

NEW MEXICO

Public Education Department

Update on Perkins V
and

Career and Technical Education

Legislative Education Study Committee

September 24, 2020

Introductions

- ▶ Dr. Elaine Perea, PED
- ▶ Tracey Bryan, Bridge of Southern NM
- ▶ Dr. Eugene Schmidt, Farmington Municipal Schools
- ▶ Robin Kuykendall, Clovis Community College
- ▶ Deputy Secretary
Dr. Gwen Perea Warniment, PED



Dr. Elaine Perea, PED

College & Career Readiness

All NM high school students graduate and are career ready.

- ▶ Graduates will have:
 - the academic skills needed to succeed in postsecondary studies,
 - the employability skills that are essential in any career area, and
 - awareness of the next steps in their career path.



Wind Turbine Technology

Corona, Carrizozo, Hondo, Cloudcroft, Mescalero Apache, and Mesalands Community College

A topographic map of New Mexico, showing major cities, rivers, and mountain ranges. The map is overlaid with a semi-transparent blue geometric shape on the right side. The cities of Santa Fe, Albuquerque, and Las Cruces are prominent. The Rio Grande is visible in the center, and the Sangre de Cristo mountains are in the north. The Gila and Sacramento mountains are in the south. The map also shows the location of the Elephant Butte Reservoir and the Caballo Reservoir.

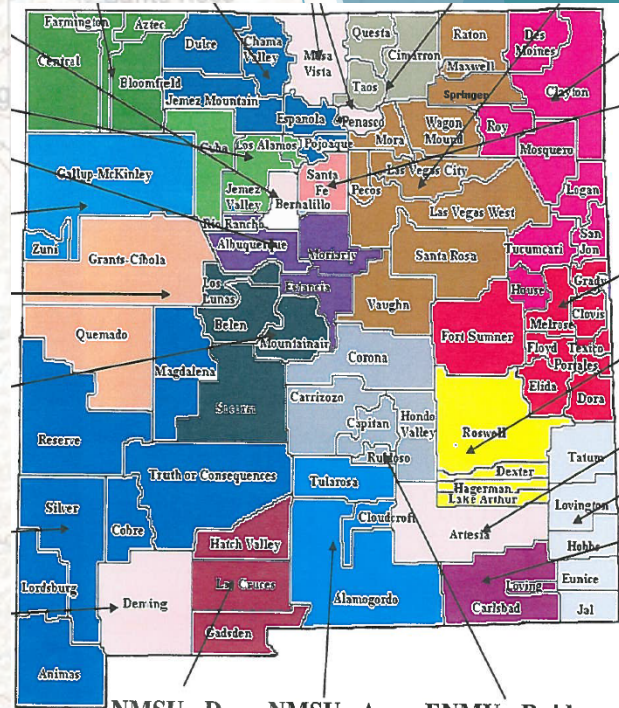
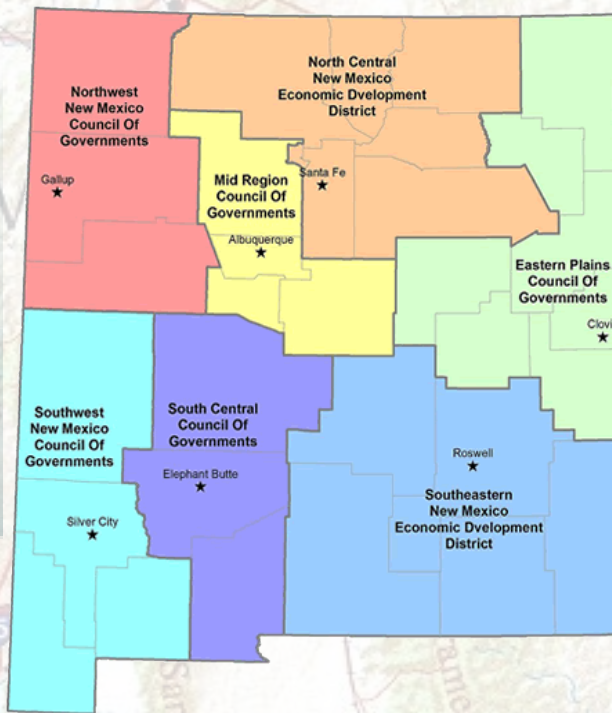
Agenda

- How regional consortia were established
- About comprehensive local needs assessments regional meetings
- How funds are distributed
- Best practices – Math and CTE integration
- Best Practices – Region I partnerships
- Next steps

NEW MEXICO ECONOMIC DEVELOPMENT

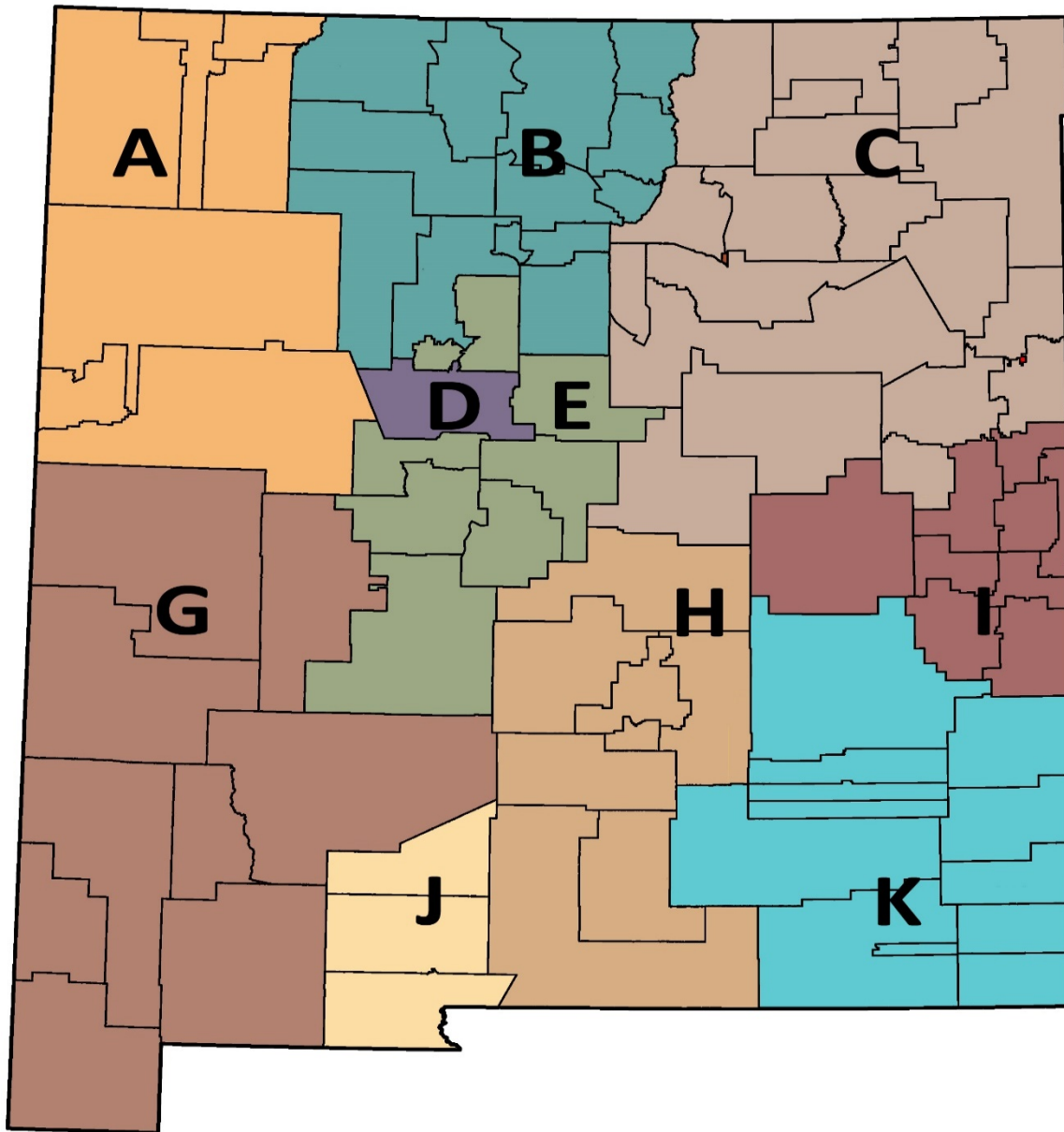


NEW MEXICO
HIGHER EDUCATION DEPARTMENT



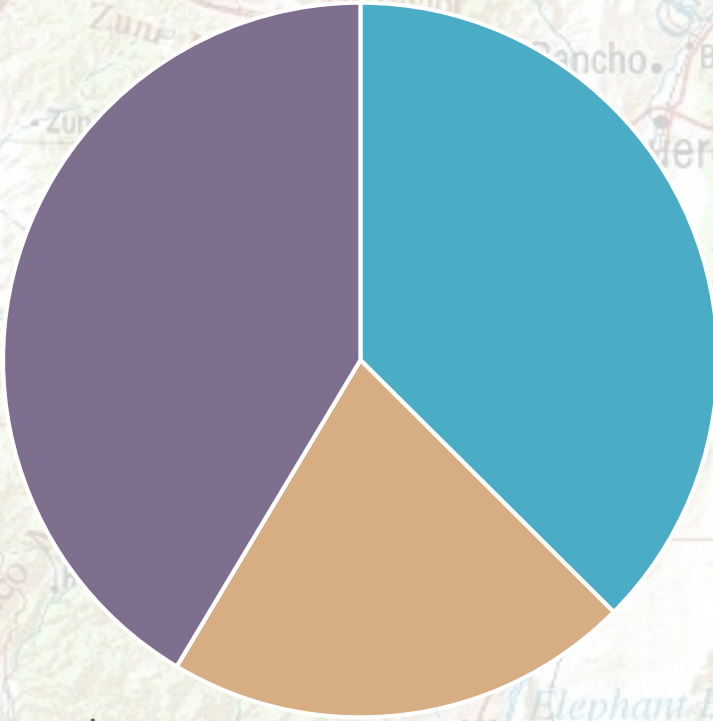
NMSU - D NMSU - A ENMU - Bridge

Regional Consortia



Percent of High School Students

Central Associations



- Central
- Northern
- Southern

D	1. Albuquerque	Central NM CC
E	1. Belen	Central NM CC
	2. Bernalillo	UNM - Valencia
	3. Estancia	
	4. Los Lunas	
	5. Moriarty	
	6. Mountainair	
	7. Rio Rancho	
	8. Socorro	

Northern Associations

A	1. Aztec	NMSU - Grants
	2. Bloomfield	San Juan College
	3. Central	UNM – Gallup
	4. Farmington	
	5. Gallup-McKinley	
	6. Grants-Cibola	
	7. Zuni	
B	1. Chama Valley	Northern NM College
	2. Cuba	Santa Fe CC
	3. Dulce	UNM - Los Alamos
	4. Española	UNM - Taos
	5. Jemez Mountain	
	6. Jemez Valley	
	7. Los Alamos	
	8. Mesa Vista	
	9. Peñasco	
	10. Pojoaque Valley	
	11. Questa	
	12. Santa Fe	
	13. Taos	

C	1. Cimarron	Highlands University
	2. Clayton	Luna CC
	3. Des Moines	Mesalands CC
	4. House	
	5. Las Vegas City	
	6. Logan	
	7. Maxwell	
	8. Mora	
	9. Mosquero	
	10. Pecos	
	11. Raton	
	12. Roy	
	13. San Jon	
	14. Santa Rosa	
	15. Springer	
	16. Tucumcari	
	17. Vaughn	
	18. Wagon Mound	
	19. West Las Vegas	

Southern Associations

G	1. Animas	Western New Mexico University
	2. Cobre	
	3. Deming	
	4. Lordsburg	
	5. Magdalena	
	6. Quemado Independent	
	7. Reserve	
	8. Silver	
	9. T or C	
J	1. Gadsden Independent	NMSU - Dona Ana
	2. Hatch Valley	
	3. Las Cruces	

H	1. Alamogordo	ENMU - Ruidoso NMSU - Alamogordo
	2. Capitan	
	3. Carrizozo	
	4. Cloudcroft	
	5. Corona	
	6. Hondo Valley	
	7. Ruidoso	
	8. Tularosa	
I	1. Clovis	Eastern New Mexico University Clovis Community College
	2. DORA	
	3. Elida	
	4. Floyd	
	5. Fort Sumner	
	6. Grady	
	7. Melrose	
	8. Portales	
	9. Texico	
K	1. Artesia	NMSU – Carlsbad ENMU - Roswell New Mexico Junior College
	2. Carlsbad	
	3. Dexter	
	4. Eunice	
	5. Hagerman	
	6. Hobbs	
	7. Jal	
	8. Lake Arthur	
	9. Loving	
	10. Lovington	
	11. Roswell Independent	
	12. Tatum	

A topographic map of New Mexico is shown in the background. The map features various geographical features such as mountains (e.g., Mt Taylor, South Baldy), rivers (e.g., Rio Grande, Sacramento), and reservoirs (e.g., Elephant Butte, Caballo). Major cities and towns are labeled, including Albuquerque, Santa Fe, Las Cruces, and Roswell. The state name 'NEW MEXICO' is printed across the center. A large, semi-transparent blue graphic element is overlaid on the right side of the map, consisting of several overlapping geometric shapes. The text 'Tracey Bryan, Bridge of Southern NM' is centered over the map in a dark blue, sans-serif font.

Tracey Bryan, Bridge of Southern NM

Regional Meetings

Determining Priorities: The Comprehensive Local Needs Assessment (CLNA)

Regional meetings held in Spring 2020 to evaluate and select priorities

- ▶ Goal: build on existing community strengths
- ▶ Coordinate regional partnerships with industry
- ▶ Address key industry needs
- ▶ Help businesses grow
- ▶ Target our resources and invest for growth

2020

Labor Markets in New Mexico's Career and Technical Education Region A



Trevor Stokes
NS4ED
1/1/2020

Carl B. Perkins Funding (Perkins V) (PED)

- Guided by Comprehensive Local Needs Assessments:
- Labor Market Information
- Economic Development Targets
- Consortia-Based Decision-Making:
 - Majority Voice Business and Economic Development
 - Public and Higher Education CTE Representatives
 - Community Representatives (including parents and students)
 - State Workforce Board representatives
 - Representatives of Special Populations
 - Representatives of agencies that serve Out-of-School, Homeless, and At-Risk Youth
 - Representatives of Tribal Organizations and Tribes
 - Individuals with Disabilities

Role of Consortia Leads

Provide guidance to The Bridge on relevant community partners who should be a part of the Comprehensive Local Needs Assessment (CLNA)

Invite businesses and economic developers to:

- Participate in an on-line survey
- Attend the CLNA meeting

Secure location CLNA meeting

Provide staffing assistance with registration and hosting of meeting, light snacks, and beverages

Participation in Consortia Application Work Group

Reporting Consortia's decisions to PED

Consortia Leads by Region

Region A - Johnny Gonzales, Gallup EDC

Region B - Val Alonzo, Regional Development Corporation

Region C - Keith Barras, Union County EDC

Region D - Rob Black, Association of Commerce and Industry

Region E - Fred Shepherd, Sandoval EDC/
Jerry Schalow, Rio Rancho Chamber of Commerce

Region G - Steve Chavira, Silver City Chamber of Commerce

Region H - Becky Brooks, Ruidoso Chamber of Commerce

Region I - Chase Gentry, Rachel Forrester, Clovis Industrial Development Corporation

Region J - Davin Lopez, Mesilla Valley Economic Development Alliance

Region K - Sidney Woods, Carlsbad Industrial Action

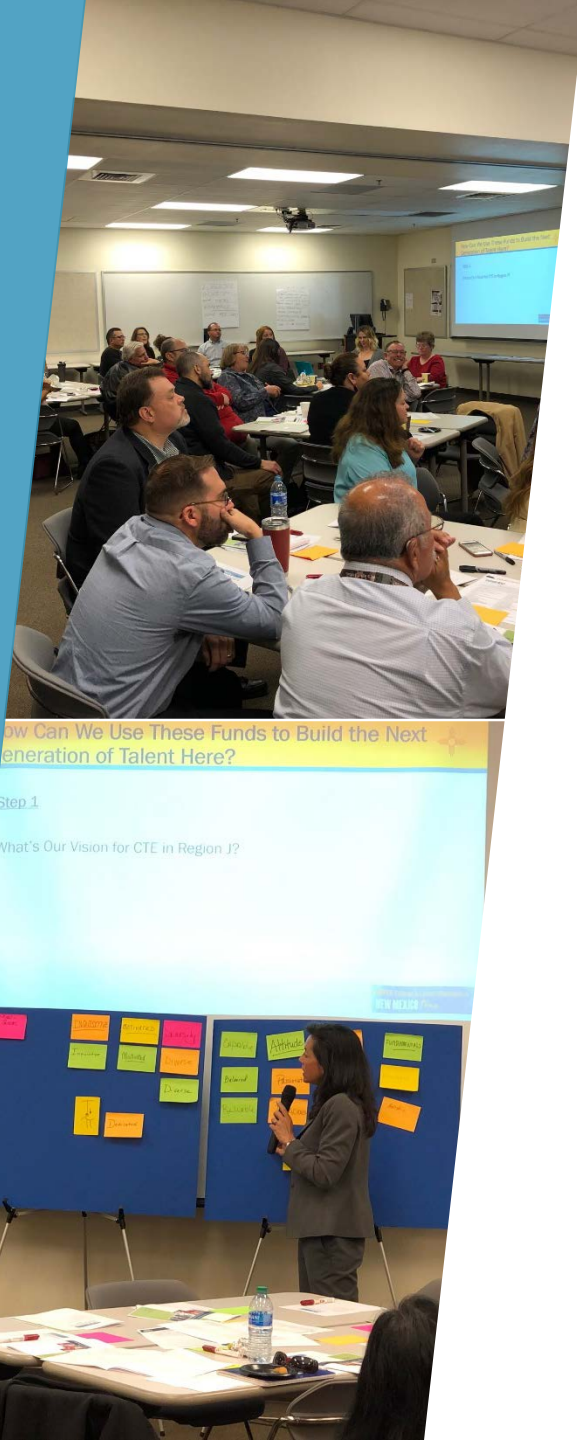
Missi Courier, Lea County EDC

Leslie Boldt, Lovington Chamber

Patricia Collins, Hobbs Chamber

Purpose of the Consortia Meetings

- ▶ 10 Regional Meetings
- ▶ 779 Participants
 - ▶ 448 Community Partners
 - ▶ 331 Educators
- ▶ Facilitated each region's cross-sector participants using Technology of Participation® (ToP) technique developed by the Institute for Cultural Affairs
- ▶ Collectively share, analyze, and record data on the required elements in the regional needs assessment to identify areas of opportunity
- ▶ Collectively set priorities and vision for the region and collaborate with Consortia Lead on a regional strategic plan



Data-Informed Decisions

Each Region's Labor Market Analysis:

- Demographics
- Largest Industries
- Largest Occupation Sectors

2020

Labor Markets in New Mexico's Career and Technical Education Region A



Trevor Stokes

NS4ED

1/1/2020

Data-Informed Decisions

Highlighting Opportunities in Each Region's Labor Market Analysis:

- ▶ High Quality Careers
- ▶ Projected growth
- ▶ Wages

Table 10: Projected Change, Occupations, 2016-2026, Region A:

High Quality Career	2016 Jobs	2026 Jobs	New Jobs	% Change	Annual Openings	Average Earnings
Health Care Practitioners Health Care Support Occupations						
Registered Nurses	1,426	1,576	150	11%	94	\$65,940
Industrial Machinery Mechanics	583	636	53	9%	68	\$59,037
Physical Therapists	79	116	37	47%	8	\$84,262
Physical Therapist Assistants	51	76	25	49%	10	\$47,510
Nurse Practitioners	54	77	23	43%	6	\$100,289
Licensed Practical & Licensed Vocational Nurses	216	237	21	10%	19	\$49,326
Physician Assistants	83	102	19	23%	7	\$112,949
Occupational Therapists	43	60	17	40%	4	\$87,964
Dental Hygienists	141	158	17	12%	11	\$77,498
Respiratory Therapists	90	104	14	16%	6	\$45,161
Management Occupations						
Medical and Health Services Managers	141	170	29	21%	15	\$93,476
Construction Managers	177	192	15	8%	17	\$97,367
Production Occupations						
Welders, Cutters, Solderers, and Brazers	486	549	63	13%	65	\$51,728
Machinists	100	141	41	41%	18	\$55,443
Supervisors-Production and Operating Workers	221	247	26	12%	26	\$70,226
Aircraft Structure, Surfaces, Systems Assemblers	30	46	16	53%	8	\$65,159

Consortia Discussion Topics



What is the Region's Vision for NextGen CTE?



What are the 2-3 Priority Industry Sectors?



What strategies will be addressed at the regional level?



What are the shared programs (K-12, College, Workforce) that will help accomplish this goal?



What are the potential challenges for accomplishing this goal?



What shared commitments are needed for our goal to succeed?

New Mexico's Next Generation of CTE

Regional Vision for CTE Talent

- Skill Based
- Attitudes
- Workforce and Life Readiness

NMPED College & Career Readiness is
NEW MEXICO *True*



Comprehensive Local Needs
Assessment
Final Report

April 2020

Education with Destination

New Mexico's Next Generation of CTE

Descriptions of Effective CTE Systems

- Business Relevance/Alignment
- Career Awareness/Exposure
- Skill Development
- Student Engagement
- Sustainability

NMPED College & Career Readiness is
NEW MEXICO *True*



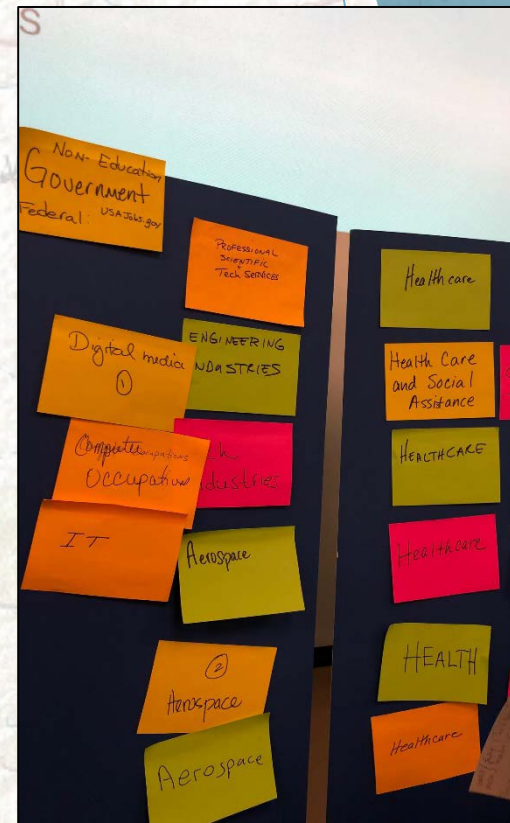
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Education with Destination

New Mexico's Next Generation of CTE Industry Targets

- ▶ Healthcare (8 regions)
- ▶ Skilled Trades (8 regions)
- ▶ Professional, Scientific, and Technical Services (4 regions)
- ▶ Intelligent Manufacturing (3 regions)
- ▶ Agriculture, Food, and Natural Resources, including Energy (3 regions)
- ▶ Information Technology (4 regions)
- ▶ Education (2 regions)
- ▶ Hospitality/Tourism (1 region)



New Mexico's Next Generation of CTE

Regional Solutions for Expanding Partnerships and Sustainability

- Industry Leadership
- Workforce Connections
- Nonprofits
- City and County Governments
- “Community-Based” Approach to CTE

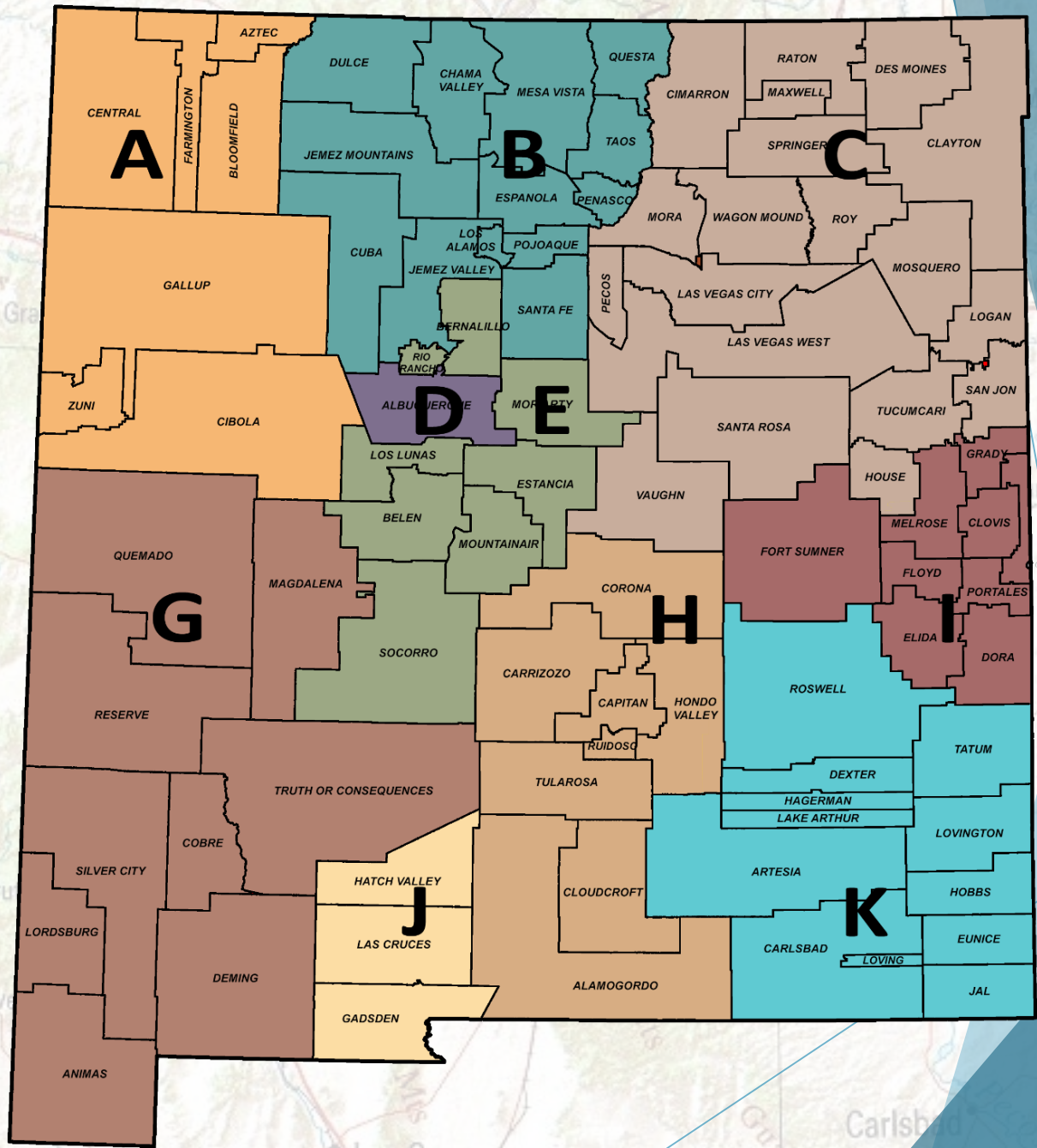
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Education with Destination



Regional Priorities

A	<ol style="list-style-type: none"> 1. Healthcare 2. Information Technology 3. Intelligent Manufacturing 	Northern: TBD	<p>Region A’s CTE programs promote regional pride though their distinct, diverse, well-qualified pools of talent relevant to the needs of current and future business and industry. Career and Technical Education graduates are well skilled, credentialed, and ready to drive the region’s economy.</p>
B	<ol style="list-style-type: none"> 1. Healthcare 2. Skilled Trades 3. STEM/IT-Computer Science 	Northern: TBD Central: Construction, Healthcare/Social Services, Prof, Scientific, & Technical Services	<p>CTE in Region B provides relevant career exposure, preparation, and pathways for students aligned to meaningful careers in key industry sectors. CTE programs are agile and responsive to employers’ needs, equipping students with foundational skills for cross-industry application. It is flexible in design and delivery to provide the broadest possible access to high-quality programs throughout the region.</p>
C	<ol style="list-style-type: none"> 1. Agriculture, Food, and Natural Resources 2. Skilled Construction Trades 	Northern: TBD Eastern: Healthcare, Teaching, Energy	<p>CTE in Region C provides students & families focused exposure to career options & opportunities: are responsive to the needs of the region, generate credentials and training valued by employers in our target industry, and are broadly accessible to all in the region.</p>

Regional Priorities

D	<ol style="list-style-type: none"> 1. Healthcare 2. Hospitality/Tourism 3. Skilled Trades 4. STEM/IT-Computer Science <p>(Management/CTE Ed Prep)</p>	<p>Central: Construction, Healthcare/Social Services, Prof, Scientific, & Technical Services</p>	<p>CTE in Region D is seamlessly aligned and integrated in supporting career readiness for students as they navigate accessible pathways between K-12, college, and careers in relevant industry sectors. CTE is flexible and responsive to the evolving needs of both students and employers, generating talent with the right skills, attitudes, and credentials for long-term success.</p>
E	<ol style="list-style-type: none"> 1. Health Science 2. IT/STEM 3. Manufacturing 4. Skilled Trades 	<p>Central: Construction, Healthcare/Social Services, Prof, Scientific, & Technical Services</p>	<p>CTE in Region E is driven by collaboration with industry, students, and community and maximizes all of the resources in the region to achieve success. Talent in Region E is informed, educated, excited, and ready for careers here now, and in the future.</p>

Regional Priorities

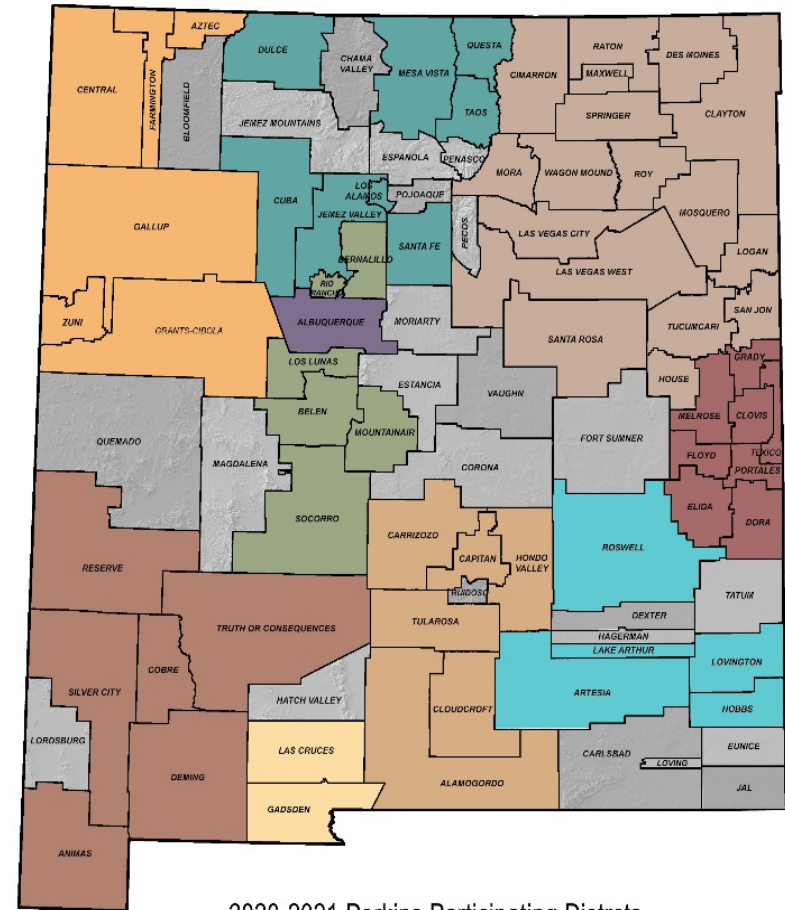
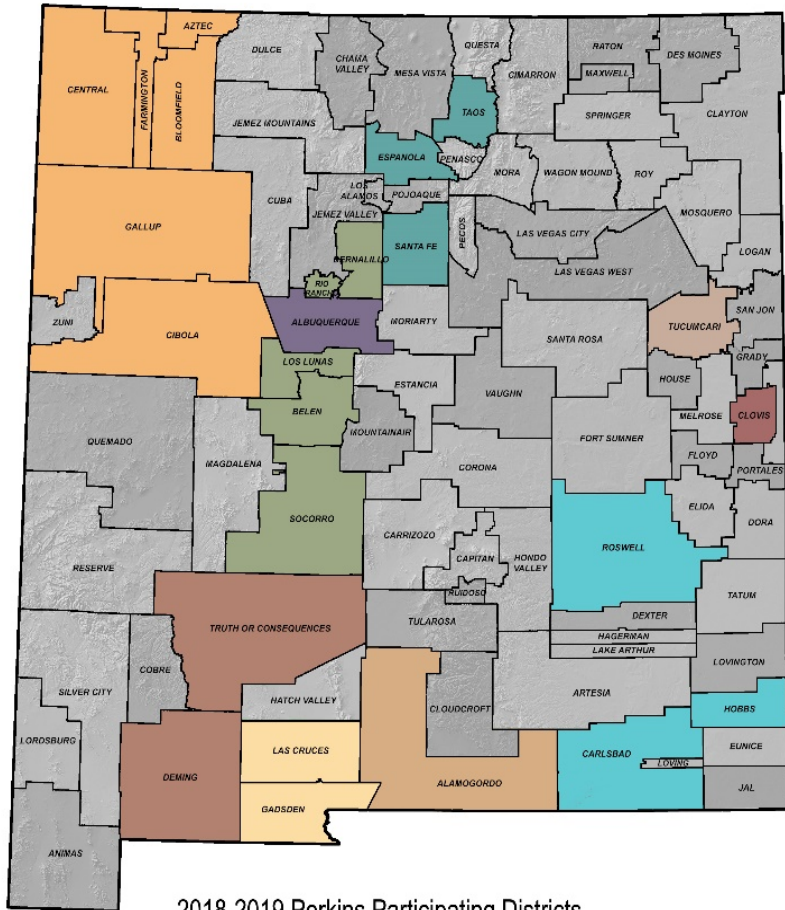
G	<ol style="list-style-type: none"> 1. Healthcare 2. Skilled trades, including Mining 3. Education 	Southwestern: Healthcare, Education	CTE in Region G is aligned and responsive to the needs of business, industry, economic development, and entrepreneurial skills. It is mutually accountable and brings all partners together to grow and retain our local talent.
H	<ol style="list-style-type: none"> 1. Healthcare 2. Skilled Construction Trades 	Eastern: Healthcare, Teaching, Energy	CTE in Region H is an engaging partner to build a better future for the community.
I	<ol style="list-style-type: none"> 1. Agriculture 2. Manufacturing 3. Technology 	Eastern: Healthcare, Teaching, Energy	CTE in Region I generates well-informed, well-rounded talent. It brings together all of the partners, assets, and investments to be aligned and responsive to the needs of industry and economic development. CTE provides both career exposure and training.
J	<ol style="list-style-type: none"> 1. Healthcare 2. Prof., Scientific, & Technical 3. Skilled trades 4. Education 	Southwestern: Healthcare, Education	CTE in Region J provides broad exposure and optimal opportunity for students' academic and economic success. Career and Technical Education creates a supportive community, aligned to the needs of students, businesses, industry, and economic development.
K	<ol style="list-style-type: none"> 1. Healthcare 2. Skilled Trades 	Eastern: Healthcare, Teaching, Energy	Region K's Career Pathways breed innovation, opportunity, and progress. The CTE system of the region creates a talent pipeline that drives and supports regional economic opportunities by engaging all stakeholders.

A topographic map of New Mexico is the background. The map shows major cities like Albuquerque, Santa Fe, Las Cruces, and Las Vegas. Mountain ranges like the Sangre de Cristo and Sacramento are labeled. The text 'NEW MEXICO' is printed across the center. A large blue geometric shape is on the right side of the map. Overlaid on the map is the text 'Dr. Elaine Perea, PED' in a large blue font, and 'Perkins Funding' in a smaller blue font below it.

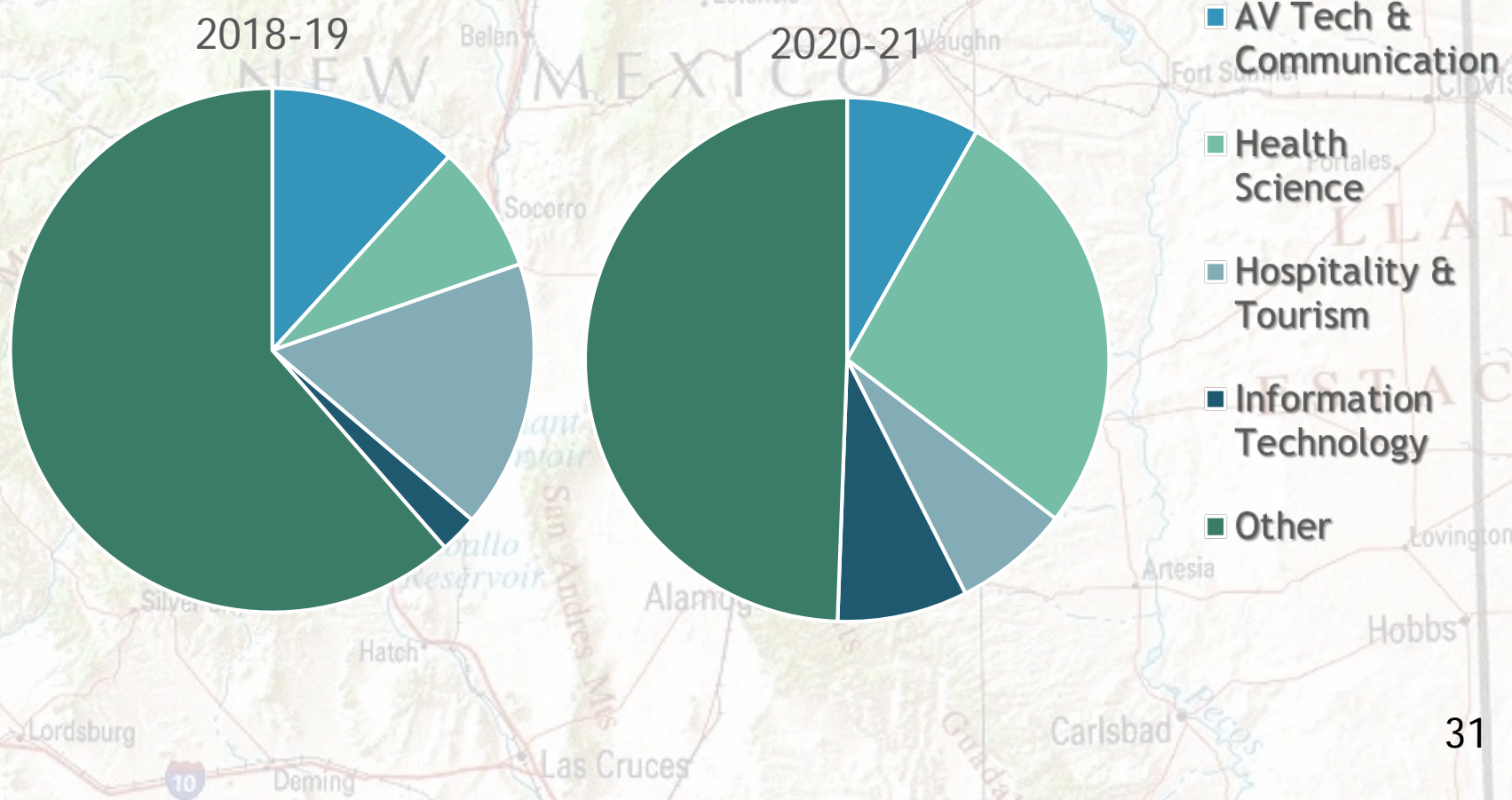
Dr. Elaine Perea, PED

Perkins Funding

Regional Associations: Perkins Funding Open to All



Regional Associations: Better Aligning to Needs



Section 22-1-12(2019): 7 year CTE pilot

Minimum requirements for funded programs

1. Rigorous content, aligning academic standards and CTE content
2. Pathways to postsecondary
3. Dual credit
4. STEM competency
5. Soft and social skills
6. Industry credential, AA/AS or BA/BS
7. Partnerships between secondary, postsecondary, and business and industry
8. Collect and evaluate outcome data

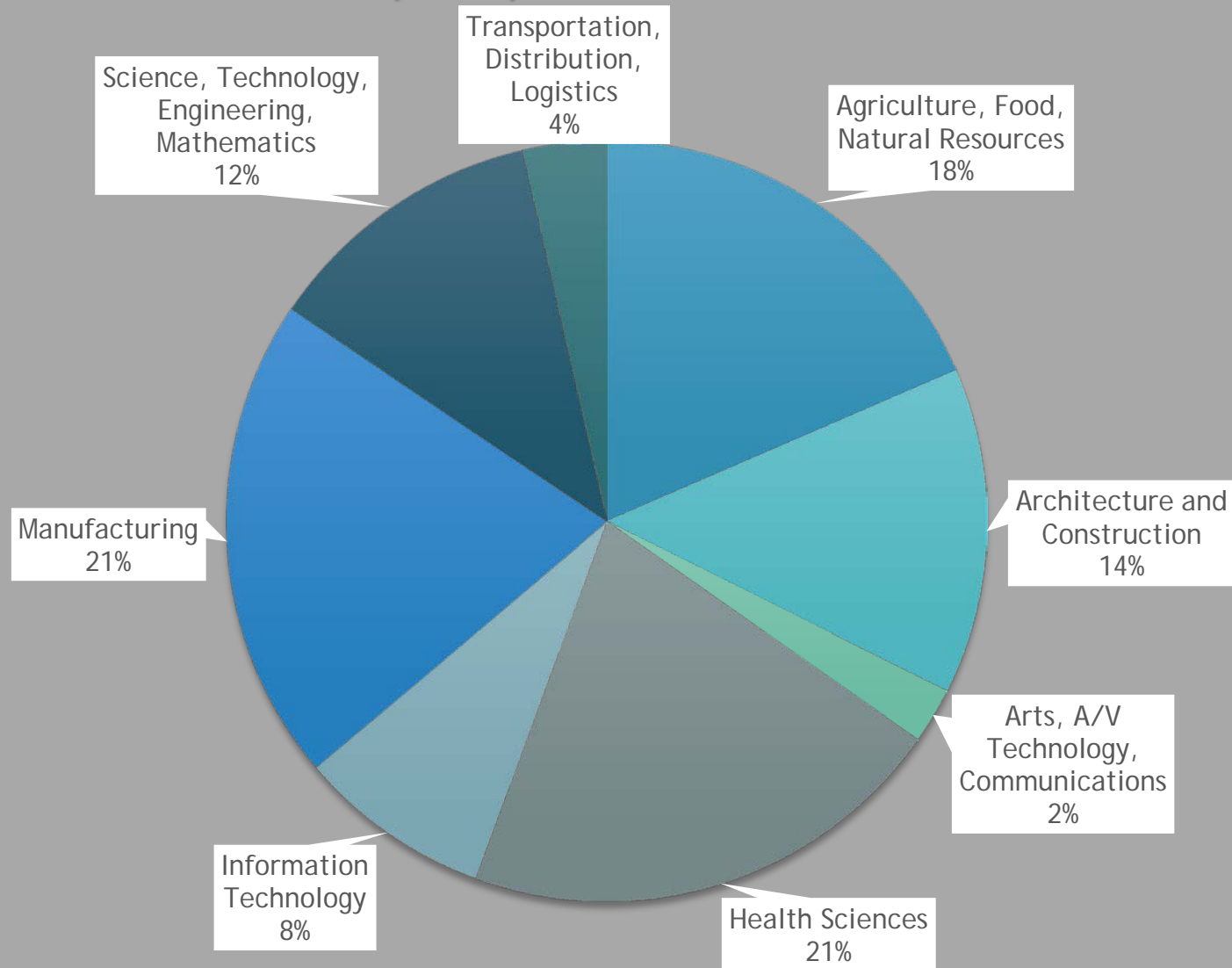
State CTE: Closing Funding Gaps

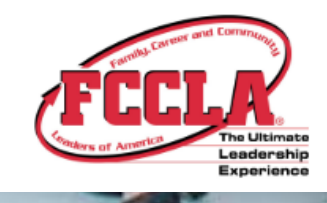
- ▶ Developing CTE okay - full program not required
- ▶ Career exploration
- ▶ Employability skills, including CTSO costs
- ▶ Integration of Math and CTE
- ▶ Dual Credit teacher credentials

Next Gen CTE funding

- ▶ 2019-20 \$4.5 million budget, \$3.1 million RfRs
- ▶ 2020-21 \$4.5 million budget
- ▶ 2020-21
 - ▶ 103 high schools
 - ▶ 34 charters
 - ▶ Grades 6-12
- ▶ 2020-21 Awards
 - ▶ \$1.9 million Priority Programs
 - ▶ \$550,000 Non CLNA
 - ▶ CTE Supports
 - ▶ Exploration \$450,000
 - ▶ Employability \$204,000
 - ▶ Work Based Learning \$154,000
 - ▶ Math & CTE \$120,000
 - ▶ Dual Credit \$98,000

Next Gen 2020-21 Priority Programs: \$1,899,800





CTE Funding - Highest in 10 years

Region	Perkins V	Next Gen	Total
A	\$1,280,287	\$331,268	\$1,611,555
B	\$642,271	\$564,984	\$1,207,255
C	\$200,553	\$207,893	\$408,446
D	\$2,597,142	\$803,256	\$3,400,398
E	\$485,866	\$162,972	\$648,838
G	\$242,609	\$496,874	\$739,483
H	\$256,195	\$334,138	\$590,333
I	\$339,649	\$340,956	\$680,605
J	\$1,110,190	\$194,081	\$1,304,271
K	\$454,991	\$304,842	\$759,833
Total Direct	\$7,609,753	\$3,741,264	\$10,766,587

A topographic map of New Mexico showing major cities, mountains, and rivers. The state name 'NEW MEXICO' is printed in large, light-colored letters across the center. Major cities like Albuquerque, Santa Fe, Las Cruces, and Farmington are visible. The Rio Grande is shown flowing through the eastern part of the state. A blue geometric overlay is on the right side of the map.

Dr. Eugene Schmidt, Farmington Municipal Schools

Math and CTE Integration

Integration of Math and CTE Farmington Municipal Schools

- ▶ Algebra I and Geometry lessons, aligned to state standards
- ▶ Each lesson is focused on a specific career
- ▶ Includes up to date information from Department of Labor
- ▶ Piloting in 22 districts



Connecting Learning to Careers

When students experience purpose in their learning...

Motivation to Learn
(Frymier & Shulman, 1995; Jang, 2008)

Interest and Engagement
(Assor, Kaplan, & Roth, 2002; Hulleman, Godes, Hendricks, & Harackiewicz, 2010; Hulleman & Harackiewicz, 2009)

Effort and Persistence
(Trautwein & Ludtke, 2007; Yeager et al., 2014)



Task/Course Completion
(Fortenberry, Sullivan, Jordan, & Knight, 2007; Zusho, Pintrich, & Coppola, 2003)

Retention of New Information
(Perin, 2001; Yeager et al., 2014)

Performance
(Hulleman et al., 2010; Hulleman & Harackiewicz, 2009; Malka & Covington, 2005)



New Approaches to Math Instruction

Connecting math to careers can be a powerful approach to incorporating purpose into math learning.

- ▶ When math is taught in the context of a viable career, students can see:
 - ▶ how math is applied in meaningful, everyday tasks;
 - ▶ the relationship between math proficiency and successful job performance; and
 - ▶ the value in using math to reach job-related goals.
- ▶ **Bottom Line** - Connecting math to careers brings purpose to math learning. This has the potential to improve students' attitudes toward math and enhance motivation to acquire the critical math skills students will need for employment success.



A New Approach to Algebra and Geometry

- ▶ Each student lesson begins with a comprehensive career overview that introduces students to:
 - Job Duties and Responsibilities
 - Education Requirements
 - Types of Employers
 - Career Cluster and Pathway
 - Labor Market Data (wage and demand projections)
 - Occupation-Related Math Concepts
 - Common Work Tasks

LESSON 10

Volume of Cylinders, Cones, and Spheres



CAREER SPOTLIGHT: Agricultural Engineer

Occupation Description

Agricultural engineers work on the storage and processing of agricultural products. They use computer programs to solve problems and design various systems, structures, and facilities. Their work can involve pollution and environmental issues. They work in various fields of farming, such as aquaculture, forestry, and food processing.

This career is relevant to New Mexico as agricultural engineers are employed in the industry sector of sustainable agriculture and value-added agriculture.

Agricultural engineers who solve design problems involving structure will need to understand and apply concepts involving volume.

Education

Agricultural engineers need a bachelor's degree, often in agricultural engineering or biological engineering. Students study advanced calculus, physics, biology, and chemistry.

Potential Employers

Agricultural engineers held about 2,600 jobs in 2018. The largest employers of agricultural engineers were as follows:

Crop production	31%
Federal government, excluding postal service	13%
Colleges, universities, and professional schools; state	10%
Management, scientific, and technical consulting services	8%
Engineering services	4%

Watch a Video about Agricultural Engineers:
<https://www.bls.gov/ooh/architecture-and-engineering/agricultural-engineers.htm>

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Career Cluster

Agriculture, Engineering, Food and Natural Resources

Career Pathway

Power, Structure and Technical Systems

Career Outlook

Salary Projections:

- Low-End Salary, \$46,500
- Median Salary, \$77,110
- High-End Salary, \$116,850
- Jobs in 2018: 2,600
- Job Projections for 2028: 2,800 (increase of 8%)

Geometry Concepts

- Apply volume of solids.
- Apply concepts of density.
- Apply geometric methods to solve design problems.

Is this a good career for me?

Agricultural engineers tend to:

- Use computers to design equipment, systems, or structures
- Modify factors that affect production
- Test equipment
- Oversee construction and production operations

A New Approach to Algebra and Geometry

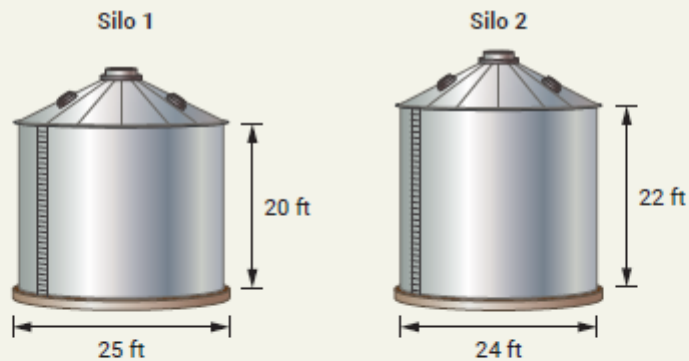
- ▶ As students progress through each lesson they are shown “math at work.”
- ▶ Targeted concepts are applied to several authentic work tasks.
- ▶ Students work through the examples and learn how the specific algebra or geometry concepts are relevant to the work individuals do in that occupation.

Lesson Objective

In this lesson, you will look at how an agricultural engineer uses the volume of solids when designing and evaluating structures and systems used in agricultural settings.

1 Step Into the Career: Volume of Cylinders

An agricultural engineer is designing a farm storage system that will contain a silo for storing dried, shelled corn. The cylindrical part of the silo should store up to 400,000 pounds of corn. If the corn weighs 42 pounds per cubic foot, then which silo should be used?



Devise a Plan

Step 1: Find the storage capacity of each silo. The storage capacity is the volume of the cylindrical part of the silo. The formula for the volume V of a cylinder with radius r and height h is $V = \pi r^2 h$.

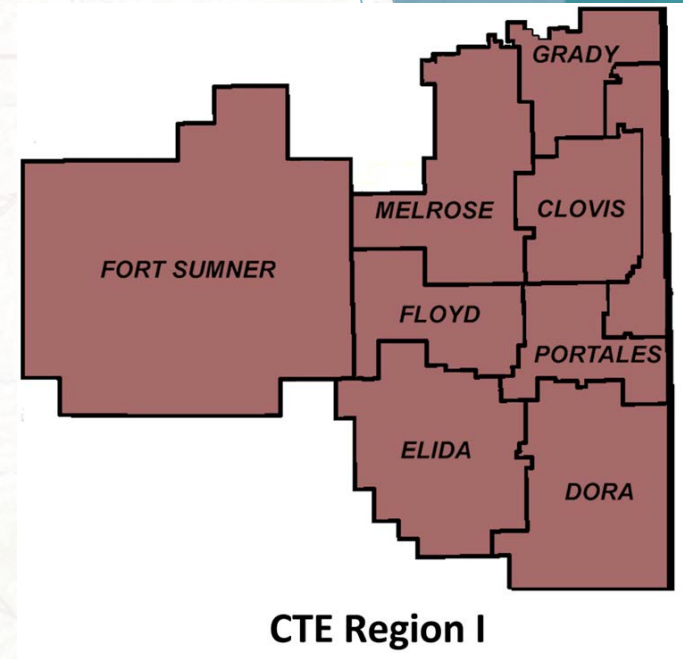
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Robin Kuykendall, Clovis Community College

New partnerships

Region Association - Region I Clovis Community College

- ▶ Nine districts, only one was a Perkins recipient
- ▶ Pooled funds for both Perkins and Next Gen
- ▶ Clovis Community College and REC 3 are administering pooled funds



Region I Focus

- ▶ Born through collaboration from regional industry, secondary, and post-secondary partners
- ▶ Career Exploration & Student Advisement - Career Coaches
- ▶ Programs of Study
 - ▶ Agriculture
 - ▶ Welding
- ▶ Leverage resources to provide CTE options for rural students

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Dr. Gwen Perea Warniment, PED

Next Steps

Clarifying the Focus: Programs Move Students to Employment

- ▶ **Student Development is an ongoing movement**
- ▶ Awareness of the world of work
- ▶ Deepening knowledge of a particular cluster
- ▶ Progressive coursework leading to credentials
- ▶ Smooth transitions

Secondary
coursework

Postsecondary
coursework

Credential of
value



Rio Rancho Film Program

Students in the Film and Digital Technology Pathway conduct interviews with local businesses and then provide content to RRPS teachers for online learning.

Looking Forward

▶ Pandemic considerations

- ▶ Business Recovery is top priority
- ▶ Entrepreneurship as tool to economic growth
- ▶ Sector Strategies for each workforce region
- ▶ Mindful of current unemployment and the long term impact to particular industries

Looking Forward

- ▶ Increased support for regional associations
 - ▶ Rural and Economic Development Committee could be a key partner for LESC
 - ▶ Collaboration between legislators and community CEOs about Sector Strategies
 - ▶ Tax credits for youth internships
 - ▶ LESC report for Workforce Development
 - ▶ Career awareness
 - ▶ Seamless transitions

State CTE ideas

1. Direct funding for Work Based Learning experiences
 - ▶ Shared DWS/PED employee
 - ▶ Coordinators paid by Perkins and Next Gen
 - ▶ Employer salary match
2. Arizona - Bonus funding for 3 course CTE completion
3. Idaho - Per student funding (\$4,000) - Money can be used for:
 - ▶ Advanced Placement tests
 - ▶ Dual Credit tuition
 - ▶ CTE certifications

Discussion

- ▶ Dr. Gwen Perea Warniment
- ▶ Tracey Bryan
- ▶ Dr. Eugene Schmidt
- ▶ Robin Kuykendall
- ▶ Dr. Elaine Perea



Thank You!