



New Mexico CTE Statewide Advisory Board

Third Board Meeting – In-Person & Virtual
February 12, 2025

Investing for tomorrow, delivering today.

Where Energy



Career Technical Education Center | HOBBS

Meets Innovation

CTE SPOTLIGHT

Tour of Career Technical
Education Center
Hobbs

Superintendent Gene Strickland
& CTECH Team

Welcome Advisory Board Members & Guests

Online Guests Please Identify Yourself

Change Your Screen Name
in Zoom to add "Member of the Public"



Wi-Fi Access

Network name: **CTECH-Events**

Password: **HobbsEaglesAre#1**



Agenda

NM CTE Spotlight! CTECH Tour

8:30 am Check-In, Coffee, Hospitality

9:00 am-10:00 am | CTECH Leadership

- CTECH CTE Programs (virtual and in-person)

NM CTE Advisory Board Overview

10:15 am-10:45 am | Welcome & Introductions

Gene Strickland & Ryan Underwood

10:45 am-11:45 am | Update & Advisory on NM CTE

Breezy Gutierrez, NM CTE Director

- CTE Funding and CCRB Updates
- New Career Clusters Initiative & Feedback
- Graduation Requirement Input & Feedback

Advisory Board Operations

11:45 am - 12:45 pm | Lunch & Committees Work

12:30 pm - 1:00 pm | CTSO 101 Officer Panel

1:00 pm - 2:00 pm | Board Meeting & Public Comment

- Public Comment Inputs (15 minutes)
- Upcoming CTE Events (ACTE, CTSOs, NM ACTE, etc.)
- Approval of Committee Chairs and Charges
- Upcoming Board & Committee Meetings



Overview

CTE Advisory Board Overview

Introduction of Board Officers & Committee Chairs

Introduction of Board Members & Committee Assignments

Introduction of CCRB Committee Liaisons



EXECUTIVE COMMITTEE

Board Officers & Committee Chairs

Chair: Gene Strickland

Vice Chair: Joan Baker

Secretary: Nicola Martinez-Collins

Committee Chairs

Students with Disabilities Committee:

Brian Schobel

Curriculum, Programs of Study and CTE Equipment

Committee:

Eric Gutierrez

Data, Outcomes and Evaluations Committee:

Douglas Wine

Marketing, Public Relations, and Public Policy Chair:

Deena Crawley

Coalition Building and Partners Committee:

Andy Sloan



Ex-Officio Positions

Ex Officio Positions	Name	Committee Assignment
CCRB Director	Breezy Gutierrez	Curriculum, Programs of Study, and CTE Equipment
CTSO State Director: BPA	Brenda Tapia	Marketing, Public Relations, and Public Policy
CTSO State Director: DECA	Debi Cline	Curriculum, Programs of Study, and CTE Equipment
CTSO State Director: EdRising	Christine Reyes	Students with Disabilities
CTSO State Director: FCCLA	Christine Phipps	Data, Outcomes, and Evaluation
CTSO State Director: FFA Agriculture	Gary Aycock (Brandon Devine)	Curriculum, Programs of Study, and CTE Equipment
CTSO State Director: HOSA	Joanie DeBerry	Curriculum, Programs of Study, and CTE Equipment
CTSO State Director: SkillsUSA	Janel Sanchez	Marketing, Public Relations, and Public Policy
CTSO State Director: TSA	Mario Garcia and Sara Patricolo (Interim)	Marketing, Public Relations, and Public Policy
DVR	Casey Stone-Romero (Charlene B. Chavez)	Students with Disabilities
DWS	Scott Groginsky	Data, Outcomes, and Evaluation
FFE	Mike May	Data, Outcomes, and Evaluation
P2C	Dr. Joseph Goins	Students with Disabilities
Workforce Board	Rob Leming (NM Chamber of Commerce)	Students with Disabilities
Office of Special Education	Dr. Margaret Cage/ Dr. Tyre Jenkins	Students with Disabilities
President of NMACTE	Michael Ogas	Curriculum, Programs of Study, and CTE Equipment
CIL - Independent Resource Living Center (Albuquerque)	Gil Yildiz	Students with Disabilities
CIL - The Ability Center (Las Cruces)	Albert Montoya	Students with Disabilities
CIL - New Vistas (Santa Fe)	Sarah Michaud	Students with Disabilities
DOT Supply Chain & Transportation	Jerry Valdez	Curriculum, Programs of Study, and CTE Equipment
GCD - Governor's Commission on Disability	Lisa McNiven	Students with Disabilities
LANL Foundation	Mary Bissell	Coalition Building and Partners

Board Positions

Agriculture, Food, and Natural Resources	Jana Lees	Curriculum, Programs of Study, and CTE Equipment
Construction (Architecture & Construction)	Joan Baker	Marketing, Public Relations, and Public Policy
Arts, Entertainment, & Design (Arts, AV, and Communication)	Ed Smith	Curriculum, Programs of Study, and CTE Equipment
Management & Entrepreneurship (Business, Management and Administration)	Jennifer Schouwe	Coalition Building and Partners
Education (Education and Training)	Jennifer Park	Curriculum, Programs of Study, and CTE Equipment
Education (Education and Training)	Andy Sloan	Coalition Building and Partners
Financial Services (Finance)	Bruce Bradford	Coalition Building and Partners
Healthcare and Human Services (Health Sciences)	Lindsey Bomke	Coalition Building and Partners
Healthcare and Human Services (Human Services)	Dr. Stacy Cox	Data, Outcomes, and Evaluation
Hospitality, Events, & Tourism (Hospitality & Tourism)	Deena Crawley	Marketing, Public Relations, and Public Policy
Digital Technology (Information Technology)	Frank Sanchez	Data, Outcomes, and Evaluation
Public Service & Safety (Law, Public Safety, and Corrections)	Nicola Martinez Collins	Marketing, Public Relations, and Public Policy
Public Service & Safety (Government & Public Administration)	Romeo Cruz	Marketing, Public Relations, and Public Policy
Advanced Manufacturing (Manufacturing)	Holly Woelber	Data, Outcomes, and Evaluation
Marketing & Sales (Marketing, Sales & Service)	Daniel Perry	Marketing, Public Relations, and Public Policy
(STEM - cluster removed)	Monica Martinez-Archuleta	Coalition Building and Partners
Non-Profit	Miguel Acosta	Coalition Building and Partners
School Board	Dr. Adan Delgado	Data, Outcomes, and Evaluation
Corrections & Justice-Impacted Youth	Douglas Wine	Data, Outcomes, and Evaluations

Board Positions (continued)

Post-Secondary	Angel Anaya	Curriculum, Programs of Study, and CTE Equipment
CTE Parent Agriculture	Jana Lees	Curriculum, Programs of Study, and CTE Equipment
Special Populations	Brian Schobel	Students with Disabilities
Student	Sterling Allison	Coalition Building and Partners
Student	Luke Beck	Curriculum, Programs of Study, and CTE Equipment
Student	Alexa Chavez	Students with Disabilities
Student	Charlotte Dennis	Curriculum, Programs of Study, and CTE Equipment
Student	Ariana Escarzaga	Data, Outcomes, and Evaluation
Student	Jolyssa Garcia	Data, Outcomes, and Evaluation
Student	Mia Griswold	Curriculum, Programs of Study, and CTE Equipment
Student	Mla Homs	Curriculum, Programs of Study, and CTE Equipment
Student	Victoria Lopez	Coalition Building and Partners
Student	Mia Lucero-Cisneros	Marketing, Public Relations, and Public Policy
Student	Bella Oriz	Students with Disabilities
Student	Iorwen Ouyang	Marketing, Public Relations, and Public Policy
Student	Fawzan Sukarno	Marketing, Public Relations, and Public Policy
Superintendent	Gene Strickland	Coalition Building and Partners
Tribal	Petra Solimon	Coalition Building and Partners
Tribal	Eric Gutierrez	Coalition Building and Partners
Tribal Youth	Deanna Aquiar	Curriculum, Programs of Study, and CTE Equipment

CCRB Liaisons Positions

CCRB Liason	Dr. Melissa DeLaurentis	Students with Disabilities
CCRB Liason	Tiffany Walker	Students with Disabilities
CCRB Liason	Dr. Susan Chaudoir	Students with Disabilities
CCRB Liason	Charles Santistevan	Students with Disabilities
CCRB Liason	Tierney Roberts	Curriculum, Programs of Study, and CTE Equipment
CCRB Liason	Denise Ojeda	Curriculum, Programs of Study, and CTE Equipment
CCRB Liason	Alex Lutz	Data, Outcomes, and Evaluations
CCRB Liason	Becca Galves	Data, Outcomes, and Evaluations
CCRB Liason	Marc Duske	Coalition Building and Partners
CCRB Liason	Ben Lukoski	Coalition Building and Partners
CCRB Liason	Teresa Flowers	Coalition Building and Partners
CCRB Liason	Judy Cruz	Marketing, Public Relations, and Public Policy
CCRB Liason	Kevin O'Shea	Marketing, Public Relations, and Public Policy
CCRB Liason	Mira Misleh	Marketing, Public Relations, and Public Policy



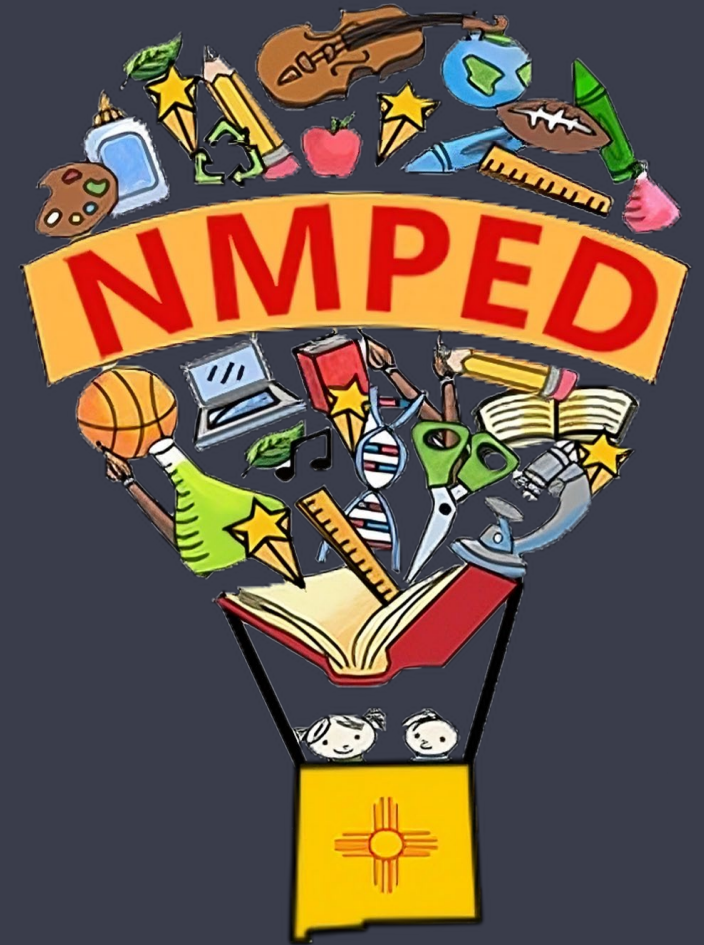
Graduation Requirements

HB171

February 12, 2025

Judy Cruz, Education Administrator
College and Career Readiness Bureau (CCRB)

Investing for tomorrow, delivering today.



Introduction

During the 2024 legislative session, Governor Michelle Lujan Grisham signed [House Bill 171, School Graduation Requirements](#), updating high school graduation requirements for the first time in over a decade, with changes becoming effective for students entering ninth grade in the 2025-2026 school year.

The new requirements include the successful completion of a minimum of 24 units aligned to the state academic content and performance standards.



Key Changes

CTE and WBL

Department-approved work-based learning, and career technical in the core content areas of English, mathematics, and science.

Removal of Requirements

- Removal of Algebra 2 as a requirement, although it must still be offered as a mathematics course.
- Removal of the required Advanced Placement[®], honors, dual credit or distance learning units, although a student's opportunity to take these courses shall not be affected.

Credits Prior to High School

Units prior to enrolling in high school that shall satisfy unit requirements to earn a New Mexico diploma of excellence include:

Health, Algebra 1, and Geometry



Key Changes

Student Choice

- Electives shall include a two-unit pathway of concentration of the student's choice in a language other than English, including American Sign Language (ASL); fine arts; health; military career preparation; career technical education, community or service learning, capstone courses, work-based learning courses;
- Provided that financial literacy and computer science shall be offered as electives.

LEA Choice

Two units set by each local school board or governing body that meet department academic content and performance standards.

Demonstration of Competency

Removal of the state required demonstrations of competency in five core subject areas (i.e., mathematics, reading and language arts, writing, social studies, and science). Although high school students must still participate in the state's required Every Student Succeeds Act (ESSA) assessments, the additional requirement of demonstrating competency in five core subject areas is no longer necessary.



Coursework Requirements

Content Area	Coursework Requirements	Coursework Options (Course Codes)
English	4 credits of English (must include a 3-unit sequence)	<ul style="list-style-type: none"> • ELA 1 (1001)/ELA-ELD I (1064)** • ELA 2 (1002)/ELA-ELD II (1065)** • ELA 3 (1003)/ELA-ELD III (1066)** • Additional options vary by school <p>> Department-approved WBL Course > Department-approved CTE Course</p> <p>**English development courses that meet ELA development academic content and performance standards. ELD courses are intended for English learners whose proficiency level is nearing proficiency, as measured by the PED-approved English language proficiency assessment.</p>
Mathematics	4 credits of math (2 units shall include a sequence of Algebra I and Geometry or equivalent Integrated Pathway)	<ul style="list-style-type: none"> • Algebra I (2031) or Integrated Pathway: Math I (2080) • Geometry (2034) or Integrated Pathway: Math II (2081) • Additional options vary by school. <p>> Department-approved WBL Course > Department-approved CTE Course</p> <p>Algebra 2 and Financial Literacy shall be offered as math courses. Units earned in Algebra 1 and Geometry prior to high school shall satisfy.</p>
Science	3 credits of science (must include 2 units of a laboratory component)	<ul style="list-style-type: none"> • 2 laboratory sciences • Additional options vary by school. <p>> Department-approved WBL Course > Department-approved CTE Course</p>

Content Area	Coursework Requirements	Coursework Options (Course Codes)
Social Studies	4 credits of social studies (Government/Economics and Personal Financial Literacy course content shall contain civics)	<ul style="list-style-type: none"> • U.S. History and Geography (2729)* • U.S. Government (2730)[^] • Economics (2741)[^] • World History and Geography (2706) • Additional options vary by school <p>*Course content shall contain NM history. Note: NM History can also be offered as a stand-alone course. [^]Can be offered as 0.5 credit.</p>
Physical Education	1 unit in physical education	<ul style="list-style-type: none"> • Physical Education (2305) • Marching band • JROTC • Interscholastic sports sanctioned by the NMAA or other co-curricular physical activity • Additional options vary by school
Health	1 course (0.5 credit) in health	<ul style="list-style-type: none"> • Health (1401) as an elective unit above (E) or as completed in middle school (MS)
Electives	5.5 elective units that meet department content and performance standards and provide a two-unit pathway concentration of the student's choice	<ul style="list-style-type: none"> • Language other than English (including American Sign Language) • Fine arts • Health • Military career preparation • Student service learning • Career technical education (CTE) • Community or service learning • Capstone course • Work-based learning (WBL) <p>Computer Science and Financial Literacy shall be offered as electives.</p>
Local Requirement	2 units set by each local school board or governing body that meet department academic content and performance standards	If a high school student who has taken one or both units moves from one district/charter to another, the receiving district/charter shall accept those earned units toward the student's graduation.



Elective Requirements

5.5 Electives -Including a two-unit pathway concentration of the student's choice.

- Language other than English (including American Sign Language)
- Fine arts
- Health
- Military career preparation
- Student service learning
- Career technical education (CTE)
- Community or service learning
- Capstone course
- Work-based learning (WBL)



CORE CREDIT FOR: CAREER TECHNICAL EDUCATION (CTE) AND WORK-BASED LEARNING (WBL) COURSES

The CTE/WBL courses for core credit equivalency process outlined below must align with New Mexico's Core Content Standards to be eligible for core credit. New Mexico's Core Content Standards can be viewed on the PED website: [NM Core Content Standards – New Mexico Public Education Department](#)



CORE CREDIT FOR: CAREER TECHNICAL EDUCATION (CTE) AND WORK-BASED LEARNING (WBL) COURSES

General Requirements

Students must earn credit in the following courses with a passing grade of C or better:

- English: English 1, English 2, and English 3
- Math: Algebra 1 and Geometry **or** Integrated Math 1 and Integrated Math 2
- Science: Two lab sciences

The CTE/WBL teacher of record must hold the proper licenses in the core content areas.



Examples of Integration into Core Subjects

- **Mathematics Credits:** A student engaged in an accounting internship could apply their mathematical skills in real-world contexts, potentially earning math credits if the experience aligns with the academic standards for Algebra 1 and Geometry.
- **Science Credits:** Environmental science students working on conservation projects could earn science credits by applying biological and ecological concepts in fieldwork.
- **English Credits:** Students working in communications or media roles where they create and edit written content could earn English credits if their tasks align with NM Core Content Standards.



CORE CREDIT FOR: WORK-BASED LEARNING (WBL) COURSES

3 Paths

1. Course Content Standards Crosswalk
2. Mastery Scores
3. CTE WBL Capstone Completer Course



CTE Concentrator Graduation Rates

Student Demographics	2023 All Students (4-year cohort)	2023 CTE Concentrators (Seniors)
All	76.7%	95.77%
Male	73.6%	95.39%
Female	79.9%	96.18%
Black	69.4%	98.73%
Hispanic	76.1%	96.40%
Asian	88.1%	96.88%
Caucasian	79.1%	93.75%
Native American	74.7%	95.69%
English Learner	74.9%	96.31%
Economically Disadvantaged	69.7%	95.89%
Students with Disabilities	68.5%	95.70%



Shifting the Perspective of Competency

THEN



**NOW
(HB171)**



6.29.1 NMAC, General Provisions

Final examination. A final examination shall be administered to all students in all courses offered for credit.



Quick Response Code

Graduation Requirements
Questions



Questions?

Email:

PED.Assessment@ped.nm.gov for assessment related questions.

Grad.Questions@ped.nm.gov for graduation coursework questions.

OSE.Support@ped.nm.gov for special education programs of study questions.



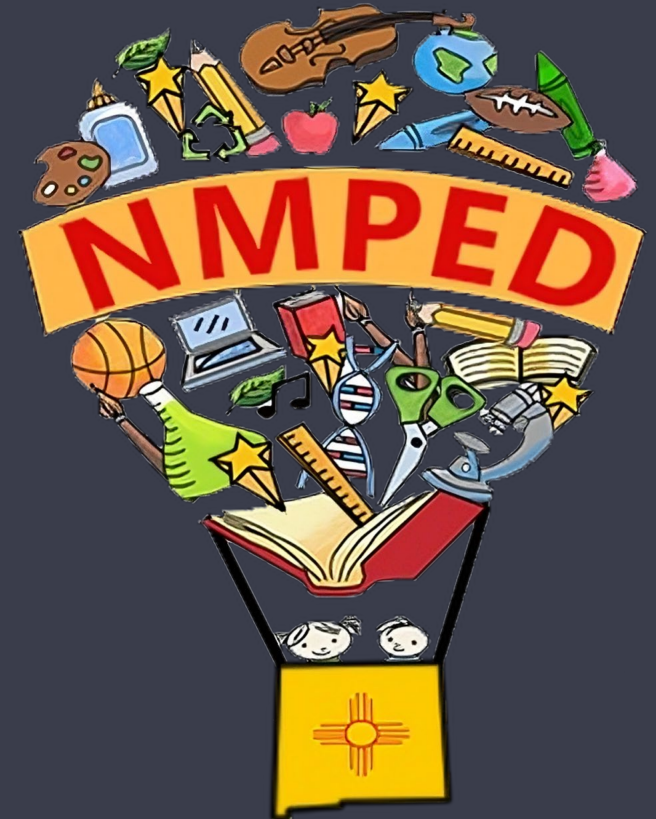
The Modernized National Career Clusters[®] Framework

Dr. Melissa DeLaurentis, CCRB

Statewide CTE Advisory Board

February 12, 2025

Investing for tomorrow, delivering today.



Purpose Statement

The National Career Clusters Framework provides structural alignment and a **common language** to **bridge education and work**, empowering **each learner** to explore, decide on, and prepare for **dynamic and evolving careers**.

The **Original** National Career Clusters[®] Framework

Launched in 2002, the **original** National Career Clusters Framework was designed to:

- collect educational groupings using common knowledge and skill statements.
- guide learners through an aligned program of study that leads to a career-oriented future .

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Career Clusters
Developed as a new means to organize CTE programs

79

Career Pathways
To help learners navigate their way to greater success in college and career

Why Modernize the Career Clusters[®] Framework?

The Need for A Modernized Framework

Since the Framework's creation in 2002, there have been tremendous shifts in the labor market, the nature of work and the workplace, and the role of technology. The original Framework does not reflect these changes.

OUR VISION FOR A MODERNIZED FRAMEWORK



Reflect the truly interdisciplinary nature of work and push the CTE community to remove silos within and across Career Clusters



Update language and groupings to better bridge industry's organization of work



Include new sectors, skills, and approaches from across the entire world of work, while providing flexibility for the future

The Modernized National Career Clusters[®] Framework



KEY

Cross-Cutting Clusters

Sub-Clusters

Clusters

Cluster Groupings



The Modernized National Career Clusters[®] Framework

The Modernized National Career Clusters[®] Framework:

- provides an updated foundation for how we organize and deliver CTE programs that is industry responsive.
- represents the full range of skilled, living wage jobs.
- helps prepare learners for the jobs of the future.



Summary of Major Changes

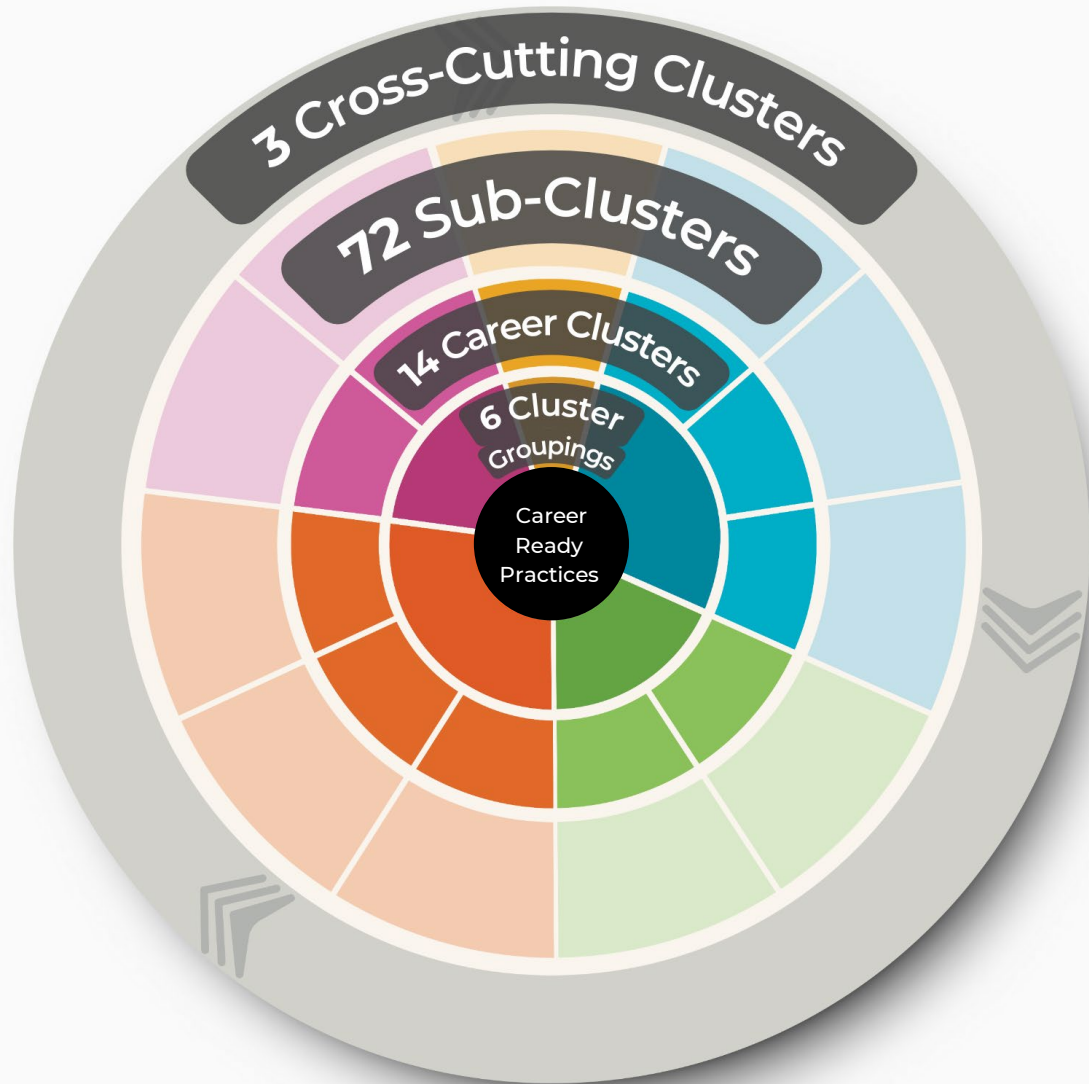
- Nothing was removed, only reorganized - *everything* is located *somewhere*.
- Modernization of world of work
 - Introduction of major modern industry focuses, including advanced technologies, automation, robotics, etc.
 - IT was expanded to Digital Technology
 - Expansion of Energy, Advanced Manufacturing into Framework

Summary of Major Changes (continued)

- More reflective of industry sectors
 - Law and Public Safety, Government and Public Administration combined
 - Natural Resources moved from Agriculture to Energy
 - Combined Health Sciences & Human Services into Healthcare & Human Services
 - Dissolution of STEM cluster
- Development of cross-cutting clusters
- State-level customizability

The Basics

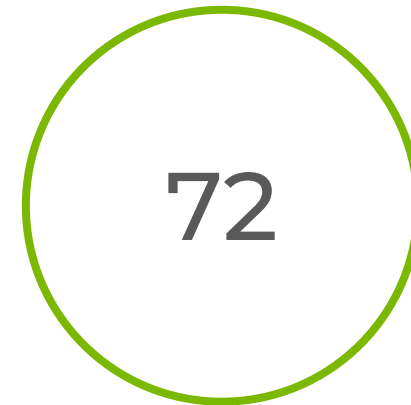
The Modernized National Career Clusters[®] Framework



Career Clusters
(including Cross-Cutting Clusters)



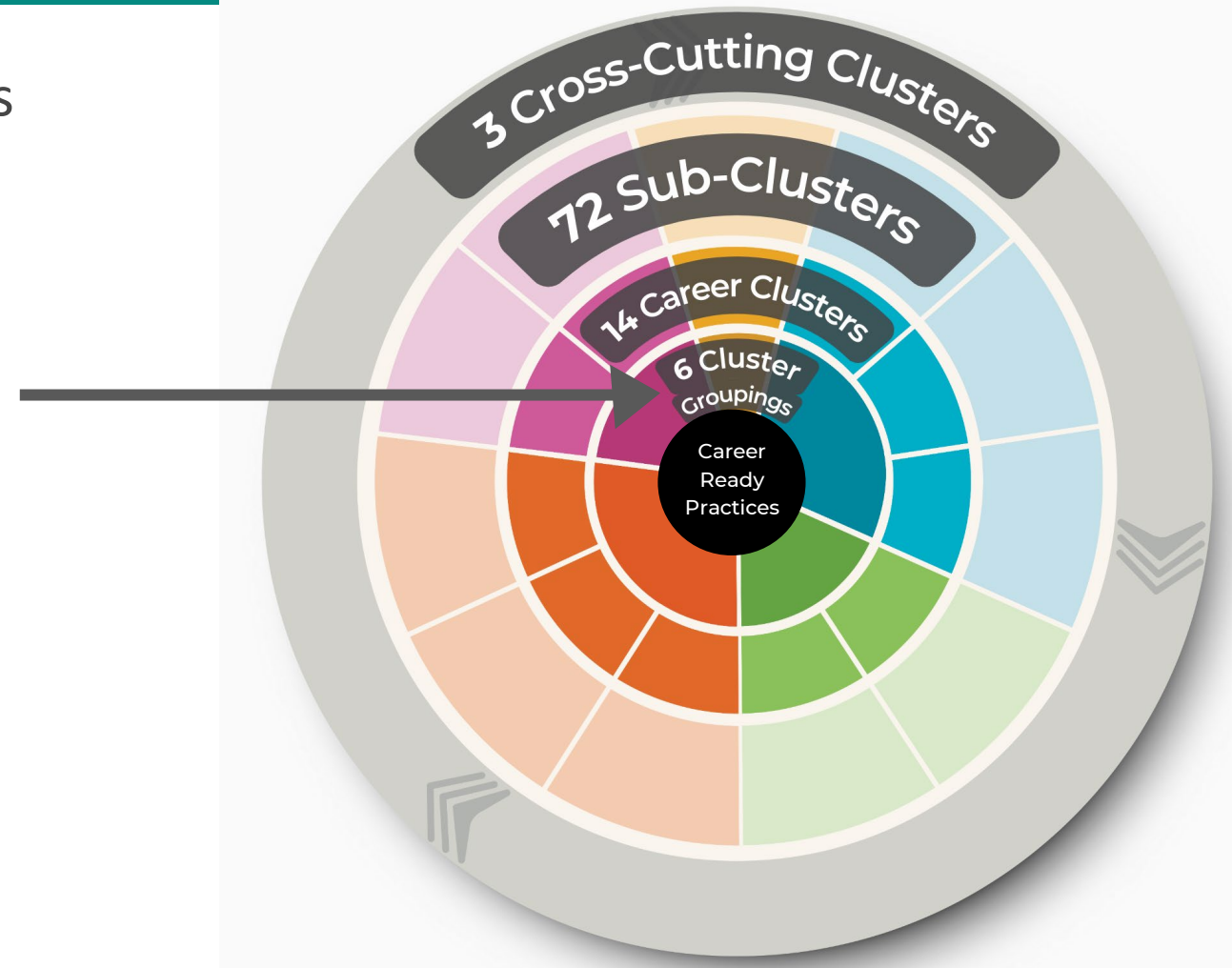
Sub-Clusters (NEW)



Layer: Cluster Groupings

- Large purpose-driven meta-sectors that help guide young people toward Clusters that are aligned with their interests, their sense of purpose, and the impact they want to make on their communities
- Aid learners to see career opportunities across multiple Career Clusters

The Basics The Modernized National Career Clusters® Framework



Cluster Groupings



Building & Moving



Creating & Experiencing



Caring for Communities



Cultivating Resources



**Connecting &
Supporting Success**

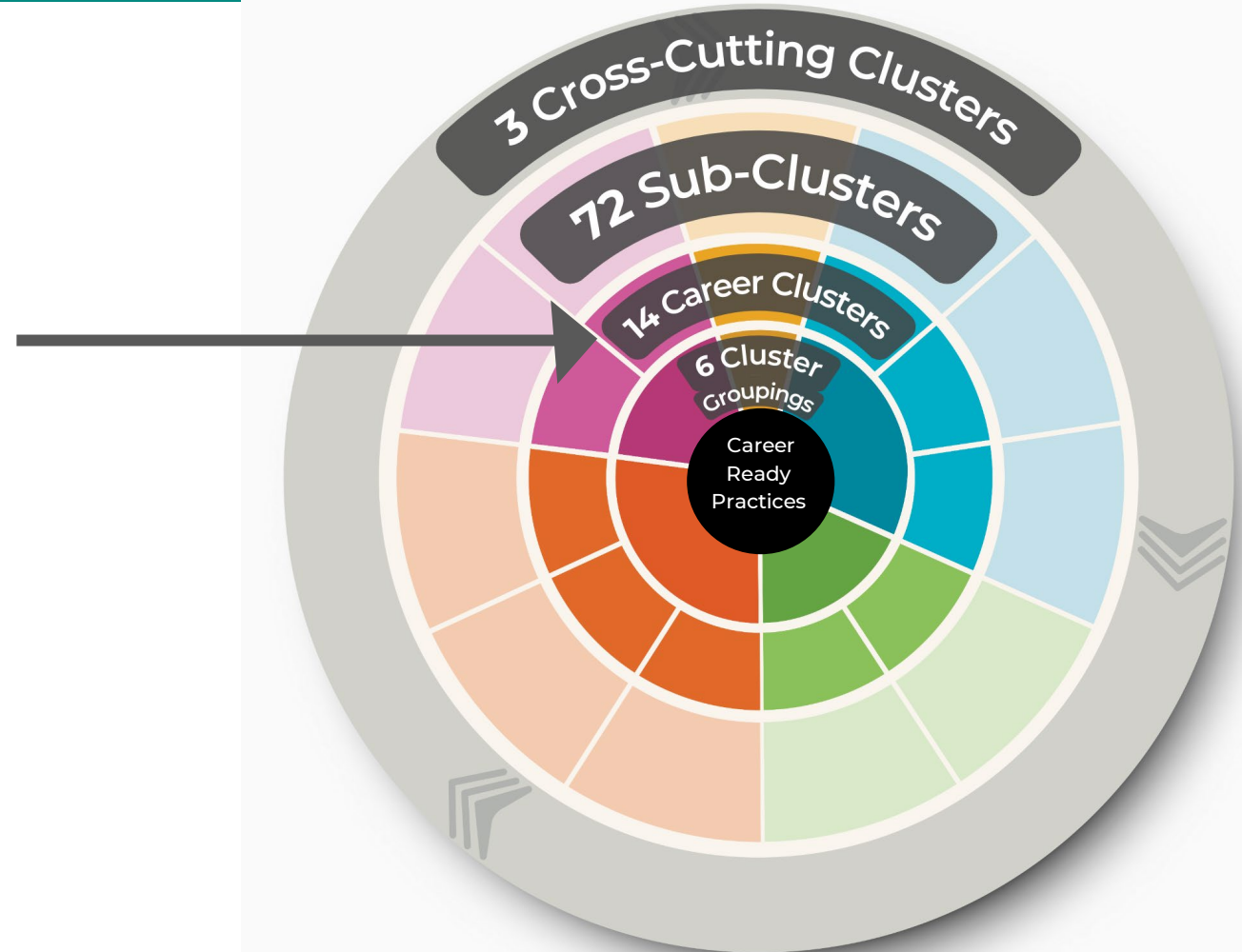


Investing in the Future

Layer: Career Clusters

The Basics The Modernized National Career Clusters[®] Framework

- Industry sectors as defined by groupings from Standard Occupational Classification (SOC) and North American Industry Classification System (NAICS) codes
- States have historically used this as foundation for CTE program of study design.



Modernized Career Clusters

- ▶ Advanced Manufacturing
- ▶ Construction
- ▶ Supply Chain & Transportation
- ▶ Arts, Entertainment, & Design
- ▶ Hospitality, Events, & Tourism
- ▶ Financial Services

- ▶ Education
- ▶ Healthcare & Human Services
- ▶ Public Service & Safety
- ▶ Agriculture
- ▶ Energy & Natural Resources
- ▶ Digital Technology
- ▶ Marketing & Sales
- ▶ Management & Entrepreneurship

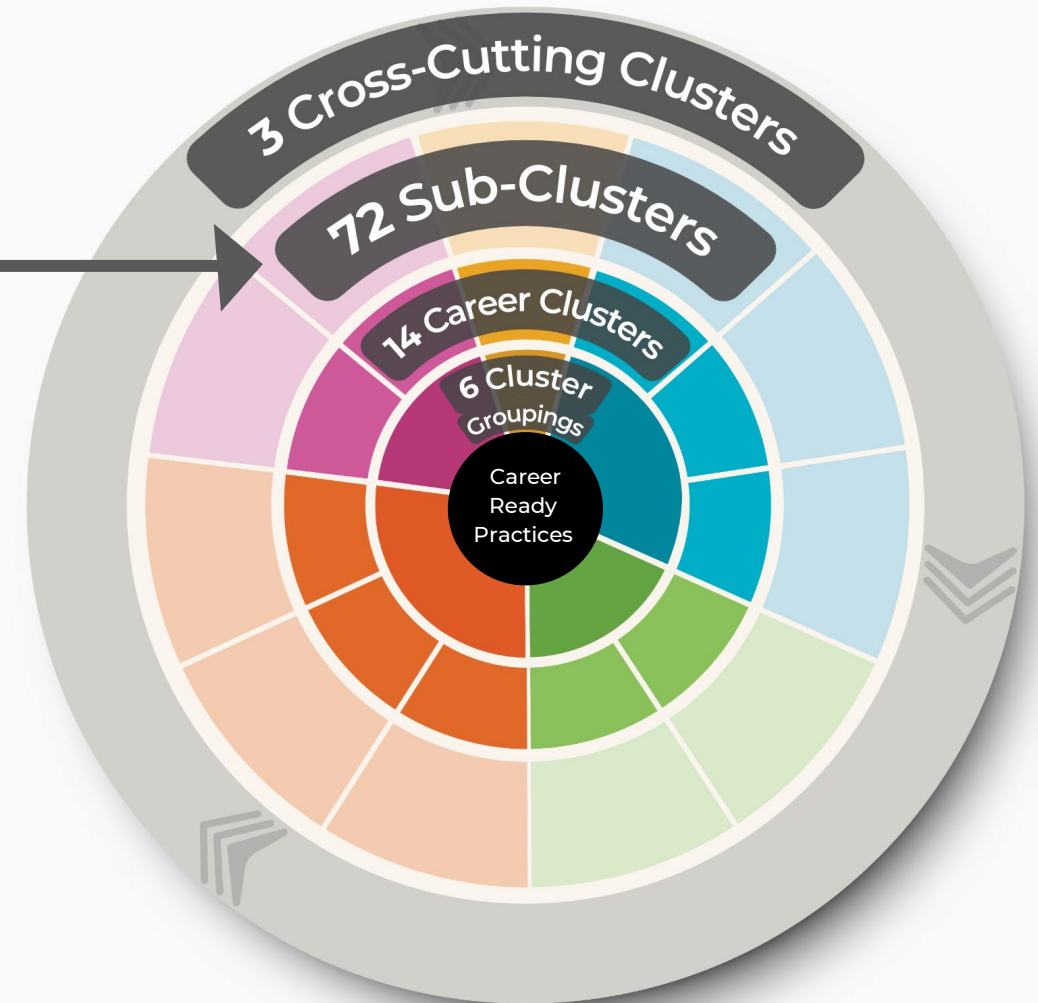
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Career Clusters

Layer: Sub-Clusters

The Basics The Modernized National Career Clusters[®] Framework

- Major groupings of career areas within a given field that have similar skills as defined by industry area
- Each Cluster contains multiple Sub-Clusters.
- Can be customized to align with state and community labor market data and program structure



Career Clusters Framework: Grid View

Caring for Communities

Education

Early Childhood Development
Education Administration & Leadership
Learner Support & Community Engagement
Teaching, Training, & Facilitation

Healthcare & Human Services

Behavioral & Mental Health
Biotechnology Research & Development
Community & Social Services
Health Data & Administration
Personal Care Services
Physical Health

Public Service & Safety

Emergency Response
Judicial Systems
Local, State, & Federal Services
Military & National Security
Public Safety

Building & Moving

Advanced Manufacturing

Engineering
Industrial Machinery
Production & Automation
Robotics
Safety & Quality Assurance

Construction

Architecture & Civil Engineering
Construction Planning & Development
Equipment Operation & Maintenance
Skilled Trades

Supply Chain & Transportation

Air & Space Transportation
Ground & Rail Transportation
Maintenance & Repair
Marine Transportation
Planning & Logistics
Purchasing & Warehousing

Cross-Cutting Clusters

Digital Technology**

Data Science & AI
IT Support & Services
Network Systems & Cybersecurity
Software Solutions
Unmanned Vehicle Technology
Web & Cloud

Management & Entrepreneurship**

Business Information Management
Entrepreneurship & Small Business
Leadership & Operations
Project Management
Regulation

Marketing & Sales**

Market Research, Analytics, & Ethics
Marketing & Advertising
Retail & Customer Experience
Strategic Sales

Creating & Experiencing

Arts, Entertainment, & Design

Design & Digital Arts
Fashion & Interiors
Fine Arts
Lighting & Sound Technology
Media Production & Broadcasting
Performing Arts

Hospitality, Events, & Tourism

Accommodations
Conferences & Events
Culinary & Food Services
Travel & Leisure

Cultivating Resources

Agriculture

Agribusiness
Agricultural Technology & Automation
Animal Systems
Food Science & Processing
Plant Systems
Water Systems

Energy & Natural Resources

Clean & Alternative Energy
Conservation & Land Management
Ecological Research & Development
Environmental Protection
Resource Extraction
Utilities

Investing in the Future

Financial Services

Accounting
Banking & Credit
Financial Strategy & Investments
Insurance
Real Estate

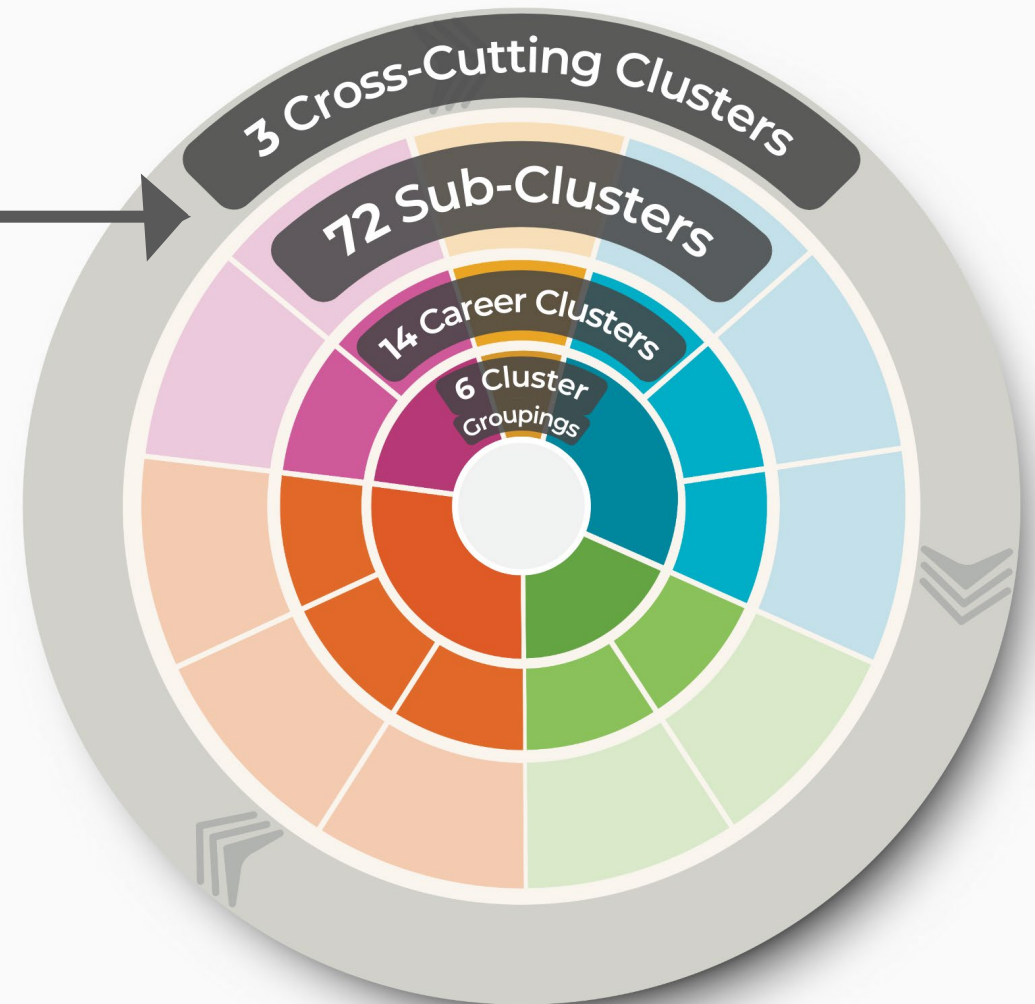
****Cross-Cutting Clusters**
Denote careers that overlap in all industries, highlighting the versatile and interconnected nature of today's workforce. These careers can stand on their own or be contextualized in each Cluster and emphasize the need for adaptability in navigating the modern economy.

Notes:
Clusters are listed in alphabetical order. Clusters and Sub-Clusters represent the entire world of work (see definitions).
Programs of study are simply illustrative and will be determined by state and local frameworks.

Layer: Cross-Cutting Clusters













The Basics The Modernized National Career Clusters[®] Framework

- Clusters that are based on both sector-specific and contextualized functions instead of purely discrete industry sectors. These Clusters have both Sub-Clusters and implications for courses taken in all other Career Clusters.
- Cross-Cutting Clusters are both a standalone Cluster but can also be combined with other Career Clusters.
- Digital Technology, Marketing & Sales, Management & Entrepreneurship

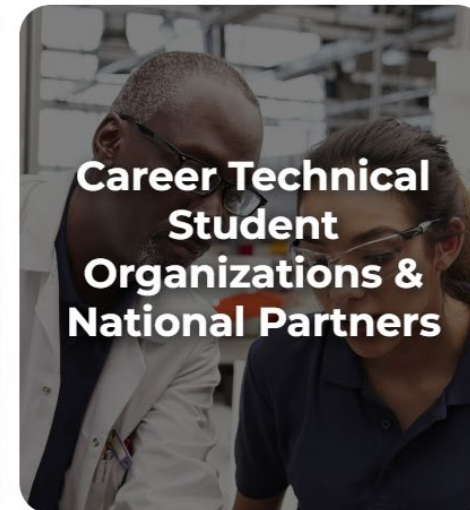
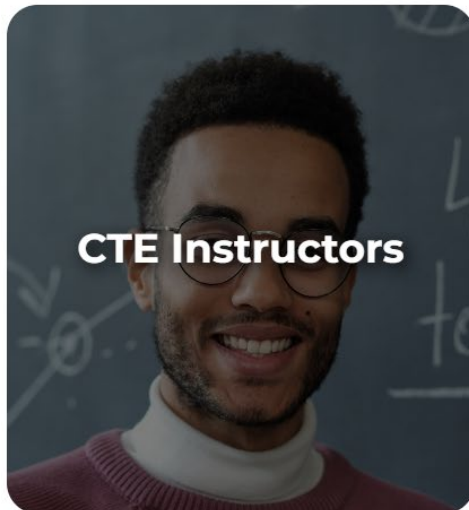
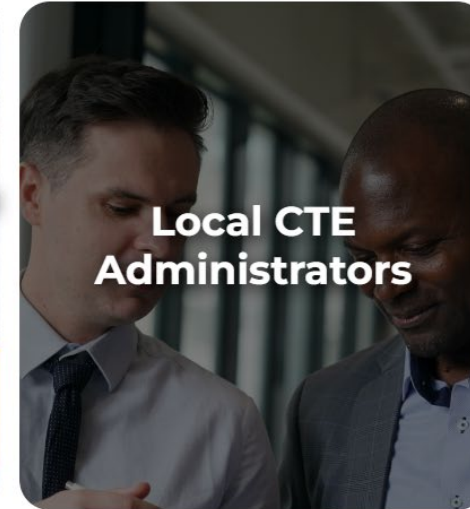


Layer: Career Ready Practices (CRP)

- Built on a meta-analysis of over 30 different listings of general professional skills developed by industry and educational institutions, represent the skills needed to succeed in the modern workplace
- These **12** practices should be embedded across the pre-kindergarten to workforce continuum and within each Career Cluster.

 <p>Lead as a contributing & professional employee</p>	 <p>Communicate clearly, effectively, & with reason</p>	 <p>Think critically to make sense of problems & persevere in solving them</p>	 <p>Collaborate productively while using cultural & global competencies</p>
 <p>Use digital skills & technologies to enhance productivity & make data-informed decisions</p>	 <p>Remain resilient in a changing workplace & world of work</p>	 <p>Manage time & space effectively</p>	 <p>Demonstrate a creative & innovative mindset</p>
 <p>Act as a good steward of organizational & personal finances & resources</p>	 <p>Navigate an education & career path aligned to strengths, work style, interests, & goals</p>	 <p>Consider the environmental & social impacts of decisions</p>	 <p>Apply appropriate academic & technical skills</p>

Users of the Framework



The Benefits of a Modernized National Career Clusters® Framework

Learners

- Have access to more personalized paths to living wage jobs
- Gain skills for a variety of careers
- Utilize language to describe their future careers more aligned with what is used by industry.

CTE Educators

- Can align, design, and deliver programs that better reflect the interdisciplinary nature of work and the clusters
- Allows for stronger career exploration and advising models
- Enhances connection between in- and out-of-classroom experiences, such as work-based learning

Industries

- Can hire learners with a lifelong learning worldview whose interests, skills, and work-based experiences align with industry sector and hiring needs.
- More connected career readiness language that acts as a bridge between industry and education

State CTE Leaders

- Can design programs and experiences that are more responsive to industry needs
- Provide resources and guidance to local leaders that reflect the needs of the modern workplace

....and so many more!

The Modernization Methodology

Decisions about the structure of a modernized Framework was developed based on:

Analyses of the North American Industry Classification System (**NAICS**) and Standard Occupation Codes (**SOC**)

Input from **13 sector specific Industry Advisory Groups**

Sector-specific labor market research **validated by industry professionals** in each sector.

Direct input from the CTE community through **member workshops** and educator and partner organization input groups

State-level analysis of how the current Framework is being implemented and adapted

2 National surveys of original Framework's use, strengths and weaknesses and validation of draft modernized Framework

State Implementation Support

Advance CTE will multiple avenues to **support state members and their teams** during the implementation phase, providing tools and resources, including:

Early Adopter Cohort

- Mapping and execution of systems change by group of early states
- Knowledge sharing of early innovations and lessons learned

Resource Support

- Provide briefs, audit tool, communication materials, and additional crosswalks in response to state and local needs

Convening Spaces

- Topic and role-based communities for state teams to learn from each other throughout implementation

Technical Assistance

- One-time and intensive technical assistance to meet specific state needs

New Mexico's Alignment to the Revised Career Cluster Framework

New Mexico is an early implementer state for the revised career cluster framework:

- ✓ Reorganization of current state-level clusters
- ✓ Realignment of the CTE programs of study to the revised framework
- ✓ Diverse community feedback on POS alignment and course progression.
- ✓ Updates to data system design, collection, and analysis
- ✓ All existing New Mexico CTE Programs of Study will still be available for FY26. However, the POS may be within a revised career cluster.
- ✓ Your CCRB CTE Coach will work directly with you to discuss alignment for the CTE application.

New Mexico CTE Priorities 2025-2026

- ~~Business, Management, & Administration = Management & Entrepreneurship~~
- ~~Education & Training = Education~~
- ~~Information Technology = Digital Technology~~

NEW MEXICO CTE PRIORITIES 3-TIER FUNDING MODEL



High-Skill, High-Wage, or In-Demand Career Clusters

STATE

Digital Technology

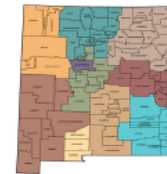
Education

Management &
Entrepreneurship

3 career clusters available for all LEA/HEI to fund high-quality CTE Programs of Study.



REGIONAL



Up to 3 additional career cluster funding priorities determined by each CTE region during step 2 of the Comprehensive Local Needs Assessment process, based on regional labor market information.

LOCAL

1 career cluster funding priority determined by each LEA/HEI, based on local labor market information and community needs.



All CTE Funded Programs of Study Must Address Size, Scope, & Quality Requirements



Resources to Support Awareness and Implementation

Current Resources



Framework Guidebook: Description of all Clusters and Sub-Clusters



Explainers: Framework History, Interdisciplinary Elements



Connectors: Framework and STEM, Family & Consumer Sciences, Green Workforce



Crosswalk: Original Framework to Modernized Framework, Clusters to SOC, NAICS, CIP codes



Technical Report and Abridged Methodology



Brief: Initial Policy Pushes

EXPLAINER

Interdisciplinary Elements of The National Career Clusters® Framework



Modernizing the National Career Clusters® Framework: Frequently Asked Questions – October 2024

This resource provides an accessible format to answer the most common questions about the modernized National Career Clusters® Framework, the modernization and validation process, and steps towards adoption and implementation.

Advance CTE's website has a [dedicated section](#) about the modernized National Career Clusters Framework, including information on

- Background on the modernization initiative
- Organization and terminology
- Impact of the Framework on key audiences connected to CTE

State Policy Pushes in the National Career Clusters® Framework

Advance CTE, as the steward of The National Career Clusters® Framework, recognizes the need for a limitless career preparation ecosystem, in which all learners, regardless of race, geography, learner level, or special population status, can access and succeed in programs of their choosing. The purpose statement of the Framework calls for a similar charge: *"The National Career Clusters Framework provides structural alignment and a common language to bridge education and work, empowering each learner to explore, decide on, and prepare for dynamic and evolving careers."*

As the primary beneficiaries of the Framework, learners of all ages require a career preparation ecosystem that works for them, and industry requires learners equipped with the skills and competencies needed to succeed in ever-changing work environments. To meet these requirements secondary and postsecondary policies and programs at the state and local levels must be flexible and responsive to the needs of both learners and industry alike.

STEM in the National Career Clusters® Framework

Achieving a vision of Career Technical Education (CTE) that is accessible and supportive to every learner without limits requires a cohesive, flexible, and responsive career preparation ecosystem that aligns systems and removes barriers between and across programs and learner levels. It also calls for fully connected systems through which each learner can skillfully navigate their own career journey and explore, decide on, and prepare for dynamic and evolving careers.

STEM (science, technology, engineering, and math) is an orientation to a career that focuses on the application of each of these discipline areas to an overarching sector. Once its own standalone Career Cluster, labor market data and employer input indicated that this orientation can be applied to any number of careers, so it was distributed into a variety of different Career Clusters in the modernized [National Career Clusters Framework](#).

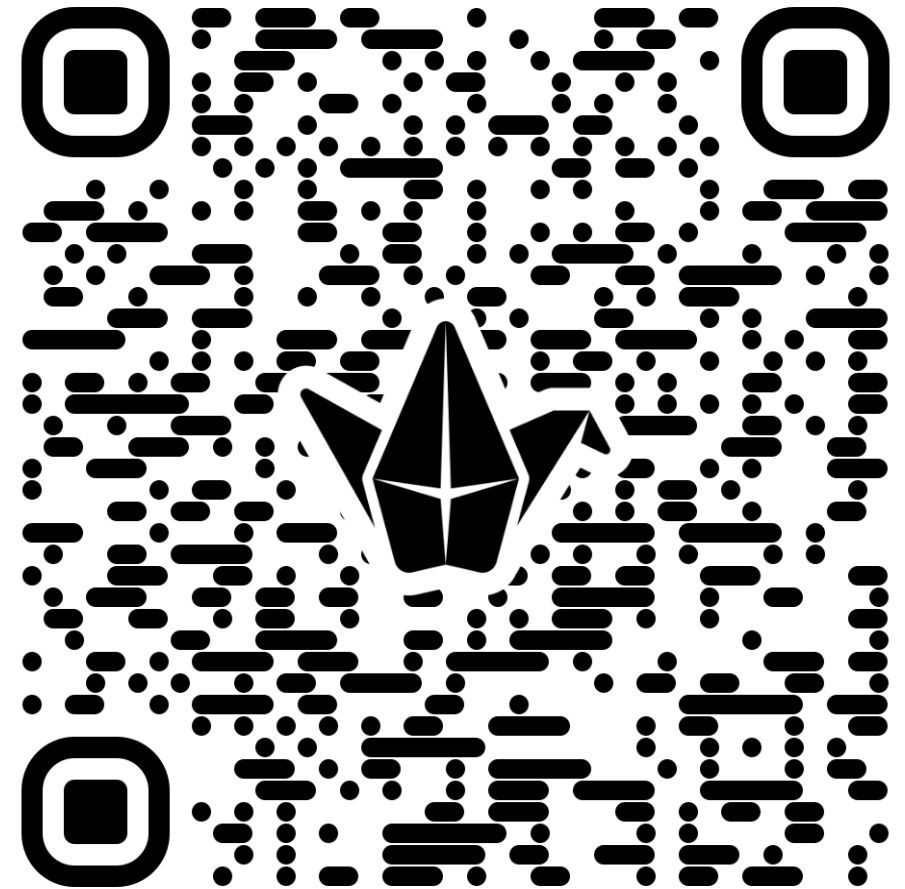
This reorganization ensures that learners of all ages can see the direct



Framework Resources

Revised Career Cluster Framework Comments, Questions, & Feedback

- <https://tinyurl.com/ynhtk6bk>



New Mexico CTE Hub

Dr. Joseph Goins

Pathways2Careers

CTE Hub Purpose & Vision

- Centralized resource center for Career and Technical Education (CTE) pathways in New Mexico.
 - Analysis of job market trends
 - Establishment of academic standards
 - Coordination of teaching resources
 - Matching industry credentials
 - Postsecondary supports
 - Resources for students and families



NM CTE Hub Feedback Form

<https://www.surveymonkey.com/r/B9LGRW7>



Committee Working Lunch

Committee Chairs Facilitate Input on CTE Initiatives and Updates from the context of your Committee charges

CTE and CCRB Funding **Comment**

New Career Clusters Initiative & **Feedback**

Graduation Requirement **Input & Feedback**



Committee Working Lunch Assignment

Discuss the CTE Initiatives and Updates
within the
Context of Your Committee
Purpose/Description

CTE and CCRB Funding **Comment**
New Career Clusters Initiative &
Feedback
Graduation Requirement **Input &**
Feedback

Take Notes Please!

- https://drive.google.com/drive/folders/1pSwX8yV-55f_gcREbYSnamakwhGz9o4n?usp=sharing



Committee Working Lunch Assignment

Determine Your Next Two Virtual Committee Meeting Dates

Meeting Norms

Suggest Afternoon Meetings so CTE Student Board Can Attend

Ensure Agenda

Record Notes

Start and End on Time

Diversity

Butterfly Effect



Working Lunch

- Thank you to the CTECH Culinary Program of Study students who prepared the food for today's event!



CTSO 101 Officer Panel

A presentation of the New Mexico
Career Technical Leadership Project



Public Comment

- 15 minutes has been allotted for public comment.
- Maximum of three minutes per person.



**Upcoming Events &
Board Member
Sign Ups**



Association for Career Technical Education

National Policy Seminar

March 16-19, 2025

Arlington, VA

ACTE Vision

December 10-13, 2025

Nashville, TN

Region IV Conference

April 23 - 25, 2025

Oklahoma City



Advance CTE

State Policies Impacting CTE 2024 Year in Review Webinar

February 27, 2025

3:00-4:00 PM EST | 1:00-2:00 PM MST

Spring Meeting

April 23-25, 2025

Oxon Hill, MD



CTSO State Competitions – Judges Needed

NM BPA - February 20-22, 2025 - ABQ

NM DECA - March 3-4, 2025 - ABQ

NM FCCLA - February 27-March 1, 2025 - ABQ

NM FFA - May 27-30, 2025 - Las Cruces

NM HOSA - April 3-5, 2025 - ABQ

NM Educators Rising - March 3-5, 2025 - ABQ

NM SkillsUSA - March 26-29, 2025 - ABQ

NM TSA - March 20-22, 2025 - Las Cruces



New Mexico CTE Advisory Board Meeting

Virtual TBD

In-Person TBD

Executive Committee TBD

Committee Meetings Report Out




Motion to Approve
the Minutes of the
October 2024
Meeting



Motion to Approve
the Committee
Chairs & Vice Chairs





Motion to Approve
Committee
Goals/Charges

Board Communications: CTE Flash Feedback

PURPOSE: “Flash Feedback” is our method for soliciting direct feedback from advisory board members on CTE related issues.

CONTEXT: CTE advancement is always underway.

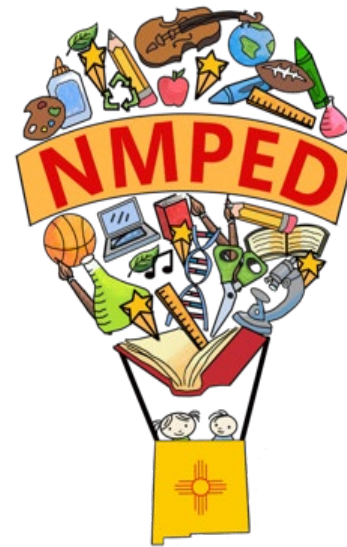
In addition to our work, other leaders in community (e.g. Governor, Legislature, Secretary, Advance CTE, etc.) are advancing CTE directly or indirectly.

FLOW OF COMMUNICATION: From CTE Director or CTE Advisory Board Chair (CTLP Administrator may send on behalf of); 12-72 hour response time ideal; we will provide a summary of feedback, input, survey at Board and Committee Meetings



THANK YOU

New Mexico CTE Statewide Advisory Board!



Investing for tomorrow, delivering today.