



ECHS-NM Check-in Meeting

February 8, 2022

AGENDA



Welcome



EIR Grant: Equity in STEM



Virtual NM School Counselors'
Community Conference



Announcements

Welcome

A New Face in the College and Career Readiness Bureau at PED



Eric Gomez,
CTE Director

Eric.Gomez@state.nm.us

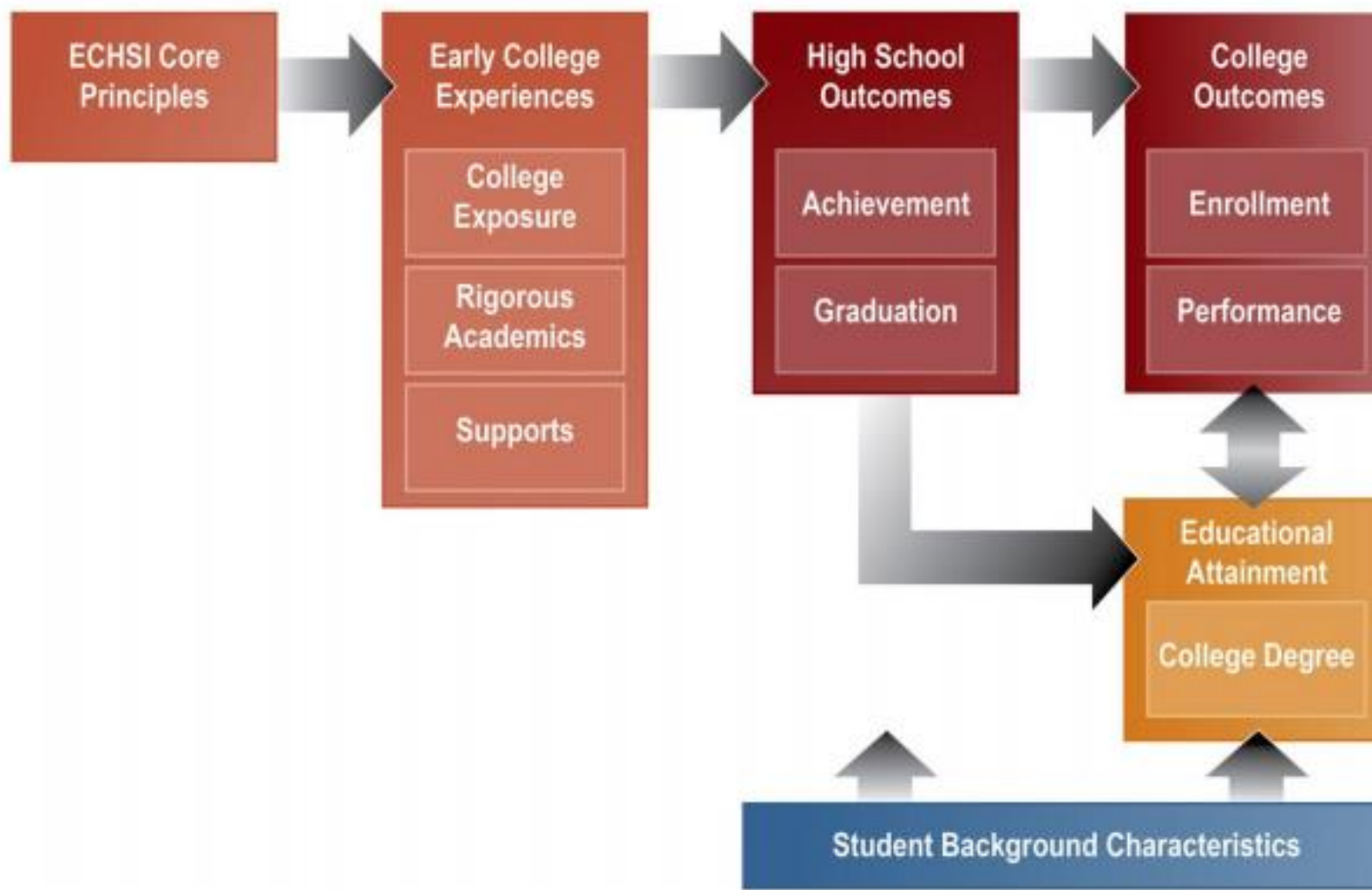


EIR GRANT: EXTENDING EQUITY IN THE DIGITAL WORKFORCE

REVIEW OF ECHS POLICY

EFFECTIVE SCHOOLS AND THE ECHS MODEL

Exhibit 2.1. ECHSI Impact Study Conceptual Framework



Organization of Mid Phase Grant

Title: Extending Equity into the
Digital Workforce



Mid Phase Grant



The EIR program is designed to generate and validate solutions to persistent education challenges and to support the expansion of those solutions to serve substantially larger numbers of students.



The Department expects that Mid-phase grants will be used to fund implementation and a rigorous evaluation of a program that has been successfully implemented under an Early-phase grant or other effort meeting similar criteria,

What are the “have to” Items in a Mid Phase Grant

- Mid-phase projects are expected to refine and expand the use of practices with prior evidence of effectiveness in order to improve outcomes for high-need students. They are also expected to generate important information about an intervention's effectiveness, including for whom and in which contexts a practice is most effective, as well as cost-effective.
- Mid-phase grants are uniquely positioned to help answer critical questions about the process of scaling a practice to the regional or national levels across geographies

Why Did we WIN.

- Absolute Priorities: (We hit each priority target in the application)
 - AP 1, Evidence;
 - AP 3, Promoting STEM education; CPP Computer Science;
- Invitational Priority 2, Promoting Equity (each was worth extra points)
- We scored a 99.5

FY 2021 Mid-phase Competition Grantees: Absolute Priority 3 (STEM)											
2021	Four Corners Regional Education Cooperative No. 1	Extending Equity into the Digital Workforce	4	\$1,900,260	\$7,936,272	Bloomfield	NM	99.5	PDE	PDE	PDE
2021	ASSISTments Foundation, Inc.	Recovering from COVID-Learning-Loss with a Platform to Support Human Tutoring	5	\$1,562,591	\$8,000,000	Auburn	MA	99	PDE	PDE	PDE
2021	Southern Methodist University	Scalability, Capacity, and Learning Engagement (SCALE) for Fraction Face-Off	5	\$1,276,494	\$7,996,477	Dallas	TX	98	PDE	PDE	PDE
2021	The Curators of the University of Missouri Special Trust	Scaling and Sustaining Mission HydroSci: Game-Based Learning for Next Generation Science Learning	5	\$1,640,717	\$7,996,220	Columbia	MO	80.5	PDE	PDE	PDE

WHY did we choose IT as a pathway?

st VPNs Cloud Security AI ZDNet Recommends Newsletters Blogs More Edition: US

MUST READ: I bought Bitcoin from PayPal. Here's what happened

PART OF A ZDNET SPECIAL FEATURE: **BUILDING THE DIGITAL WORKFORCE: TECH SKILLS TRENDS AND STRATEGIES FOR SUCCESS**

The shortage of tech workers is about to become an even bigger problem for everyone

IT leaders see the shortage of talent as the biggest barrier to adoption for two-thirds of emerging technologies. That's coming in the way of organizations' digital transformations.

Written by **Daphne Leprince-Ringuet**, Contributor
on September 13, 2021 | Topic: Building the digital workforce: Tech skills trends and strategies for success

These interview mistakes cost tech companies top talent

WATCH NOW

The shortage of tech talent that businesses are facing isn't only about developers and data scientists: companies are struggling to hire workers across the IT sector as a whole, ranging from

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U.S. has almost 500,000 job openings in cybersecurity

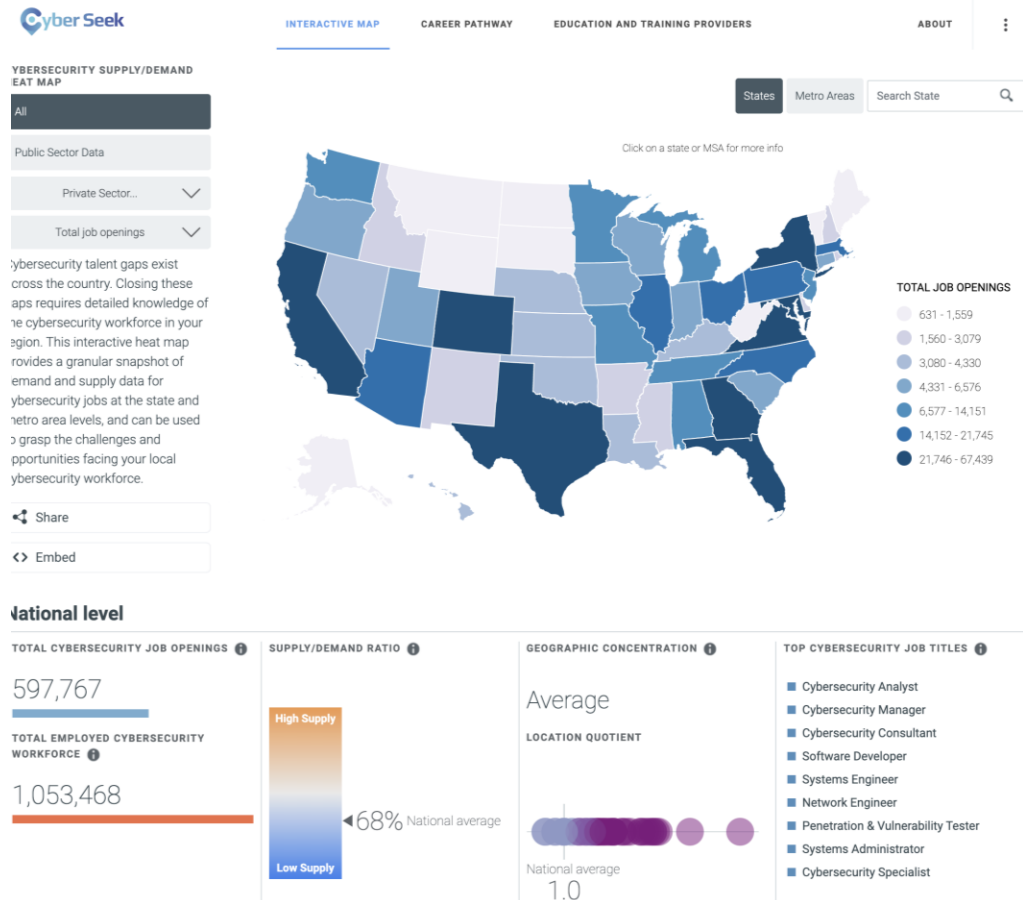
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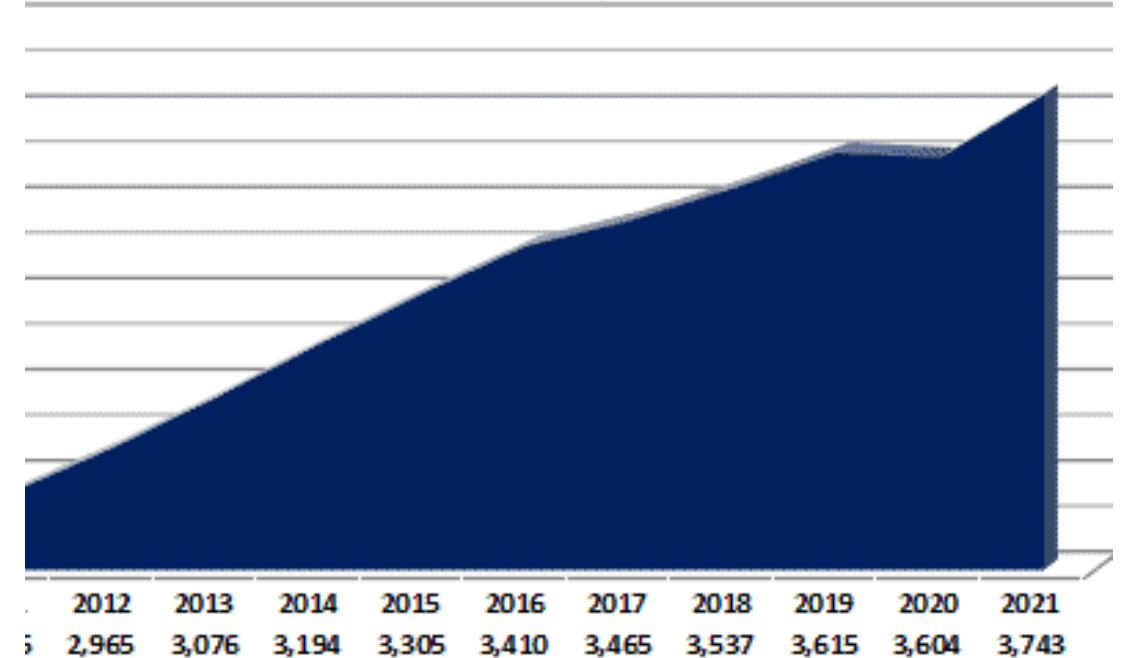
GAS SHORTAGES

Original

IT Job Growth



Historic IT Job Market Growing - 3.74 million Jobs Recovery in Full Swing



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What we said we would do

- 2900 students, 9th through 12 grades
- Low-income youth, first-generation college-goers, racially and ethnically diverse students, and others underrepresented in higher education and the workplace.
- *Extending Equity*, the first major re-envisioning of Early College High Schools (ECHSs) since their introduction almost 20 years ago, extends the model's commitment to equity by:
 - (1) creating an IT career pathway to build students' digital skills for today's workforce;
 - (2) developing the pathway as an *online* course, available to a potentially unlimited number of students, particularly in rural areas where districts do not have the resources or enrollment to support an onsite IT program; and
 - (3) bringing business partners online from every industry and across the state of NM to support and mentor students.

How do we do the work?

1

increase school infrastructures to support an online IT Career Pathway in all 20 NM ECHSs;

2

increase the availability of the online pathway for 125 incoming 9th grade students annually at a minimum, and all 9th through 12th grade students who wish to enroll;

3

provide career-infused Algebra 1 and Geometry curricula as a foundation for the IT pathway, increasing student math scores by 20%; and

4

increase participation and presence of 30 businesses through videotaped presentations, mentor/mentee relationships, capstone projects, and virtual and onsite work-based learning opportunities

Partnering Organizations

Four Corners REC #1,

HED-TBD,

San Jose Early College
High School,
Farmington Municipal
School District,

NMPED,

Businesses - TBD,

and NS4ed
(evaluator).

Logic model

Goal: <i>Extending Equity into the Digital Workforce</i> will scale-up New Mexico's successful ECHS model by introducing an Online Career Pathway that is accessible to all students and addresses high-demand workforce skills, providing greater equity for ECHS students in college and careers.				
Inputs	Objectives	Activities	Short/Intermediate-term Outcomes	Long-term Outcomes/ Impact
4 Corners REC #1 New Mexico's Higher Ed ECHS Partners San Juan Early College High School New Mexico Public Education Department 21 NM ECHSs CLNA Councils 30+ business partners Students District superintendents School principals and ECHS teachers Independent evaluator (NS4ed)	<u>ECHS Outreach</u> 1.1 Increase school infrastructure to support Online IT Career Pathway	<ul style="list-style-type: none"> • Outreach to ECHSs. • Provide professional development on new program. • Review hardware/software system requirements. • Establish PLCs. 	<ul style="list-style-type: none"> • 21 ECHSs will develop infrastructure to add an Online IT ECHS Career Pathway to their programs. • 100% of new Pathway integration will adhere to ECHS guidelines. 	<ul style="list-style-type: none"> • The availability of Online IT ECHS Career Pathway will increase opportunities for ECHS under-represented target student populations to succeed in STEM majors and careers
	<u>IT Course</u> 2.1 Increase availability of Online IT ECHS Career Pathway 2.2 Increase skills in foundational math.	<ul style="list-style-type: none"> • Develop course content and platform. • Identify course instructors. • Implement career-infused math programs. 	<ul style="list-style-type: none"> • An Online IT ECHS Career Pathway will be available for 525 incoming 9th grade students, as well as all 2,900 9th through 12th grade students. • Student math scores will increase 20% with career-focused learning. 	<ul style="list-style-type: none"> • Access to Online IT courses will be extended to all NM students. • Online ECHS courses will be developed to reflect high-demand jobs across regional economies.
	<u>Business Partnership</u> 3.1 Significantly increase participation of business partners in the Online IT ECHS Career Pathway.	<ul style="list-style-type: none"> • Identify business partners. • Videotape business presentations. • Work with businesses to develop capstone projects. • Develop work-based learning opportunities. 	<ul style="list-style-type: none"> • A minimum of: (1) 30 businesses will participate; (2) 120 videos will be filmed; (3) 30 capstone projects will be developed per semester. • 100% of students engage in online/onsite work-based learning. • 100% of students engage in STEM learning 	<ul style="list-style-type: none"> • Business participants will have greater awareness of readiness of the diverse ECHS students for high-demand jobs in IT and requiring digital skills. • Regional economies will have a ready workforce to attract new businesses.
	<u>Student Engagement</u> 4.1 Increase the number of students engaged in IT pathways at ECHSs.	<ul style="list-style-type: none"> • Develop recruitment materials for parents and students. • Hold informational presentations. • Enroll students in program. 	<ul style="list-style-type: none"> • 500 9th grade students across the 21 ECHSs (69%) will enroll. • 67% of all program participants are minorities, women, first-in-family to attend college, and economically disadvantaged students. • College enrollment increases by 20% in IT/STEM majors. 	<ul style="list-style-type: none"> • Students completing the IT Pathway will have college-ready and job-ready digital skills. • Students completing the program will change the face of the workforce. • Students will be motivated to complete STEM programs and enter STEM careers, through mentorships and partnerships with prospective IT employers.
	<u>Equity Model Evaluation</u> Demonstrate the efficacy of a high school to college to workplace ECHS equity model.	<ul style="list-style-type: none"> • The independent evaluator will develop interim benchmarks to estimate long-term impact on equity in the workforce. 	<ul style="list-style-type: none"> • 50% of participating students enroll in STEM majors in college. • 30% of students gain employment in IT jobs following high-school. 	<ul style="list-style-type: none"> • The expanded ECHS model will increase equity and diversity of the IT workforce. • A shared equity portal will increase best practices in equity across the educational sector.

Extending Equity into the Digital Workforce



Website:

<http://eedw.nmrec1.org/>

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Virtual Conference



Engage

Connect

Imagine

and build **re**siliency in your community

Virtual NM School Counselors' Community Annual Conference

- Wednesday, February 23
- 7:45 a.m. to 3:00 p.m.

[Learn More and Register](#)

Morning Session



- Four simple practices. Amazing Results!
FISH! for Schools
- 7:45 a.m. to noon plan to attend full session, if at all possible
- Video (recommend you view before session):
http://charthouse-web.streamguys.us/amember/login.php?amember_login=NS4ED2023&amember_pass=R8WPPSX6

Announcements & Reminders



- February 14, 2022 – 9:00 a.m. – Eric Shener “Addressing the Needs of Learners” PLC Session
- SAVE the date! April 19, 2022 – In-person convening in Grants, NM
- Any other announcements?

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