



Strategies & Actions

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 college prep programs.

Strategy	Action Steps
1. Understand the process, and parties involved with Dual Credit and ECHS as well as how dual credit/ECHS helps address equity.	Lori and Jeff Waugh meet to follow up after this meeting. Discuss setting up meeting with LCPS, GISD, HVPS and DACC staff to strategize
	-Contact Las Cruces Public Schools: Yvonne Palmer, ypalmer@lcps.net -Identify contact persons for Hatch and Gadsden - Contact Rebecca Chavez - NMSU Dual Credit
	Talk to Dr. Torres at DACC: -what's necessary for dual credit access -financial and systemic needs.
	Compile a list of and build relationships with contact people for each district -understand how the dual credit/ECHS processes work in each district
	create strategies for students to be career ready upon graduation (ie gain certifications while in HS)
2. We need a more nuanced understanding of the gaps and disparities in terms of which students are accessing dual language and ECHS opportunities by gathering shared data from PED, &	Needs assessment that includes barriers and factors at play with dual credit/ECHS
	Contact PED, DACC, CCA, LCPS, HCPS, GISD to gather data regarding gaps and disparities
	Track data regarding: -What certifications are available to 18 year olds

DACC for CCA to level the communities collective understanding	-What makes students hireable upon turning 18 (if college isn't a good fit)? Early College data is available.
3. Learn how recruitment and enrollment is done for Early College High School (ECHS)/dual credit/college prep programs and develop plan for expansion to underserved students	-See strategy 1, to build relationships -Update websites, public info -Contact Yvonne Palmer at LCPS. -Assist in consolidating the DACC/NMSU enrollment forms to better understand the forms students use for the Pathways to DACC
4. Build dual credit and ECHS information/outreach/recruitment and advising into any career exploration efforts offered to high school students by districts or community programs	-Collaborate with the workforce to assist in onboarding high school students -Create a roadmap for understanding dual credit (DACC advising and high school advising may already have).
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)	-Explore unseen costs (to DACC/NMSU), posing financial burden -enrollment fees free for students (paid by DACC/NMSU) -students coming from dual credit programs to DACC/NMSU with prerequisites completed vs paying for credits -Ascertain the costs of running a program such as dual credit. -Increase funding associated with tests required to enter into the workforce for programs such as WBL: the cost associated with tests (finger prints, certification, etc) -Increase awareness among legislatures of the costs associated with these types of programs.

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
<p>2. Identify the student support and wraparound services already in place (tutoring, mentoring, food, mental health, housing, etc) and where they are housed.</p>	<p>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: NMSU Social Services</p>
	<p>Make sure these resources are in SHARE NM and Symbify</p>
	<p>Make a list of resources at DACC so we can figure out what the gap is.</p>
	<p>Meet with VP of Student Success & Enrollment Management at NMSU (Dr. Renay Scott) to discuss services available.</p>
	<p>-Reach out to Mary to get in contact with more people at DACC to represent at KC -Reach out to Ryan and see what the city has available</p>
	<p>City of LC student WBL</p>
	<p>-Reach out to Ike Ledesma, DACC head of student services. (sends out emails/texts) --Distribute emails/texts that ECHS students receive about DACC to all students.</p>
	<p>-Review DACC and NMSU Strategic plans for shared objectives and overlap/collaboration opportunities i.e.- increase wraparound services</p>
	<p>-Contact Crimson connect about their list of all services and workshops that are coming available to students outside of academics.</p>
	<p>-Find the gap that exists in the wrap-around services (i.e. DACC lacks housing resources), and partner with others (ex. City for housing).</p>
<p>-Establish ongoing strategy meetings each semester to keep in touch, about new and existing programming (with 3 Districts and Charter Schools) ... <i>continued next page</i>... -Create strategy to build a network of more people joining (i.e. When you leave this meeting tell 5 people about the meeting)</p>	

3. Identify what resources Workforce Connections can offer towards this objective	Contact Giselle to see how those services are getting to the students that need them.
	Contact One-Stop Coordinator with Workforce Solutions
	Create list of Adult WIOA Programs
	Find out what WIOA legislation funding can offer regarding support/wrap-around services (laptops, uniforms, certifications, work shoes, car issues, etc.) for higher ed students to connect them to careers (Three type of fundings available: Supportive Services, Tuition, On the Job Training)
4. Identify and nurture mentorship opportunities for at-risk students (retired professionals, NMSU grads/alumni, people working in student's chosen field of study, etc)	-Identify mentorship opportunities that are currently happening -Support informal mentorship that is happening in clubs and between students and faculty - create a vested work group / funders circle to create a stream of dedicated funding for Internship continuity. (transportation,)
	Define "at-risk" - Why are we making groups? It should be everyone. Doña Ana.
	SCORE chapter
	Peers who have received services can mentor other students. -Contact Success Navigators at NMSU (Peers mentoring students) -Connect with school social workers (students can get credit in assisting social workers)
	Revisit with Dean of Students office.
5. Eliminate stigmas around access to wrap-around services	Examine possibilities of all students being added to text/email services listserv. - Opt-out rather than opt-in as a strategy to remove stigma and ensure every student is offered services

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
<p>1. Build collaboration and level with education partners to rally around WBL/experiential learning/internships efforts currently in place</p>	<p>Learn and list what is currently in place (work with NMSU/DACC, etc). -See what certifications are available</p>
	<p>Educate Partnership for common understanding</p>
	<p>Create a master list with specifics on who to contact. Ties to the workforce connections, city programs,</p>
	<p>-Contact local Workforce Connections (new one stop shop coordinator) -Identify which resources they can offer towards this objective</p>
	<p>-Contact LCPS, Hatch, Gadsden and Gadsden CTE and Career related staff in the districts -Identify what they're already doing, what the gaps are, how can the Success Partnership mobilize the community to help</p>
	<p>Contact LCPS re: -ACE (400 students in WBL program) -needs/capacity assessment used? -district bus service options for internship shuttle</p>
	<p>Share WBL outcomes from SP strategic plan with district and school leadership (for buy-in)</p>
	<p>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>Identify & contact existing District programs working in this area (District CTE programs, PED Ed Fellows program, etc.)</p>
<p>2. Create WBL etc. exposure opportunities for students of working age.</p>	<p>Recruit retired professionals and alumni to mentor and help advocate for students.</p>
<p>3. Ensure WBL opportunities match student interest</p>	<p>Determine which students could most benefit from Dual Credit, WBL, and/or certifications</p>
	<p>Create skills and expectations for businesses and well as for students (use Future Focused Ed/Internships already-created docs) <i>... continued next page...</i></p>
	<p>Identify financials (how many WBLs paid vs how many are unpaid)</p>

<p>4. Build public awareness of programs for career opportunities (eg DACC certifications, adult basic education, GED, etc)</p>	<ul style="list-style-type: none"> - Identify what the outreach is. Is it Dual Credit & workspace learning & LCPS/Hatch/GISD involvement? Work on how to be more specific on group census to meet the community target. -AN needs to be more aware of what the resources are to better service the communities. -Create series of PSAs and marketing materials. (following steps from Strategy 1 - gathering intel of county-wide programs and uniform language)
<p>5. Examine needs of immigrant and other underserved student populations regarding WBL/OST</p>	<ul style="list-style-type: none"> -Identify how to integrate YDI's (contact: Ofelia Holguin) work and other programs that are geared toward serving specific underserved student populations. - Identify what the discriminators are -Is there a place to increase OST outreach (STEM? school districts?)
<p>6. Identify needed policy/advocacy efforts</p>	

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
<p>1. Explore transportation barriers: district bus service options for internship/WBL, shuttle services</p>	<p>Meet with RL to ensure alignment with Transportation Sector.</p>
	<p>City, LCPS, school districts to provide transportation specific for students. - Teena</p>
	<p>LC Innovation zone person in charge to be contacted for the transportation. Identify similar individuals responsible in Hatch & Gadsden.</p>
	<p>Identify funding sources to expand Transportation Resources</p>
	<p>Meet with David Armijo with SCRTD for a brainstorm.</p>

2. Coordinate outreach efforts to businesses, non-profits, and college departments partnering with districts for youth WBL3	Recruit LCPS, Hatch, Gadsden CTE departments and Career related staff in the district for involvement in this objective
	Share WBL outcomes from SP strategic plan with district and school leadership (for buy-in)
	Identify what they're already doing, what the gaps are, how can the Success Partnership mobilize the community to help.
	Create network of employers interested in providing internship/WBL/service learning opportunities
	-Contact Chambers of Commerce -recruit them to support
	Identify innovative practices in NM that are working (Future Focused Education); explore what might work in DAC
	Contact local Workforce Connections to Identify which resources they can offer towards increasing WBL opportunities
3. Identify policy/advocacy efforts that are needed	
4. Educate the community (parents, students, school staff, etc) about the career opportunities available in the region and the mismatch between supply and demand	<i>...continued next page...</i>

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/Activity	Action Steps
<p>1. Academics / Hands-on Learning</p> <ul style="list-style-type: none"> • Integrate and build upon existing community resources to create viable strategies for informing DAC students and families (re local post-secondary ed opportunities, jobs that lead to good paying careers) • Build relationships with local workforce sectors <ul style="list-style-type: none"> - understand their needs and how to best partner with them 	<p>Utilize career pathways from The Bridge/WTC to do outreach to families and community at large re: career opportunities in the region that lead to good paying jobs. Work with community partners to do regular outreach across the county</p> <hr/> <p>Identify education, arts, and less well known career opportunities and pathways, and work on ways to educate the community on career opportunities in those areas.</p> <hr/> <p>Identify certificate programs available to high school students so that they can graduate high school either career ready, or ready to take next step in higher education.</p> <hr/> <p>Choose sectors and specific local employers to contact: recruit them to help create regular outreach efforts to students, help implement necessary skills-based classes/programs</p> <hr/> <p>Learn what The Bridge learned from working with employers in 8 sectors. <ul style="list-style-type: none"> - Reference their Greater Mesilla Valley Future of Work data </p> <p><i>Continued next page....</i></p>
<p>2. Student Supports</p> <ul style="list-style-type: none"> • Share information about financial aid opportunities and community wraparound supports available (ex: Opportunity Scholarship) included in outreach efforts re: post-secondary opportunities • 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 	<p>Explore conversation around needs of advisors to ensure Districts, DACC, and NMSU have the most current info and are disseminating it in the same way across the board</p> <p>Pull together higher ed recruitment and advising information into one "storehouse"- that advisors, parents, students can all pull from. (link from a common area)</p>

<p>list/brochures of programs with counselors</p>	<p>Pull together higher ed recruitment and advising information into one “storehouse”- that advisors, parents, students can all pull from. (link from a common area)</p>
<p>3. Create communications campaign or series of campaigns to educate the public about DAC career opportunities and pathways</p>	
<p>4. Identify policy/advocacy efforts that would be helpful</p>	

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)

**From AN #1 4. Connect with local district CTE programs (like LCPS "Dress for Success") and identify options for parents or opportunities to work with districts on multi-generational approaches to CTE*

Strategy	Action Steps
<p>1. SP currently engaged in conversations with Early Childhood and workforce stakeholders around expanding childcare access in Doña Ana County</p>	<p>1. Create and disseminate a childcare survey to go to DAC/regional employers. Partners thus far include Ngage/SP backbone team, Greater LC Chamber of Commerce, NMSU Center for Community Analysis</p> <p>2. Explore possibility of NM Economic Impact Study on lack of child care capacity- potential partners: greater LC Chamber of Commerce, ECECD, NMSU, UNM</p> <p>3. Explore Pilot Project with large manufacturing employer in south county. Potential partners: CFSNM, USDA Rural Development, Child care providers, Ngage</p> <p>4. Hold initial convenings on child care with stakeholders in DAC- ECE Coalition, MVEDA, City of LC, DAC government, CFSNM, ECECD, all Chambers of Commerce, DACC/NMSU</p> <p>5. Work with NM Early Childhood Education and Care Dept on strategies to expand child care access into nontraditional hours</p> <p>6. Explore child care lab possibility with DACC</p> <p>7. Advocate for ECE Career Lattice to aid in growing our local child care workforce</p>
<p>2. Connect with area support groups that frequently interact with job seekers to learn about most needed wraparound supports</p>	<p>-Contact local Workforce Connections (new one stop shop coordinator) -Identify which resources they can offer towards this objective</p> <p>Explore solutions for barriers such as transportation - work with Resilience Leaders Transportation work group, and other stakeholders</p>
<p>3. Identify policy/advocacy efforts that would be helpful</p>	

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
<p>1. Identify established career exploration and counseling, gaps and how the Success Partnership can mobilize the community to help.</p>	<p>Contact LCPS, Hatch, Gadsden and Gadsden CTE and Career related staff in the districts</p> <p>Engage with industry/wf leaders (and be clear on what The Bridge and other partners have already done). Be clear on what info and tools are already available and what isn't.</p>
<p>2. Address access to community and industry partnerships within the districts</p>	<p>Accumulate contact list for each district</p> <p>Research the process and contacts at the districts for bringing outside collaborations into the schools</p> <p>Facilitate industry visits into schools</p>
<p>3. Create a hub (addressed above)</p>	
<p>4. Integrate existing community resources, create viable strategy for regularly getting this info to DAC students and families (addressed above)</p>	

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
<p>1. Identify established career exploration and counseling, gaps and how the Success Partnership can mobilize the community to help.</p>	<p>Contact LCPS, Hatch, Gadsden and Gadsden CTE and Career related staff in the districts</p>
<p>2. Explore possibilities for adopting an "integrated approach"/curriculum- starting from elementary for districts to adopt - teachers play a role in career counseling</p>	<p>Contact Xello and for training on the platform</p> <p>Research other career counseling curriculums being used</p>
<p>3. Increase access within the schools for career exploration opportunities</p>	<p>Integrate CommunityShare as a primary resource to get career exploration and counseling into classrooms</p> <p>Build connections to potential workforce and community connections to bring into schools</p>
<p>4. Create a hub (addressed above)</p>	
<p>5. Explore Future Focused Education and other models that integrate effective internship models.</p>	<p>Keep recent graduates (clinicians etc.) local to fill positions and increase access to services through partnerships with Higher Ed institutions/departments/internships</p>
<p>6. Advocate for financial literacy classes at every high school</p>	
<p>7. Utilize after-school programs and partnerships to integrate career and experiential learning (partner with STEM outreach)</p>	