

# THE COLLEGE AND CAREER READINESS BUREAU'S CTE CORNER

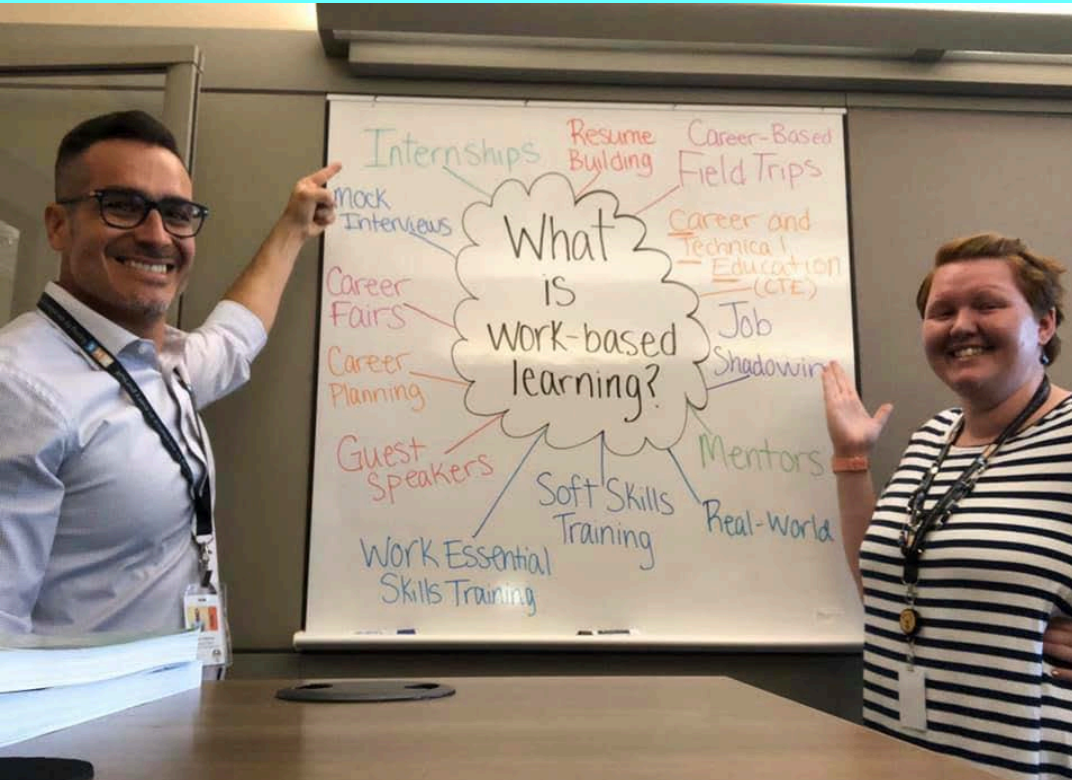
## DIRECTOR'S MESSAGE

Happy New Year from the College and Career Readiness Bureau! We hope you and your family had a warm, relaxing, and safe holiday season. While the 2020 year was nothing we could have expected, we hope this new year brings a fresh start for Career Technical Education (CTE) students, teachers, and administrators. Our team is constantly impressed by your relentless spirit in the midst of this pandemic. We encourage you to keep fighting for our New Mexico students, like you always do. If you need anything, feel free to reach out to our team members listed at the end of each newsletter.

Regards,

Elaine Perea, PhD

Director, College and Career Readiness Bureau



## CTE BEST PRACTICES: FARMINGTON MUNICIPAL SCHOOLS

*COVID-19 has certainly turned the education world on its head, but that is not stopping New Mexico educators from offering Career Technical Education (CTE) programs. Each month, the College and Career Readiness Bureau will highlight some of the creative ways LEAs are providing CTE to students during this pandemic. For January, we focus on Farmington Municipal Schools.*

When you think of iconic duos, Batman and Robin, Sherlock and Holmes, and even Abbott and Costello may come to mind. Soon enough, we might have to add Farmington Municipal Schools' Jose Villarreal and Jenelle Cummins to the list.

These two workforce community liaisons play an integral part in the success of the district's Work-Based Learning (WBL) program

Farmington Municipal Schools launched its WBL program back in January, becoming a huge hit. Villarreal and Cummins kicked off the spring semester with a two-week boot camp featuring resume-writing classes, mock interviews, and a session teaching them how to deliver an elevator pitch about themselves. Overall, 18 business partners and 14 hand-selected students from Rocinante High School participated in the event.

Most of the students even earned an 18-week internship with the same business partners that gave them feedback. Both the employers and the students would fill out weekly surveys, monitoring both their employability and technical skills progression throughout the semester. Some of the internships

offered certifications, financial assistance for college, or even led to a paying job.

"We had a ton of success setting up the students for success," Villarreal said. "But ultimately, they took that opportunity and went flying with it. They exceeded our expectations."

Then, the COVID-19 pandemic hit, changing their program with what seemed like a flip of a switch. Fortunately, Cummins and Villarreal were prepared. They had already adopted a virtual job shadow software that allowed them to monitor students' participation online.

But they still wanted to connect students to business partners in the area. So every Friday, Villarreal followed COVID safe protocols while visiting business partners across the area. He would log onto Zoom through his phone and get a tour of their location, while getting answers to some of the students' questions. Even though internships were not a possibility, both Cummins and Villarreal mentioned how proud they were of the students' resilience in the fall semester.

Before and during the pandemic, both workforce community liaisons showed their grit to continue their WBL program. So how do they make it work?

Part of their success stems from the fact that both come from completely different backgrounds. Cummins' experience is tied

**STORY CONTINUES ON NEXT PAGE**



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**-JOSE VILLARREAL, FARMINGTON HIGH SCHOOL**

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to higher education. She even finished up her Masters of Education in CTE while preparing for the program’s launch. Meanwhile, Villarreal was originally an entrepreneur. He ran a business for 11 years before selling it for a profit, and then wanted to enter the education world.

“That’s where we’ve seen the success,” Cummins said. “The district didn’t just bring in someone with an education background. They also brought in someone with a business background.”

Villarreal added, “The district found two different individuals. We collaborate really well together.”

Both of them expressed how difficult it has been to keep CTE programs afloat during a pandemic, but they want to make sure teachers, counselors, and administrators keep fighting.

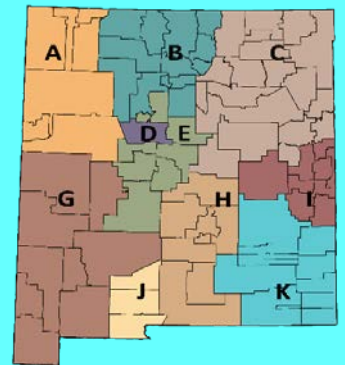
“Be prepared to get outside of your comfort zone,” Cummins said. “Don’t get caught up with every detail. Create relationships with your students.”

“Don’t be afraid to set your standards super high. Students will raise their level of work ethic,” Villarreal said. “Teachers, put yourself in the shoes of employers. This is bigger than schools, it’s about the community.”



**REGION FOCUS**

This month, we are highlighting Region A. It includes seven districts totaling nearly 12,000 students. Major employers include San Juan Regional Medical Center, Aztec Well Servicing Company, North American Coal, and Northern Navajo Medical Center. The occupations with the largest projected growth include Personal Care and Service Occupations (930 new jobs), Health Care Practitioners and Technical (357), and Health Care Support (213). In the winter of 2019, the following local economic and education priorities were identified for Region A: Healthcare, Business Management, and Industrial Production Technology.



**UNDERSTANDING PERFORMANCE INDICATORS: 1S1**

Performance indicators are the core indicators of performance set by the U.S. Department of Education /Office of Career, Technical, and Adult Education (OCTAE). The CCRB set Perkins V baseline percentages based on data from the last two years submitted by each district or postsecondary. To help you better understand performance indicators, we delve into one indicator each month. We start with 1S1: Graduation Cohort Rates.

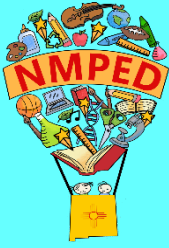
**1S1: Graduation Cohort Rates**

Numerator: Concentrators (students who participated in two unique CTE courses from an approved program of study, while attending grades 9-12) who graduated with their original 4 year graduation cohort



Denominator: Concentrators who were included in the 4 year graduation cohort count

| Statewide graduation rates all students (Cohort 2020) | Statewide graduation rates CTE Concentrator (Cohort 2020) |
|---|---|
| Male – 71%  | Male – 97%  |
| Female – 79%  | Female – 98%  |
| African American – 67%                                | African American – 100%                                   |
| Asian – 85%   | Asian – 100%  |
| Caucasian – 78%                                       | Caucasian – 98%   |
| Hispanic – 74%  | Hispanic – 97%  |
| Native American – 69%                                 | Native American – 94%                                     |
| EL students – 73%                                     | EL students – 96%   |
| Economically Disadvantaged students – 70%             | Economically Disadvantaged students – 97%                 |
| Students w/disabilities – 64%                         | Students w/disabilities – 95%                             |
| Homeless students – 51%                               | Homeless students – 88%                                   |
| Students in Foster Care – 37%                         | Students in Foster Care – 50%                             |



## PED's ASSESSMENT FOR LEARNING CONFERENCE

Currently, PED has announced a hold (not cancelation) on Spring 2021 summative assessments due to the unpredictable status of the pandemic in the months ahead. What is the current status of state assessments? How can schools develop equitable grading practices? What do assessments look like in hybrid learning? Please join PED on January 11 & 12, 2021 for the first annual Assessment for Learning Conference –when these questions are tackled by local, state, and national experts. All educators are welcome!



## CCRB COACH FEATURED IN NATIONAL PUBLICATION

Our very own CCRB Coach, Denise Ojeda, was recently published in ACTE's *Technique* magazine for the months of November and December. Ojeda organized a series called "Embracing the V Word". Ojeda explains why it's time to recognize the contributions of women and to encourage all young people to pursue essential careers. Ojeda worked as an electrician for nearly 25 years and spent time as a full-time instructor in the electrical trades program at Central New Mexico (CNM) before joining CCRB as a coach in October 2020. [To read the full article, click here.](#)

## DEPARTMENT OF EDUCATION REQUESTING WORK-BASED LEARNING INFORMATION

The U.S. Department of Education is seeking input on successful approaches to expanding work-based learning (WBL) opportunities. The Department plans to use the information to help inform their work to implement Perkins V. There are five questions:

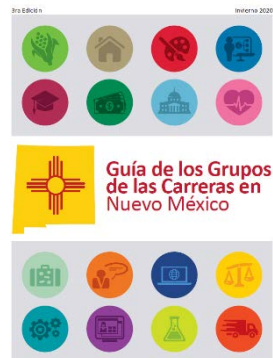
- What barriers have you seen in your state or community to helping 16 and 17-year-old students gain WBL experience?
- What WBL programs and strategies at the state or local level do you consider successful or can be efficiently brought to scale, including apprenticeship opportunities for high school and college students?
- What role does the public elementary and secondary education system currently play in the development of career readiness for youth, and what role should it play?
- How can we better align resources and administrative, regulatory, and statutory requirements to allow for greater collaboration between educators and private and nonprofit employers?
- What do state and local workforce development boards established by Title I of the Workforce Innovation and Opportunity Act and their partners need to do to facilitate better leveraging federal workforce dollars targeted at youth?

Comments on the request are due on January, 13, 2021, and anyone may respond. They can be submitted electronically through the federal [Regulations.gov](https://www.regulations.gov) portal.

## SPANISH CAREER CLUSTER GUIDE BOOKS

The College and Career Readiness Bureau is pleased to introduce a *Spanish version* of the Career Clusters Guide Book 3.0. The *free* resource is designed to be a tool for planning and preparing students for a career. It provides a structure for selecting careers based on linking what they know about themselves with information about occupations and typical training requirements. [You may view a PDF of the Spanish version](#) or [you can order free physical copies for your classroom here.](#)

Also, it came to our team's attention that the page numbers for the PDF did not match the page numbers for the physical books. This has been corrected. [You can view the updated PDF of the English version here.](#)



## ADVANCED PLACEMENT REMINDERS

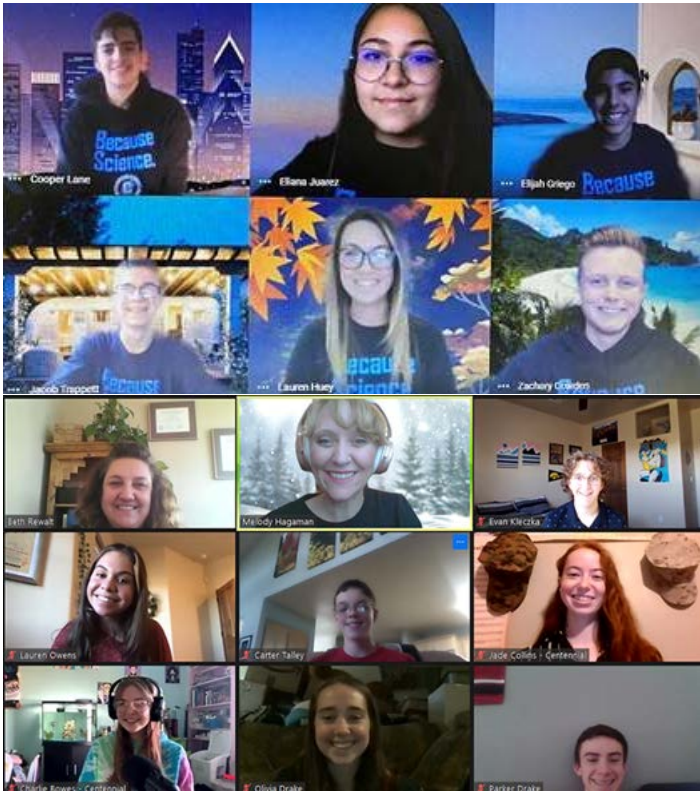


Advanced Placement Winter Workshops will take place on Wednesday, January 27, 2021. Led by College Board endorsed consultants, these full day (8am-4pm) courses target the ten most-taken AP exams in our state. This live Zoom event is hosted by REC IX, and offered at no charge to New Mexico teachers. [Click here](#) to register. (Limit 30 teachers per course.)

Call for Presenters! Do you have great information to share with Advanced Placement educators in New Mexico? We invite you to [submit proposals](#) for 1-hour breakout sessions. All events will take place virtually and may be offered on more than one day in March and/or April.

For more information about Advanced Placement in New Mexico, contact [Alexandra.Lutz@state.nm.us](mailto:Alexandra.Lutz@state.nm.us) or call 505-490-3648.





## NEW MEXICO GOVERNOR'S STEM CHALLENGE

Hundreds of New Mexico students flaunted their science, technology, engineering, and math skills during the second annual New Mexico Governor's STEM Challenge. On Saturday, December 12, 2020, 33 high school teams convened virtually to help solve real-world problems. Each team, composed of up to 10 students, designed and developed a project model to address this question: *How can you combine New Mexico's natural resources with technology to address regional/global needs?* Judges from STEM employers across the state recognized 18 winning high school teams (including Cleveland High School and Centennial High Schools pictured to the left), allowing each student to take home \$500. [Click here to learn more about each winning team.](#)

## SMITHSONIAN FREE VIRTUAL DESIGN FIELD TRIPS

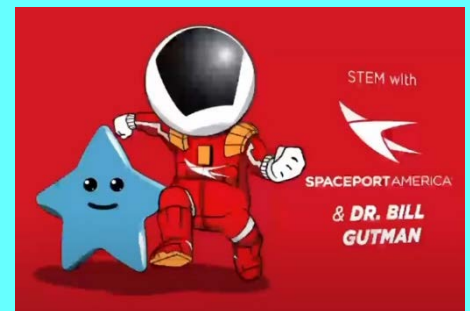
You may think field trips are a no-go during the pandemic, but think again! Cooper Hewitt and Smithsonian Design Museum is offering free virtual design field trips. The 60-minute program engages K-12 students in real-life design challenges that spark creativity—all from home. The interactive field trip inspires the next generation of designers to take action in their community, build self-confidence and self-esteem, and learn how to harness their superpowers to create change for the better. Registration is open and the program is free to all schools across the U.S. Field trips are offered weekdays at 10 a.m. and 1 p.m. from January 4-June 11, 2021. [For more details, click here.](#)

## NEW MEXICO AGRICULTURE COMPETITIONS

The New Mexico Agricultural Education & FFA Association wants to help provide opportunities for students to grow as teachers. The 2021 Virtual New Mexico Leadership Conference is scheduled for January 29 -30, 2021. The weekend conference is full of workshops from past and current state officers, allowing members to engage in an interactive setting to learn skills that can be used in communities and daily lives. There is no fee, but [registration is required.](#)

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

As part of their continued work with PED, NS4ed offers professional development to Early College High Schools and school counselors throughout the state. CTE educators are invited to join any, or all, of the professional development opportunities as many focus on career development and other areas relevant to career and technical education. Currently, there is an ongoing CTE Cohort that meets monthly to discuss a wide variety of topics and issues. There is also a new offering "Engaging Students through Careers" that may interest you. You can register and join any of the opportunities at any time. We will keep you updated as additional offerings are being planned for the spring semester. To learn more, click [HERE.](#)



## OPPORTUNITY WITH SPACEPORT AMERICA

Spaceport America is offering a neat opportunity for schools across New Mexico. In a normal world, Spaceport America's Director of Aerospace Dr. Bill Gutman would visit 6<sup>th</sup> graders at Las Cruces Public Schools to provide a fun, hand-on lesson to inspire students to pursue careers in STEM fields. Due to the pandemic, Dr. Guman is now offering a [video](#) displaying his fun and exciting experiments for all schools to use. Spaceport America also offers lesson plans and vocabulary sheets. For more information, reach out to Alice Carruth at [Alice.Carruth@spaceportamerica.com](mailto:Alice.Carruth@spaceportamerica.com).

## SCHOLARSHIP OF THE MONTH

### Rocky Mountain Coal Mining Engineering/Geology Scholarship

- Students must:
  - Attend a four-year school entering their junior or senior year
  - Be a U.S. citizen and a resident of one of the eight RMCMI member states (includes New Mexico)
  - Be looking for a career in the coal industry
- Award amount: \$5,500
- Deadline: February 1, 2021
- [To apply, click here](#)



## CCRB COACHES

- Alex Lutz, Region A
  - Career Clusters: Business, Finance, Marketing, Government
  - Email: [Alexandra.Lutz@state.nm.us](mailto:Alexandra.Lutz@state.nm.us)
  - Phone: 505-827-6417
- Barbara Armijo, Region D
  - Career Clusters: Education & Training, Human Services
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  - Phone: 505-827-6719
- Denise Ojeda, Region C
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- JoAnn Beuerle, Region I
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  - Phone: 505-827-6729
- Rick Schmidt, Region B
  - Career Clusters: Law, Public Safety, Corrections & Security, Transportation, Distribution & Logistics
  - Email: [Rick.Schmidt@state.nm.us](mailto:Rick.Schmidt@state.nm.us)
  - Phone: 505-827-5844
- Susan Chaudoir, PhD, Region G & J
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  - Phone: 505-827-6723
- Veronica Sanders, Region E,
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  - Phone: 505-827-4278
- Louise Williams, Region G & J
  - Career Clusters: Hospitality & Tourism, Arts, Audio/Visual Technology & Communications
  - Email: [Louise.Williams@state.nm.us](mailto:Louise.Williams@state.nm.us)
  - Phone: 505-690-6577

**DO YOU HAVE A CTE EVENT OR STORY YOU WOULD LIKE TO SHARE? REACH OUT TO OUR COMMUNICATIONS COORDINATOR AT [CHRISTIAN.NARANJO@STATE.NM.US](mailto:CHRISTIAN.NARANJO@STATE.NM.US)**