

# New Mexico CTE Statewide Advisory Board

## *Overview of Committee Charges and Goals*



### Advisory Board Role

*Together we:*

- **Advocate** for strategies ensuring all New Mexico students access high-quality CTE programs.
- **Guide** effective practices to ensure all New Mexico students are college and/or career-ready.
- **Advise** on current and future labor market and workforce needs in New Mexico.

### Advisory Board Impact on CTE

*We influence and provide insight to:*

- **Increase** students' understanding of their strengths and interests, growing confidence in their abilities and opportunities, and continuing career exploration.
- **Develop** students' understanding of the link between education and the workplace.
- **Engage** students in a vision and a goal to encourage persistence in their learning, particularly when strategies and innovative, differentiated methods of instruction are designed for success.
- **Create** a highly skilled workforce to benefit every New Mexico community and industry.

### Executive Committee

- Standing Committee composed of the CTE Advisory Board Chair, Vice Chair, Secretary, and Committee Chairs.
- Charged with serving the overall CTE Advisory Board members, committee, and work.
- Drives the development of:
  - advisory strategy, mission, vision, and committee charges;
  - ensuring healthy board culture and procedures;
  - developing advisory board representative profiles, nomination, and selection to ensure diversity and representation throughout New Mexico;
  - appointments to positions and committees, including onboarding;
  - and hosting productive and meaningful CTE Advisory Board meetings.

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### Student with Disabilities Committee

- Provide feedback on developing modified pathways for CTE opportunities by gathering data to recommend effective solutions for students with disabilities.
- Give insights into policies that expand dual credit access and opportunities for students with disabilities.
- Collect, review, and validate the accuracy of data on all pathways and CTE engagement in this segment of our population.
- Provide input on target goals and analyze data differences between CTE and non-CTE participation for students with disabilities. Note: Align CCRB recommendations with the Disability Innovation Fund requirements as a key pillar.
- Assist in establishing pathways to transition students with disabilities into the workforce, identify current success rates, and identify ways to improve continuously.

### Curriculum, Programs of Study, and CTE Equipment Committee

- Provide feedback on the impact of the revised career clusters as part of New Mexico, which is an early implementation state.
- Evaluate coding and curriculum and its application in classrooms and ultimately impact and measures.
- Assess and modernize CTE current requirements, provide input into the target, and examine if and how they are met.
- Determine if capstone projects, the path to graduation, and the role of CTE in that journey.
- Understand the initiatives, innovations, and standing of other states and recommend what may be effective, adapted, or ineffective in New Mexico regarding curriculum, programs of study or CTE equipment approaches.

### Data, Outcome, and Evaluations Committee

- Examine the various data sets, needs analysis, and co-occurring events that have been collected and provide insights.
- Provide input on the measurable criteria, identify hurdles, barriers, gaps, and ways to complete them.
- Analyze trends and events impacting New Mexico, including historical data, collection processes, validity, and nuances. Cross-reference with hiring data to gain insights into trends or predictions.
- Addressing aging technology and outdated processes is needed, and strategies for upgrading from functional to transformational are recommended.
- Concentrate on transitional work strategies and give input on developing a CCRB assessment to help optimize data tracking and evaluation.

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### Coalition Building and Partners Committee

- Provide input on partner mapping and awareness-building strategies among key industries, leaders, advocates, and communities.
- Facilitate listening and learning sessions.
- Develop effective practices for impactful partnerships, including a breakdown of the types of partners.
- Define what coalitions could be, shared principles, and who would be ideal and natural partners in CTE spaces (e.g., homeless, Title 1, YMCA, immigration, pregnancy resource center, juvenile justice, higher education, the foster system, charter and private schools, etc.)
- Prioritize Perkins Special Populations initiatives.

### Marketing, Public Relations, and Public Policy Committee

- Define the CTE “ACRE” (Attract, Convert, Retain, Engage) strategies for the Advisory Board, help design the CTE story we want to tell in the future and ensure alignment with genuine activity in this direction.
- Clarify objectives and target audiences for engagement efforts (e.g., students, parents, employers, government, higher education, etc.)
- Help spotlight progress, growth, and positive impact (e.g., stop bagging and start bragging on NM!)
- Promote a career mindset at every age, support equity and access through marketing initiatives, and be our own best spokespersons and credible authorities.
- Interpret data and policy for impact in terms everyone can understand and be a catalyst for understanding (e.g., this data or decision “means that” this will/will not happen in CTE)