EEDW Project Advisory Team Meeting
April 13, 2022
Meeting Notes

A. ECHS Partnership and Participation Updates

Open discussion for "what are the challenges for ECHS participation:

- Goins – How are we able to articulate the "on/off ramp" to get on the pathway. What is the course sequence and who offers it? Need to share the path and determine how to get the message out.

- Alaniz – Met w/ DCC. She is concerned about the on-line part of it. How do we support students? Is it just a certificate or a degree?

- Goins mentioned the evaluation process in the initial proposal and updates on the evaluation design planning.

- Additional questions and comments: What is the testing efficacy? Need to provider broader access w/online availability. This is a big goal. Can we do this? Will it be offered by multiple higher ed organizations? We have until June 30 to sign off for approval on the evaluation plan.

What are the barriers to participation?

- Forgette- The timeline is short. Only have 6 weeks before people are off for the summer. The saving grace is the start with 9 graders and their prerequisite assignments to prepare.

- Sanders agreed with the timeline issue and mentioned the need to look at the prerequisite courses. Per Ms. Alaniz, the courses need to be aligned.

- Perea – possible barriers: 9th grade cohort is to take online math – do the ECH instructors know that? Are there teachers and equipment necessary in place for this?

- Forgette – Do the math classes need to be online or can instruction take place in person?

- Goins mentioned possible ways to address this question.

- Perea – Suggestion that the treatment group is the student in the cybersecurity pathway and not to be in general math.

- Forgette – EEDW can sort out the students who are to be in ECH.

- Bowman – The upcoming workshop will answer a lot of these questions.

B. Business Partnership Updates

This program will work on the industry side and not just target IT and Cybersecurity. Cherry is looking into Oil & Gas, Hospital and other applications. There is a lot of interest for

mentorships, participating on the board because businesses recognize the need to build their workforce. There seems to be a lot of willingness to support.

Different levels of support

- Cherry: Involvement in the Advisory Board, meet monthly to discuss projects. Discuss industry and mentorships. Be part of the student coursework. Have Q&A sessions. It is an online pathway, so make sure students have the soft skills needed to succeed in the workplace. Possible guest speakers, maybe be part of the PAT as well.

- Bowman – Once we have business and organizations sign on, what ideas/strategies can we use to integrate with schools?

Social-Emotional Component

- Sanchez – get industry and students on the same page. ECH gives students support and exposure to university life. With the content of EEDW, this will attract computer students. However, what are the social aspects of the program and for competition? How will the learners see themselves?

- Cherry – she would like to show the student that IT and Cybersecurity is more than just computer work. It involves many career paths and can appeal to many students who may see themselves in different roles.

- Bowman – How are we able to get the students to realize the need for critical thinking, collaboration, and self-efficacy. How can we get industry to support for this development, as well? Who will interact with the students?

- Sanchez - What do students need to realize they are successful on a social level?

- Alaniz – exposure is important as well as in classroom instruction. Just working on a computer is not very motivational. Will need to combine classwork w/online instruction.

- Forgette – Important students use skills to solve problems.

- Bowman – There needs to be awareness for value

- Alaniz – there is a need for IT techs. There is a need to build the classes. Take students along with IT techs for hands on experience. Jamie said the industry will be involved in this capacity. Dr. Sanchez said this speaks to the social and emotional need for this. Kids were not successful on computers last year – they need a social bond to succeed.

- Bowman – Students need to have an identity with this.

- Sanchez – Stated he worked in a cohort once. Only when he met personally with the other members, did he find it easy to relate to them.

- Williams. Support needs to be for all students. Look at it from high demand, may be a 4-year program, possibly create a "boot camp".

- Bowman – Will businesses help design and support these experiences?

- Cherry: Yes, using career fairs is an opportunity for this.

- Bowman – Discuss these issues with business partners when the business team is assembled

C. Evaluation Update

Goins – Need to come back to this. He has a design plan and will submit to the group when available. He's working with Rand on this. He would need to have some form of random control group, but might not have to be all students in this population.

D. Higher Education Integration

- Bowman – First determine general pathway and then examine the specifics. What do the pathways look like at SJC?

- Forgette – Cohort question is tricky. SJC can allow students in on it whether a member of the cohort or not.

- Goins – RCT needs to be a component of program, so that might be a factor in student engagement with college programs.

- Forgette – Suspect most colleges may organize differently, focusing on outcomes if the overall idea is career preparation. The specific course schedule or pathway might not matter as long as there is the same certification or outcome.