



4.05.23

Strategy Session / Action Planning

AN 2 - Equitable Access and Success in Higher Education & Career



Action Network 2 - Equitable Access and Success in Higher Education & Career

Long Term Outcome # 1: Increased equity in higher education enrollments after high school- demographics at DACC/NMSU more closely matched to Doña Ana County demographics

Objective 1: By 2028, more low-income, students with disabilities (SWD), English Language Learners (ELL), Hispanic/Latinx, African American/Black, and Native American students will be enrolled in Early College High School (ECHS)/dual credit/college prep programs.

Strategy	Action Steps	Timeline <i>By when?</i>	Project Lead/Party Responsible	Measures	Notes
1. Identify the dual credit and ECHS staff in each district and build relationships with them					
2. Share data to help people understand the gaps and disparities in terms of which students are accessing dual language and ECHS opportunities					

3. Learn how recruitment is done for these programs and develop plan for expansion to underserved students					
4. Build dual credit and ECHS information/outreach/recruitment into any career exploration efforts offered to high school students by districts or community programs (Ex. Kids Can Career Expo)					
5. Identify policy/advocacy efforts that are needed (Ex: increased funding so that higher ed institutions don't bear the brunt of dual credit costs)					



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Long Term Outcome # 1: Increased equity in higher education enrollments after high school- demographics at DACC/NMSU more closely matched to Doña Ana County demographics

Objective 2: By 2028, there will be an increase in wrap-around services for higher education students (e.g., food banks, housing support, decrease food and housing insecurity).

Strategy	Action Steps	Timeline <i>By when?</i>	Project Lead/Party Responsible	Measures	Notes
1. Ensure ShareNM local resources are up to date and info is readily available. Have We Are IT update any resource info to Share NM as we get it					
2. Identify the student support and wraparound services NMSU and DACC already have in place (tutoring, mentoring, food, mental health, housing, etc) and who they are housed under (Ex: Student Support Center-services under VP of Student Success & Enrollment Management at NMSU (Dr. Renay Scott))					
3. Contact local Workforce Connections to (there is a new one stop shop coordinator) identify which resources they can offer towards this objective					

<p>4. What wrap around student support services are already in place? Find the staff working in these areas, build relationships, and identify how to work together on this objective, as they're already working on this area and likely need support (social workers, counselors, coordinators) Ex: https://wellness.nmsu.edu/Social%20Service%20and%20Outreach/social-services.html</p>					
<p>5. Identify and nurture mentorship opportunities for at-risk students (retired professionals, NMSU grads/alumni, people working in student's chosen field of study, etc)</p>					
<p>6. Examine the cross over between K12 and higher ed in wraparound services (not counting career exploration, which is the next objective). This can be explored and we can work on connecting programs that work with K-12 or higher ed</p>					
<p>7. Examine possibilities of Opt-out, rather than opt-in programs for First Generation and other at risk college students (all will get access unless they opt-out of wraparound programs) as a strategy to remove stigma and ensure every student is offered services</p>					



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Long Term Outcome # 2: Students participate in career and work-based learning opportunities

Objective 1: By 2026, the % of students enrolled in WBL/experiential learning/internships programs increases (including on-site and virtual programs to increase equity)

Strategy	Action Steps	Timeline <i>By when?</i>	Project Lead/Party Responsible	Measures	Notes
1. Work with NMSU/DACC Workforce related programs to learn and compile what is in place already. Educate partnership so we have a common understanding of our starting point					
2. Recruit retired professionals to mentor and help advocate for DACC and NMSU students					
3. Identify and contact existing school district programs that work on this area (CTE programs in districts, PED Ed Fellows program, etc)					
4. Identify targeted outreach needs - what students are most in need of WBL?					

<p>5. Contact local Workforce Connections (there is a new one stop shop coordinator) identify which resources they can offer towards this objective</p>					
<p>6. Contact LCPS, Hatch, Gadsden and Gadsden CTE and Career related staff in the districts - recruit for involvement in this objective. Identify what they're already doing, what the gaps are, how can the Success Partnership mobilize the community to help. Share WBL outcomes from strategic plan with district and school leadership (for buy-in) Contact LCPS re: ACE (400 students in WBL program) and needs/capacity assessment, AND district bus service options for internship shuttle.</p>					
<p>7. Contact community and/or PED programs (like KidsCan, STEM Outreach, Ed Fellows) to have specific conversations around WBL, career experiences, etc and what is available</p>					
<p>8. Educate community about programs for career opportunities through DACC (certifications, adult basic education, GED, etc)</p>					

<p>9. YDI is a ABQ-based program for WBL opportunities for immigrant students -identify how to integrate their work and other programs that are geared toward serving specific underserved student populations. Is there a place to increase OST outreach (STEM? school districts?) Other strategies- work with YDI and similar programs to brainstorm based on needs of their students</p>					
<p>10. Identify policy/advocacy efforts that are needed</p>					



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Long Term Outcome # 2: Students participate in career and work-based learning opportunities

Objective 2: By 2026, the number of businesses, non-profits, college departments partnering with districts for youth WBL increases

Strategy	Action Steps	Timeline <i>By when?</i>	Project Lead/Party Responsible	Measures	Notes
1. Explore transportation barriers: district bus service options for internship/wbl, shuttle services					
2. Contact LCPS, Hatch, Gadsden and Gadsden CTE and Career related staff in the districts - recruit for involvement in this objective. Identify what they're already doing, what the gaps are, how can the Success Partnership mobilize the community to help. Share WBL outcomes from strategic plan with district and school leadership (for buy-in)					
3. Identify funding sources to expand resources in this area					

<p>4. Contact local Workforce Connections (there is a new one stop shop coordinator) identify which resources they can offer towards this objective</p>					
<p>5. Create network of employers interested in providing internship/WBL/service learning opportunities</p>					
<p>6. Contact Chambers of Commerce- being them into this objective, recruit them to support</p>					
<p>7. Identify innovative practices in NM that are working (Future Focused Education); explore what might work in DAC</p>					
<p>8. Identify policy/advocacy efforts that are needed</p>					



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Long Term Outcome # 3: Highly skilled workforce in DAC. Increased number of people in sustainable careers.

Objective 1: By 2028, # of students completing certificate/degree programs and obtain local higher skilled jobs increases (To align with "Supply & Demand")

Strategy	Action Steps	Timeline <i>By when?</i>	Project Lead/Party Responsible	Measures	Notes
1. Educate employers/employees/students on the labor market and where is the demand?					
2. Work on a multi-pronged outreach effort that integrates existing community resources and gets information out to students and families about local post-secondary education opportunities, jobs that lead to good paying careers (The Bridge-Workforce Talent Collaborative and DACC are two sources that have compiled much of this information. Just needs a viable strategy for regularly getting this info into hands of DAC residents					
3. Outreach efforts re: post-secondary opportunities should include information about financial aid opportunities and community					

wraparound supports available (ex: Opportunity Scholarship)					
4. Choose sectors and specific local employers to contact: recruit them to help create regular outreach efforts to students, help implement necessary skills-based classes					
5. Identify policy/advocacy efforts that would be helpful					
6. Create a hub (online?) of local DAC workforce resources that career counselors, teachers, higher ed, parents, etc can use with selection of current counselors, create and share list/brochures of programs with counselors					
7. Create communications campaign or series of campaigns to educate the public about DAC career opportunities and pathways					



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Long Term Outcome # 3: Highly skilled workforce in DAC. Increased number of people in sustainable careers.

Objective 2: By 2028, wrap-around supports for employees and job seekers will be developed (eg. transportation, child care services, job training opportunities)

Strategy	Action Steps	Timeline <i>By when?</i>	Project Lead/Party Responsible	Measures	Notes
1. Contact local Workforce Connections (there is a new one stop shop coordinator) identify which resources they can offer towards this objective	 	 	 	 	
2. Connect with area unions and other groups that frequently interact with job seekers to learn about most needed wraparound supports	 	 	 	 	
3. Explore solutions for barriers such as transportation - work with Resilience Leaders Transportation work group, and other stakeholders	 	 	 	 	
4. Explore expansion of on site child -care into employment settings (ECE Coalition is working on this- members of K-Career Coalition can link up and work on it together- talk to Lori/Ngage and Cesia/LCDF)	 	 	 	 	

5. Identify policy/advocacy efforts that would be helpful					
6. Work with NM Early Childhood Education and Care Dept on strategies to expand child care access into nontraditional hours					



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Long Term Outcome # 4: All students have early exposure to career knowledge

Objective # 1: By 2026, the number of students and families accessing in-person career and education counseling will increase.

Strategy	Action Steps	Timeline <i>By when?</i>	Project Lead/Party Responsible	Measures	Notes
1. Contact LCPS, Hatch, Gadsden and Gadsden CTE and Career related staff in the districts - recruit for involvement in this objective. Identify what they're already doing with career exploration and counseling, what the gaps are, how can the Success Partnership mobilize the community to help.	 	 	 	 	
2. Contact local Workforce Connections (there is a new one stop shop coordinator) identify which resources they can offer towards this objective	 	 	 	 	
3. Research what the process and contacts at the districts for bringing outside collaborations and/or industry into the schools- address access	 	 	 	 	
4. Create a hub (online?) of local DAC workforce resources that career counselors, teachers, higher	 	 	 	 	

<p>ed, parents, etc can use - with selection of current counselors, create and share list/brochures of programs with counselors</p>					
<p>5. Work on a multi-pronged outreach effort that integrates existing community resources and gets information out to students and families about local post-secondary education opportunities, jobs that lead to good paying careers (The Bridge-Workforce Talent Collaborative and DACC are two sources that have compiled much of this information. Just needs a viable strategy for regularly getting this info into hands of DAC residents</p>					



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Long Term Outcome # 4: All students have early exposure to career knowledge

Objective # 2: By 2028, the % of middle and high schools integrating career and experiential learning opportunities into the core curriculum will increase.

Strategy	Action Steps	Timeline <i>By when?</i>	Project Lead/Party Responsible	Measures	Notes
1. Contact LCPS, Hatch, Gadsden and Gadsden CTE and Career related staff in the districts - recruit for involvement in this objective. Identify what they're already doing with career exploration and counseling, what the gaps are, how can the Success Partnership mobilize the community to help.	 				
2. Explore possibilities for adopting an "integrated approach"/curriculum- starting from elementary (teachers play a role in career counseling) that districts can adopt	 				
3. Integrate CommunityShare as a primary resource to get career exploration and counseling into classrooms	 				
4. Connect to potential workforce and community connections to bring into schools	 				

5. Create a hub (online?) of local DAC workforce resources that career counselors, teachers, higher ed, parents, etc can use - with selection of current counselors, create and share list/brochures of programs with counselors					
6. Explore Future Focused Education and other models that integrate effective internship models					
7. Financial planning classes at every high school					
8. Utilize after-school programs and partnerships to integrate career and experiential learning (partner with STEM outreach)					