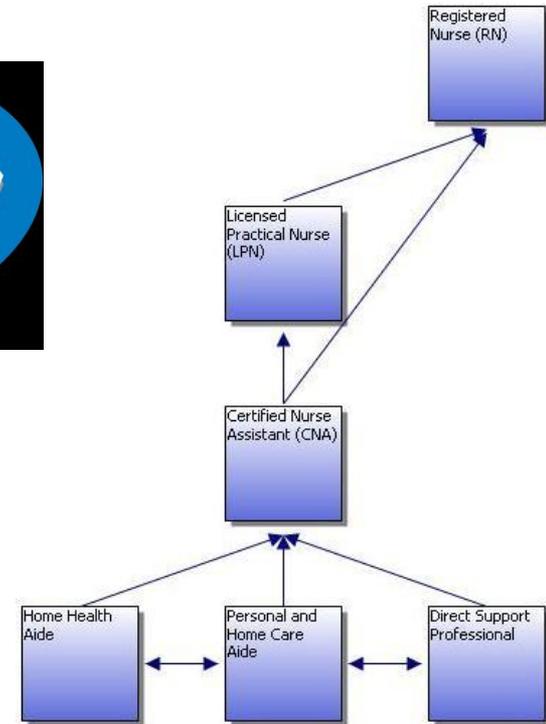
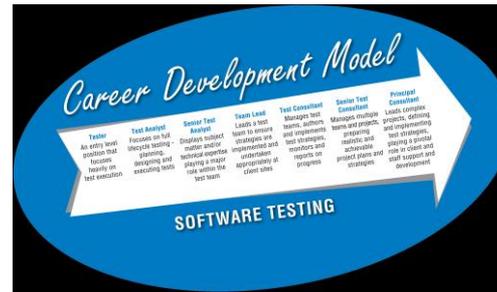
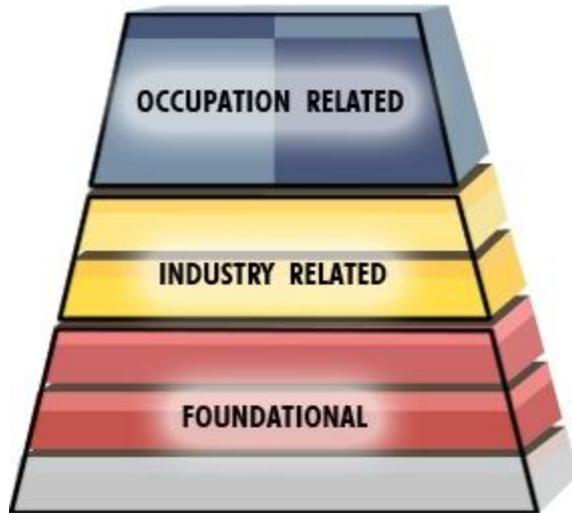
---

- Career Pathways and a well-defined program of study assists students to make the transition between secondary and postsecondary education.



# How to build a pathway

- Different Models



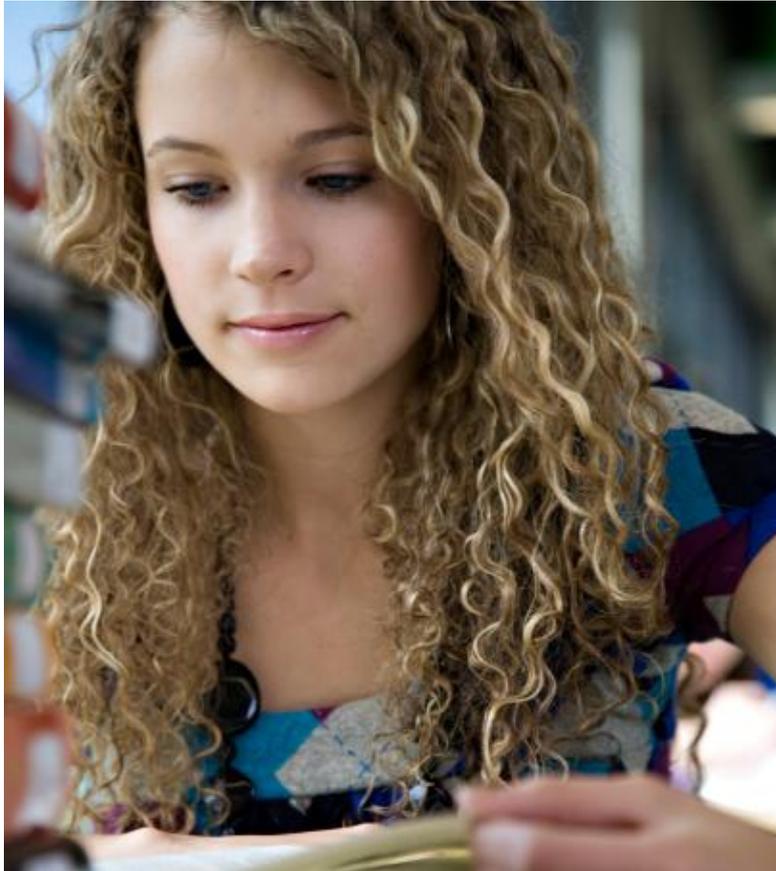
# Settled on the Rigorous Programs of Study Approach

- Clusters (16 National Clusters)
- Career Pathways
- Programs of Study
  - Certificates & Degrees

Rigorous Programs  
of Study

10 Elements of the  
Framework





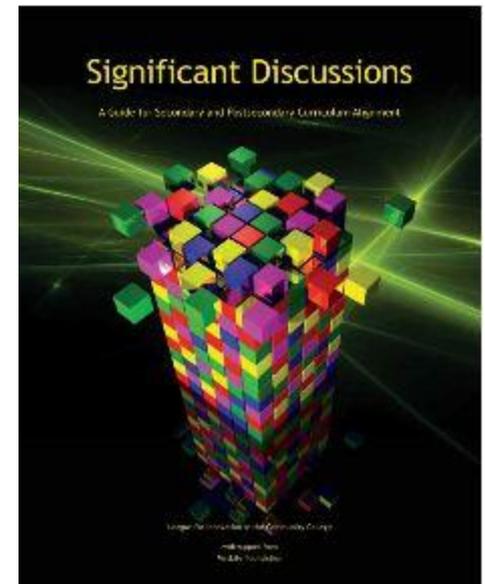
# OVERVIEW

- History
- Significant Discussions
- Partner with UCAP
  - Economic development initiative
- Recommendations
- Replicable process
- Significant Outcomes
- Next Steps

# Significant Discussions

- “Based on the recognition that misalignment of curriculum among secondary schools, community colleges, universities, and employers creates barriers to student success”
- “Collaborative discussions about curriculum alignment across educational sectors are often random and voluntary”

[http://www.league.org/league/projects/Significant\\_Discussions/index.cfm?ary](http://www.league.org/league/projects/Significant_Discussions/index.cfm?ary)



# Significant Discussions

---

- Assembled a team of high level stakeholders
  - DWS (Department of Workforce Services)
  - Business and Industry
  - Higher Education
  - K-12
- Four two-hour discussions

# Significant Discussions

---

- Getting the right people together
- Perform a Gap Analysis
- Alignment of the Curriculum
- Evaluation
- Make Systematic Changes

# Significant Discussion Recommendations

---

- Key Stakeholders regularly review strategies for improvement...to reduce post-secondary dropout rate
- Target market demands systematically, using UCAP model.
- Increased efforts to inform Parents of Career Pathways

# Significant Discussion Recommendations

---

- Strengthen current effective strategies already in place
- Increase pathway-focused concurrent enrollment for aligned content
- Proactive scheduling for student success
- Student career exploration

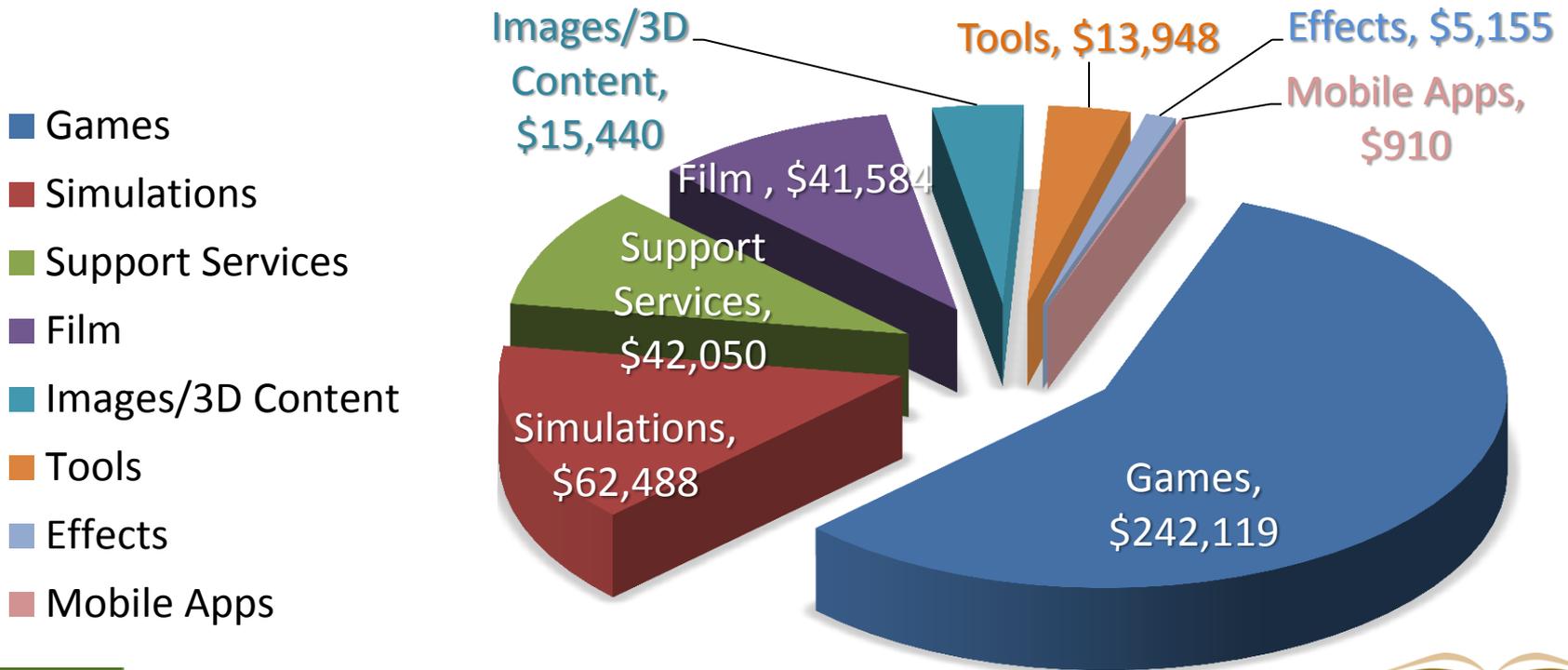
# Significant Discussion Recommendations

---

- Formally Develop Career Pathways in the Following Areas
  - Computer Science
  - Software Engineering
  - Computer Engineering
  - Healthcare Professions
  - Education
  - Hospitality
  - Business Management

# Partner with UCAP

- UVU appointed lead for Utah Cluster Acceleration Partnership—Digital Media



**Total Revenue: \$413,690,100**

# UCAP Goal for Digital Media

---

- By 2016 a total of 3000 jobs in industry
- By 2016 direct revenue of \$800 million
- UCAP Project Goals
  - Accelerate Economic Group
  - Create a Talent Development Strategy
  - Enhance Coordination
    - Includes coordinating educational pathways

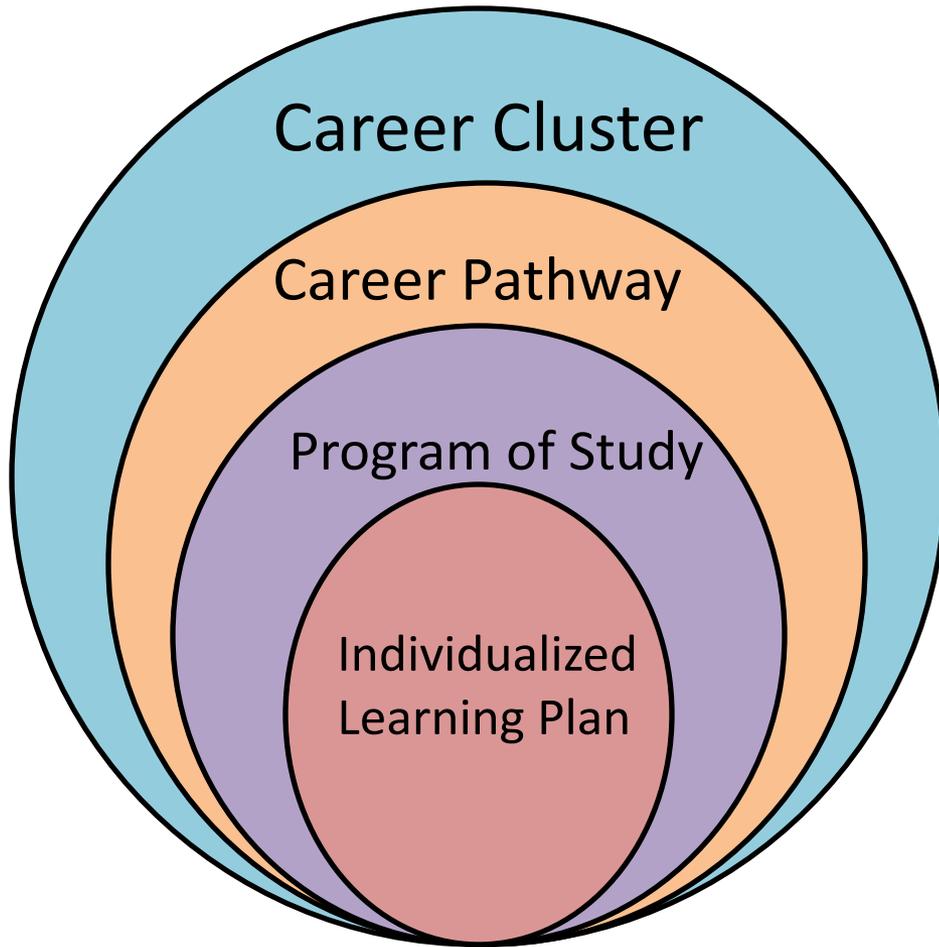
# Economic Development

---

- Connection to Business and Industry is essential. We partnered with the Utah Cluster Acceleration Project.

# The Development Process for a Career Pathway In Digital Media





### Example

**Career Cluster**—Audio Visual, IT

**Career Pathway**—Digital Media

**Program of Study**--Certificate/  
Degrees in Digital Media

**Individual Learning Plan**—A plan  
for coursework related artifacts,  
and experience from 8<sup>th</sup> grade  
through 14 and beyond.

**Career Clusters:** Arts, Audio/Video, Technology & Communications; Information Technology

**Career Pathway:** Digital Media

**Description:** Careers in the Digital Media Cluster involve creating, designing and the production of interactive multimedia products and services. The cluster includes digitally generated and computer-enhanced media that is used in a variety of industries.

**Programs of Study:**

Games

Simulations

Support  
Services

Film

Images/3D  
Content

Tools

Effects/Animat  
ion

Mobile Apps

# Digital Media Pathway

## Preparatory Sequence—Secondary Courses

Games	Simulations	Support Services	Film	Images / 3D Content	Tools	Effects / Animation	Mobile Apps
<i>Secondary Prep</i>	<i>Secondary Prep</i>	<i>Secondary Prep</i>	<i>Secondary Prep</i>	<i>Secondary Prep</i>	<i>Secondary Prep</i>	<i>Secondary Prep</i>	<i>Secondary Prep</i>
High School students must complete all state academic standards; Digital Media I and II Computer Programming 3D Animation Commercial Art	High School students must complete all state academic standards; Digital Media I and II Computer Programming 3D Animation Commercial Art	High School students must complete all state academic standards Digital Media I and II Web Design	High School students must complete all state academic standards; Digital Media I and II TV Broadcasting; TV Production	High School students must complete all state academic standards; Digital Media I and II; 3D Animation Commercial Art	High School students must complete all state academic standards; Digital Media I and II Web Design; Desktop Publications	High School students must complete all state academic standards; Digital Media I and II Computer Programming 3D Animation Commercial Art	High School students must complete all state academic standards; Digital Media I and II Digital Applications Web Design Computer Programming Commercial Art
Foundational Cluster Knowledge and Skills	Foundational Cluster Knowledge and Skills	Foundational Cluster Knowledge and Skills	Foundational Cluster Knowledge and Skills	Foundational Cluster Knowledge and Skills	Foundational Cluster Knowledge and Skills	Foundational Cluster Knowledge and Skills	Foundational Cluster Knowledge and Skills

# Digital Media Pathway

## Certificate/Associate Degree Sequence

Certificate/ & Associate Degrees	Certificate/ & Associate Degrees	Certificate/ & Associate Degrees	Certificate/ & Associate Degrees	Certificate/ & Associate Degrees	Certificate/ & Associate Degrees	Certificate/ & Associate Degrees	Certificate/ & Associate Degrees
AAS in Digital Media; AS Emphasis in Animation;	AAS in Digital Media; AAS in Design Graphics; AS Emphasis in Animation; Emphasis in Design;	AAS in Digital Communication; AAS in Design Graphics; AS Emphasis in Design;	Certificate in Visual Technologies; AS Emphasis in multimedia;	AS Emphasis in Animation; AAS in Digital Media; AAS in Design Graphics; AS Emphasis in Design;	AS Emphasis in Animation; AS Emphasis Design; AAS in Digital Media; AAS in Design Graphics	AS Emphasis in Animation; AS Emphasis in Multimedia; AAS in Digital Media; AAS in Design Graphics	AS Emphasis in Design; AAS in Design Graphics; AAS in Design Graphics

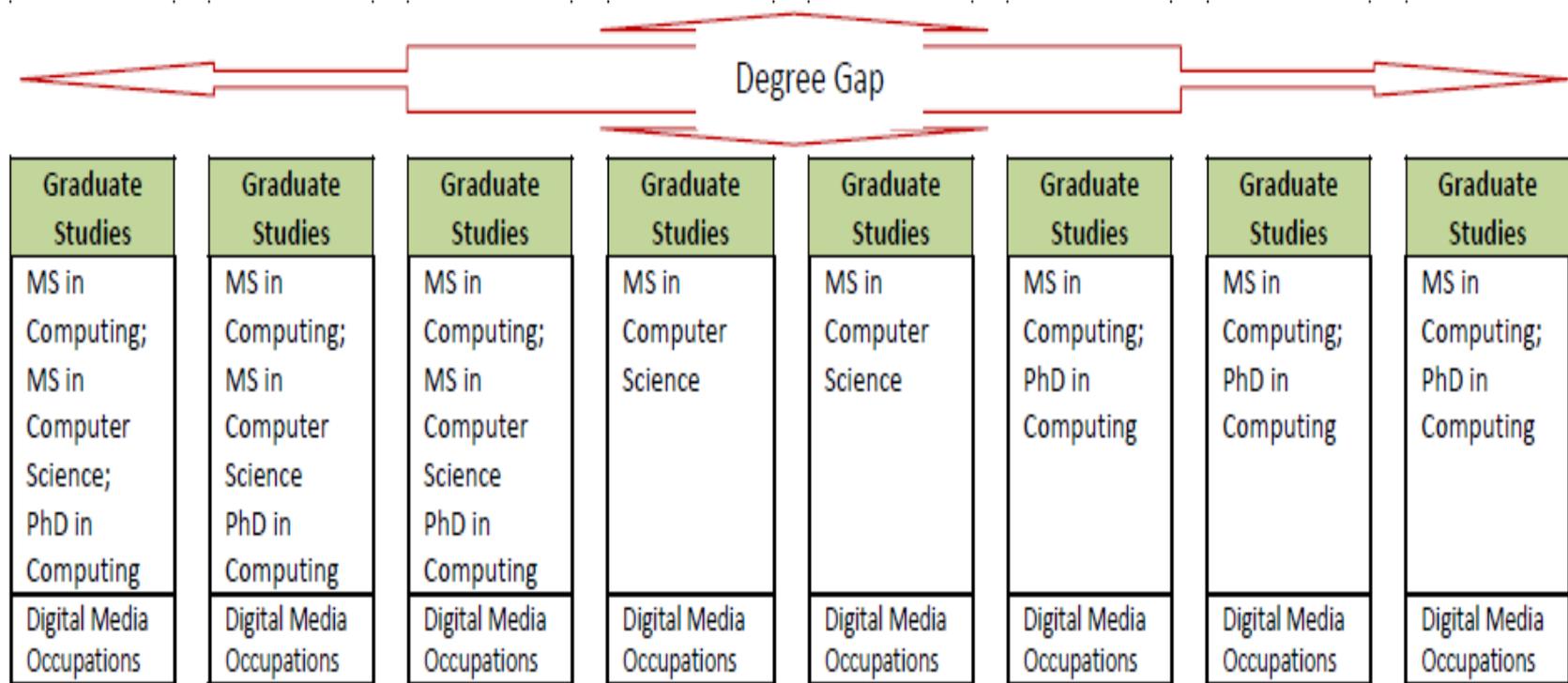
# Digital Media Pathway

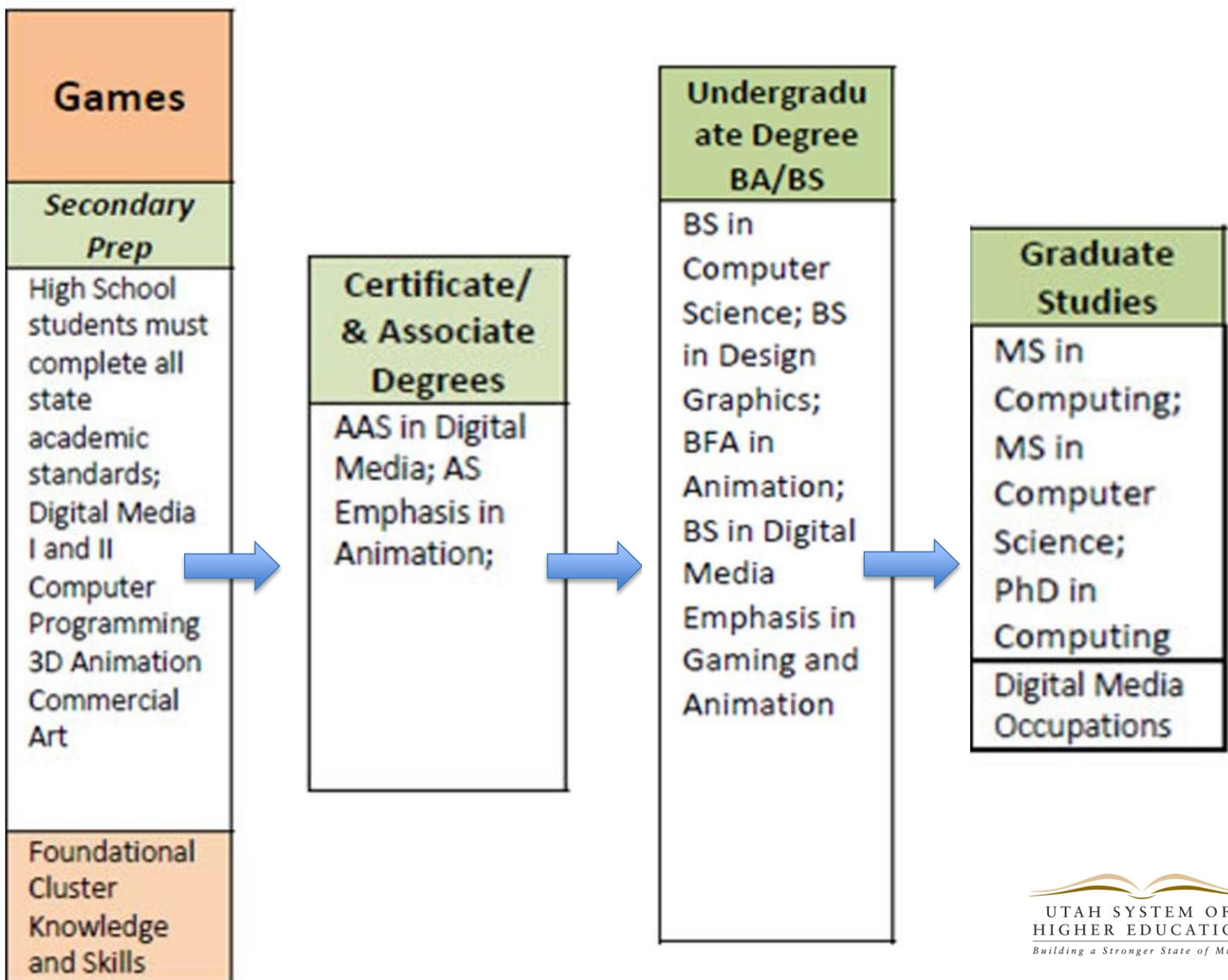
## Undergraduate—Bachelor's Sequence

Undergraduate Degree BA/BS	Undergraduate Degree BA/BS	Undergraduate Degree BA/BS	Undergraduate Degree BA/BS	Undergraduate Degree BA/BS	Undergraduate Degree BA/BS	Undergraduate Degree BA/BS	Undergraduate Degree BA/BS
BS in Computer Science; BS in Design Graphics; BFA in Animation; BS in Digital Media Emphasis in Gaming and Animation	BS in Computer Science; BS in Design Graphics; BFA in Animation; BS in Digital Media Emphasis in Gaming and Animation	BS in Computer Science; BFA in Graphic Design; BA in Visual Arts; BFA in Studio Arts	BS in Digital Media Emphasis in Cinema/TV Production;  BS in Communication Emphasis in New Media or Emphasis Digital Film	BS in Computer Science; BS in Design Graphics; BFA in Animation; BFA in Illustration; BFA in Photography;	BS in Computer Science; BS in Graphic Arts; BS in Design Graphics;	BS in Computer Science, Emphasis in Software Development; BS in Design Graphics; BFA in Animation; BS in Digital Media Emphasis in Gaming and Animation;	BS in Computer Science, Emphasis in Information Technology; BS in Design Graphics;

# Digital Media Pathway

## Graduate Degree Sequence





# What is a Rigorous Program of Study

---

- A defined sequence of course work from secondary to postsecondary
- A model RPOS incorporates ten framework elements that support the development and implementation of effective programs.

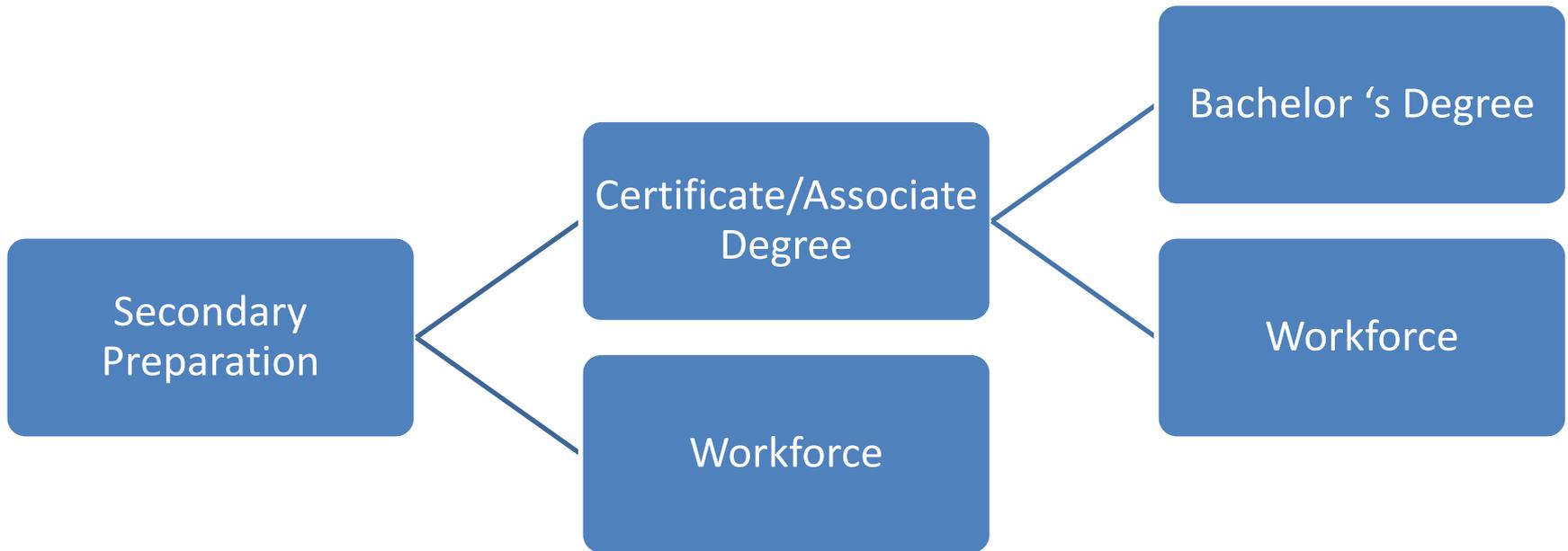
# Design Framework Components

---

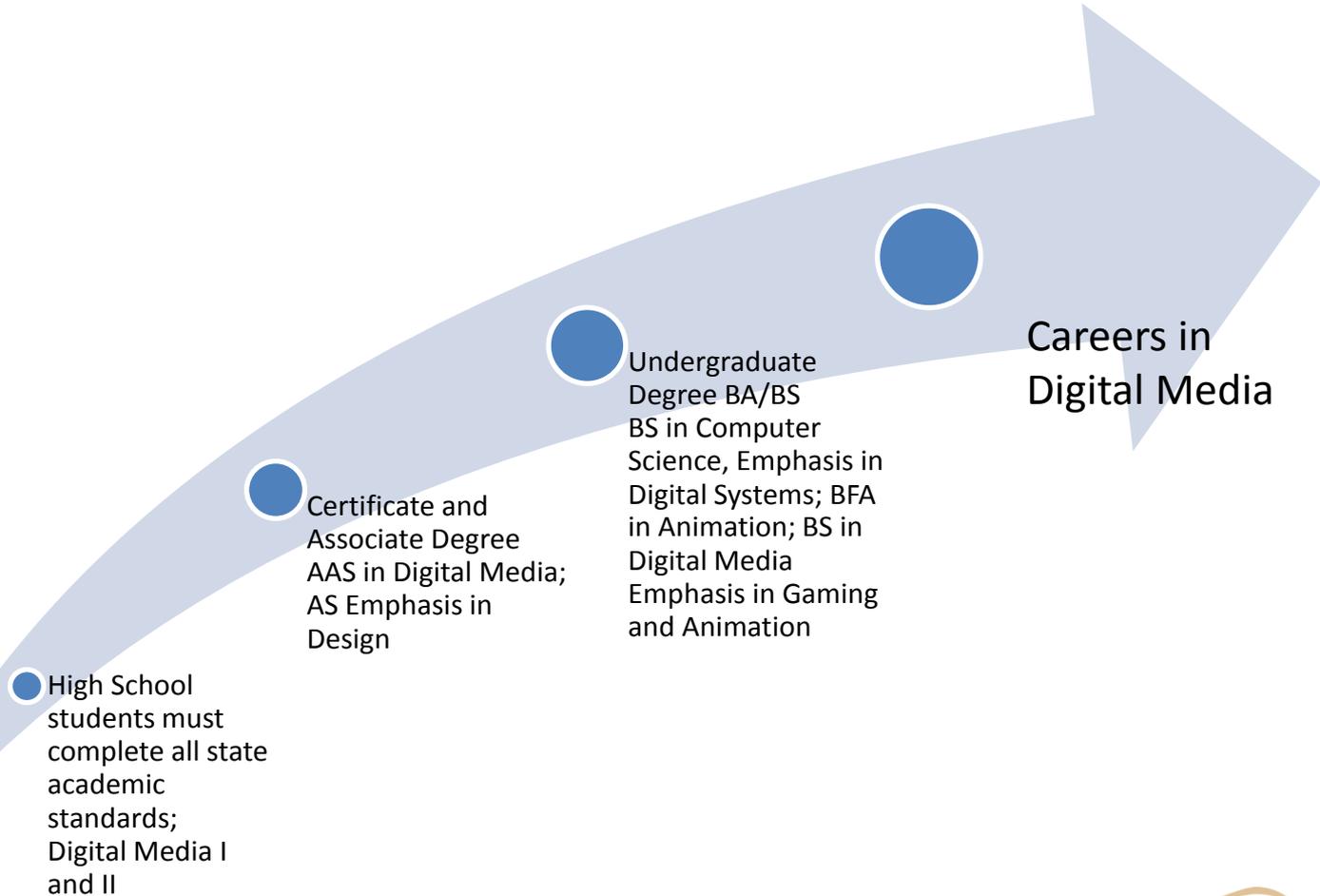
1. Legislation and Policies
2. Partnerships
3. Professional Development
4. Accountability and Evaluation
5. College and Career Readiness Standards
6. Course Sequences
7. Credit Transfer Agreements
8. Guidance Counseling and Academic Advisement
9. Teaching and Learning Strategies
10. Technical Skill Assessments

# Pathway

---



# A Digital Media Pathway for Gaming



Home

About Us

Glossary

Contact Us

FAQ



# UTAH PATHFINDER

This is where a description of the pathfinder tool lies. This is where a description of the pathfinder tool lies. This is where a description of the pathfinder tool lies. This is where a description of the pathfinder tool lies. This is where a description of the pathfinder tool lies.

Tutorial

Try it out



Utah Education

UTAH SYSTEM OF  
HIGHER EDUCATION  
*Building a Stronger State of Minds™*



**Accountants & Auditors**

Career



**Orem**

High School



**Accounting**

High School Pathway



**Accounting**

Bachelor's Degree



**Utah Valley University**

University

Courses Available at High School  
that fit Pathway

Courses Required for the Degree  
at chosen insitutiony



# Where Do We Go From Here



# Replicable Process

---

- BES Career Pathways brings together key stakeholders regularly to identify needed pathways for development (every 3-5 years)
- UCAP Model validates industry needs to identify gaps and barriers in the educational career pathway (6 months for validation cycle)

# Significant Outcomes

---

- Invested support from Utah State Department of Workforce Services
- Data driven programs
- Strategic data backed requests for funding to close identified gaps
- Employers receive better applicants
- University can prepare to meet the need

# Significant Outcomes

---

- Decrease the need for remediation
  - Increase enrollment and persistence
  - Increase academic and skill achievement
  - Increase attainment of certificates and postsecondary degrees
  - Increase entry into employment or further education
- Significant Discussions 2010

# Career Pathway Development Guide

- The Career Pathway is developed through a partnership among secondary educators, postsecondary educators, department of workforce services and business and industry.



# Characteristics of an ideal Career Pathway

---

1. The Secondary Pathway component:
  - Meets state academic standards and grade-level expectations.
  - Meets high school testing and exit requirements.
  - Meets postsecondary (college) entry/placement requirements.
  - Provides foundation knowledge and skills in a chosen career cluster.
  - Provides opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.

# Characteristics of an ideal Career Pathway

---

2. The Postsecondary Pathway component provides:

- Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.
- Alignment and articulation with baccalaureate programs, where appropriate. Industry-recognized skills and knowledge in each cluster area.
- Opportunities for placement in the chosen career clusters at multiple exit points.

# Characteristics of an ideal Career Pathway

---

## 3. A Direct Connection to Employment.

Working with the Department of Workforce Services the pathway should lead directly to open positions in high demand high wage jobs.

# 10 Steps to Create and Implement a Pathway

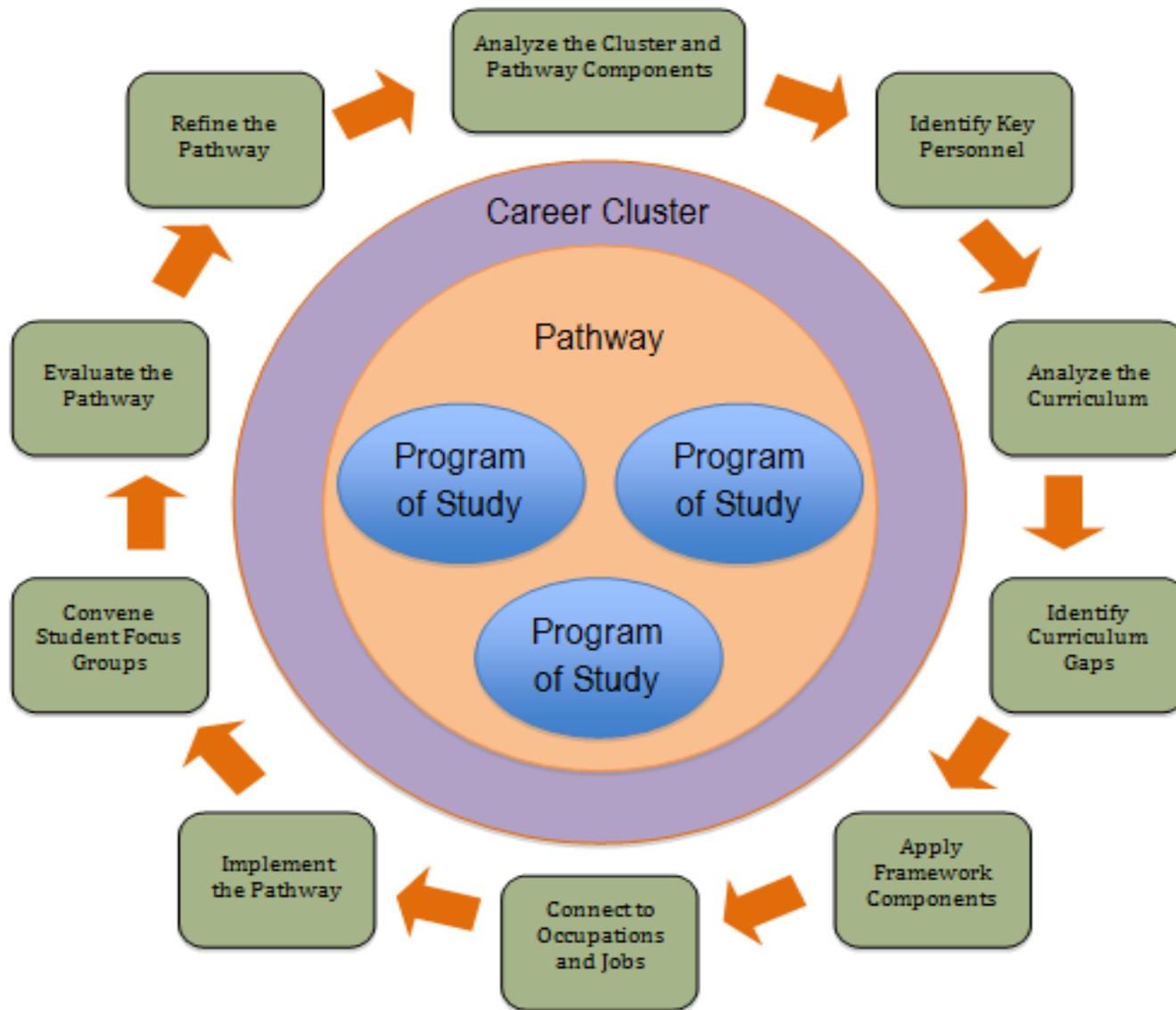
---

1. Analyze the Cluster and Pathway Components
2. Identify Key Personnel
3. Analyze the Curriculum
4. Identify Curriculum Gaps
5. Apply Frame Work Components

# 10 Steps to Implement a Pathway

---

6. Connect Pathway to Occupations and Jobs
7. Implement the Pathway
8. Convene Student Focus Groups
9. Evaluate the Pathway
10. Refine the Pathway



# Staying Current with Business and Industry

---

- The requirements of the current labor market are changing rapidly, and keeping up-to-date with those changes is essential for educational programs.

# Career Pathway Cohort

## Health Occupations

### Rigorous Program of Study

---

- Students Enrolled in Cohort 25
  - Applied to participate in the RPOS
  - Spent ½ Day at the Magnate School
  - Completed 30 Credits of Dual Enrollment
  - 22 Transitioned and are now enrolled in postsecondary health programs
  - Average Postsecondary GPA --3.2



# Contact Information

---

- Dr. Gary S. Wixom, Utah System of Higher Education
  - [gwixom@utahsbr.edu](mailto:gwixom@utahsbr.edu)
- Susan Thackeray, Utah Valley University
  - [Susan.Thackeray@uvu.edu](mailto:Susan.Thackeray@uvu.edu)
- Business Engagement Publication
  - [http://www.uvu.edu/president/mission/pdfs/bes\\_pathways.pdf](http://www.uvu.edu/president/mission/pdfs/bes_pathways.pdf)

# Questions

---

