Higher ED Partners FINAL 2023 Meeting Agenda 4-11-23 at 10am -12pm at CNM

- Greetings – Eric Arpelar – *EEDW Higher Ed Coordinator REC* – **10am**

- 10-minute Icebreaker Activity – **10:05am**

- **Data from Communication Development Model – 10:10am**
    - Scheduling Meeting Practices
    - Content & Discussions of Interactions with Early College High Schools
    - Mode & Method of Communication Mechanisms

- **Small Group Discussions – 10:30am**
    - In your meetings with your ECHSs, you have discovered:
        - *Student Needs*
        - *What is the best communication device for the administration and the guidance department*
        - *How will these meetings influence and drive enrollment in dual-credit courses*
        - *The share out of needs from the college and the ECHS and vice-versa*
        - *What have your discovered as immediacy needs that need to be taken care of*
        - *Does the vision and mission of the ECHS align with the vision and mission of the college*

- **Share-out from Small Groups – 10:50am**

- **BREAK – 11am**

- **Overview of EEDW Research Model – 11:10am**
    - Randomized Encouragement Design
    - Encouragement and Drive for the demand of IT enrollment
    - Direct Access to IT businesses of industry

- **Small Group Discussion – 11:30am**
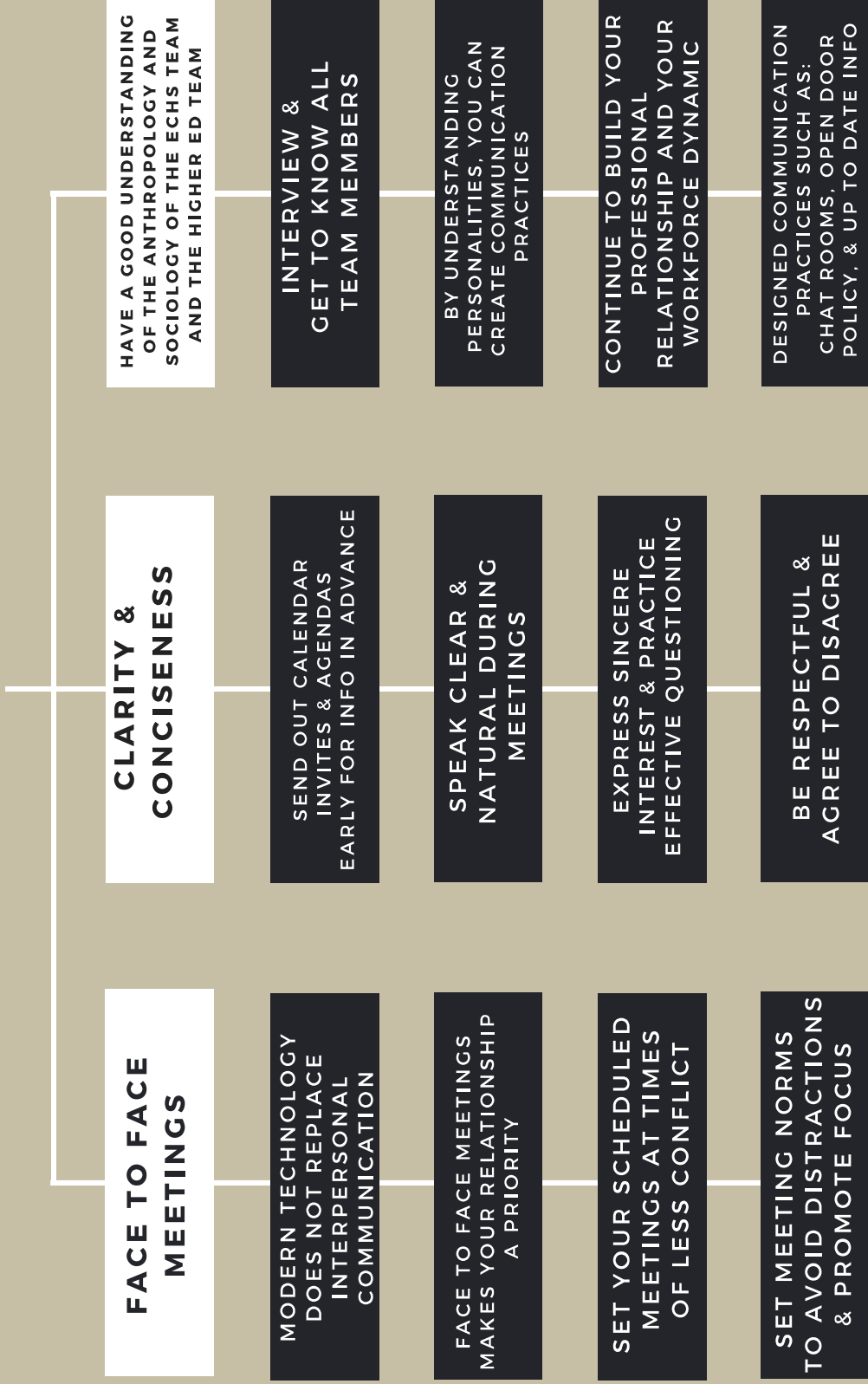   - *How can we as a HED and Dual-Credit department drive IT pathways and this study?*

- o *What programs do we already have in place that can be a driving force for IT pathways?*
- o *To involve stakeholders, would we reach out to the IT partners to recruit adjunct faculty?*
- o *What other steps do we take moving forward.*

- **Share-out from Small Groups – 11:50am**
- Adjourn – **12pm**

*Next Meeting – August 2023

COMMUNICATION DEVELOPMENT MODEL

	BEGINNING	INTERMEDIATE	ADVANCED
Face to Face Meetings *(At least once a week)*	The use of technology is great with cell phones, texting, ZOOM, and email. However, interpersonal communication is irreplaceable and still has more resounding effect than the use of technology. Zoom is an artificial way to meet in person and you can be mindful that your camera is always on. However, face to face meetings are dedicated, set aside times, that you are motivated and obligated to attend.	The advantage for meeting in person is that you are making your relationship with one another a priority. You can set aside a time each week to meet for perhaps an hour. This will keep your lines of communication open, organized, and this will also reflect in turnaround response time on emails, texts, and phone calls. In the process of organizing and planning these meetings, schedule the times when there should not be things popping up. Of course, things can happen but for these meetings, cancelation cannot be an option.	The major advantage to setting aside time each week to meet with one another is when you are meeting you can set norms such as, or not limited to: • Your focus is your discussion how you can grow pathways and assist your dual credit population, so you minimize distractions by having an understanding of a no cell phone usage during the meeting. • Both parties need to be invested and interested in the conversation. Be engaging and in person, you have a heightened sense of awareness about your body language. • In person is a great way to practice effective listening practices.
Clarity and Conciseness *(This is in the planning, organizing, and communicating before, during, and after meetings.)*	Make sure to send out calendar invites with attached agendas. This way both parties can review and study the information in advance. Eliminate last minute calendar invites and pop-up agendas. Once again, if this relationship is valued, and you desire your interactions to be collaborative and engaging, the planning process has to also be clear, concise and organized. So, by providing the content in advance to be discussed, you significantly lower the chances of the meetings be a waste of time but increasing the effectiveness.	During the meeting speak clear and natural. Also, avoid long speeches. In comparison, think about students in a classroom; if there is too much talking without pause, reflection, or discussion, this will cause loss interest or attention. In the meeting these are some practices to put into application: • No rhetorical questions • Address one another by name and allow everyone a voice • Communicate effectively by being explicit in details and express expectation • Be sure to summarize the meeting	Highly important, when in the meeting, make sure that you are putting into practice effective listening. You can communicate this by the following: • Expressing sincere interest • Ask effective question such as *"Tell me more about..."* and *"Give me an example of..."* • Be respectful and agree to disagree. Even if you do not agree with what the other party is saying, it is highly important to acknowledge, understand, and appreciate what they are expressing. Reason being, you planned, organized, and set aside time for this meeting. This is not to say you cannot share your perspective but it has to be done so in an appropriate context. Remember, your professional relationship is more important than an opinion.
Have a good understanding of the anthropology and sociology of the ECHS team and the Higher Ed Team *(Study and understand different personality types)*	Interview the team members, whether ECHS or Higher Ed. • What is each members preference of communication? • What is their ideal work environment? • What motivates them? • What discourages them? This will express that you are aware and intentional, this way you will prevent any potential miscommunications.	By getting know each member and their personalities, you can also understand their communication patterns. Thus, how can you put frequent communication in practice with one another? • 5-minute phone every other or every three days • Quick email check-ins • Working lunches, say every six weeks	As you continue to build your professional relationship and your workforce dynamic, you can also put the following into practice to keep your communication effective and open. • Open door policy or office hours for a quick chat or stop by • Create a chat group or forum to share ideas and have discussions that are documented to come back to at a later date • Make sure that all team members have up to date information by a weekly text, informative email, or an all call

COMMUNICATON DEVELOPMENT MODEL

FACE TO FACE MEETINGS

- MODERN TECHNOLOGY DOES NOT REPLACE INTERPERSONAL COMMUNICATION
- FACE TO FACE MEETINGS MAKES YOUR RELATIONSHIP A PRIORITY
- SET YOUR SCHEDULED MEETINGS AT TIMES OF LESS CONFLICT
- SET MEETING NORMS TO AVOID DISTRACTIONS & PROMOTE FOCUS

CLARITY & CONCISENESS

- SEND OUT CALENDAR INVITES & AGENDAS EARLY FOR INFO IN ADVANCE
- SPEAK CLEAR & NATURAL DURING MEETINGS
- EXPRESS SINCERE INTEREST & PRACTICE EFFECTIVE QUESTIONING
- BE RESPECTFUL & AGREE TO DISAGREE

HAVE A GOOD UNDERSTANDING OF THE ANTHROPOLOGY AND SOCIOLOGY OF THE ECHS TEAM AND THE HIGHER ED TEAM

- INTERVIEW & GET TO KNOW ALL TEAM MEMBERS
- BY UNDERSTANDING PERSONALITIES, YOU CAN CREATE COMMUNICATION PRACTICES
- CONTINUE TO BUILD YOUR PROFESSIONAL RELATIONSHIP AND YOUR WORKFORCE DYNAMIC
- DESIGNED COMMUNICATION PRACTICES SUCH AS: CHAT ROOMS, OPEN DOOR POLICY, & UP TO DATE INFO

February 6, 2023

Dear CTE Instructor,

I am writing to invite you to participate in CTE CyberNet, a nationwide professional development initiative spearheaded by the U.S. Department of Education. https://cte.ed.gov/initiatives/cybersecurity

CTE CyberNet seeks to strengthen cybersecurity education in America's high schools through local teacher professional development academies. Teachers will gain the skills and resources needed to effectively prepare students for cybersecurity education and careers.

The CTE CyberNet: ENMU-Ruidoso Cybersecurity Center of Excellence, hosted by ENMU-Ruidoso, is start in the summer 2022. ENMU-Ruidoso Cybersecurity Center of Excellence will provide:

- A travel stipend, free tuition, cybersecurity training resources
- A face-to-face and online/remote professional development period starting March 20, 2023 - July, 2023 (Monday March 20 will be face-to-face orientation and Microsoft Train-The-Trainer Workshop. Starting Monday March 20th through July 22st the asynchronous online training sessions will be available in CANVAS. A weekly Q&A MS Teams Meeting will provide Q&A on the training contact and overall program activities.
- A full year of personalized mentorship and curriculum support from experts
- Access to a national network of cybersecurity teachers
- Recognition for excellence in cybersecurity education

ENMU-Ruidoso CTE CyberNet Center is now taking applications, please have high school teachers interested in the program to email me at stephen.miller@enmu.edu .There are no prerequisites required.

Sincerely,

Stephen Miller
Professor, ENMU-Ruidoso
Director Cybersecurity Center of Excellence
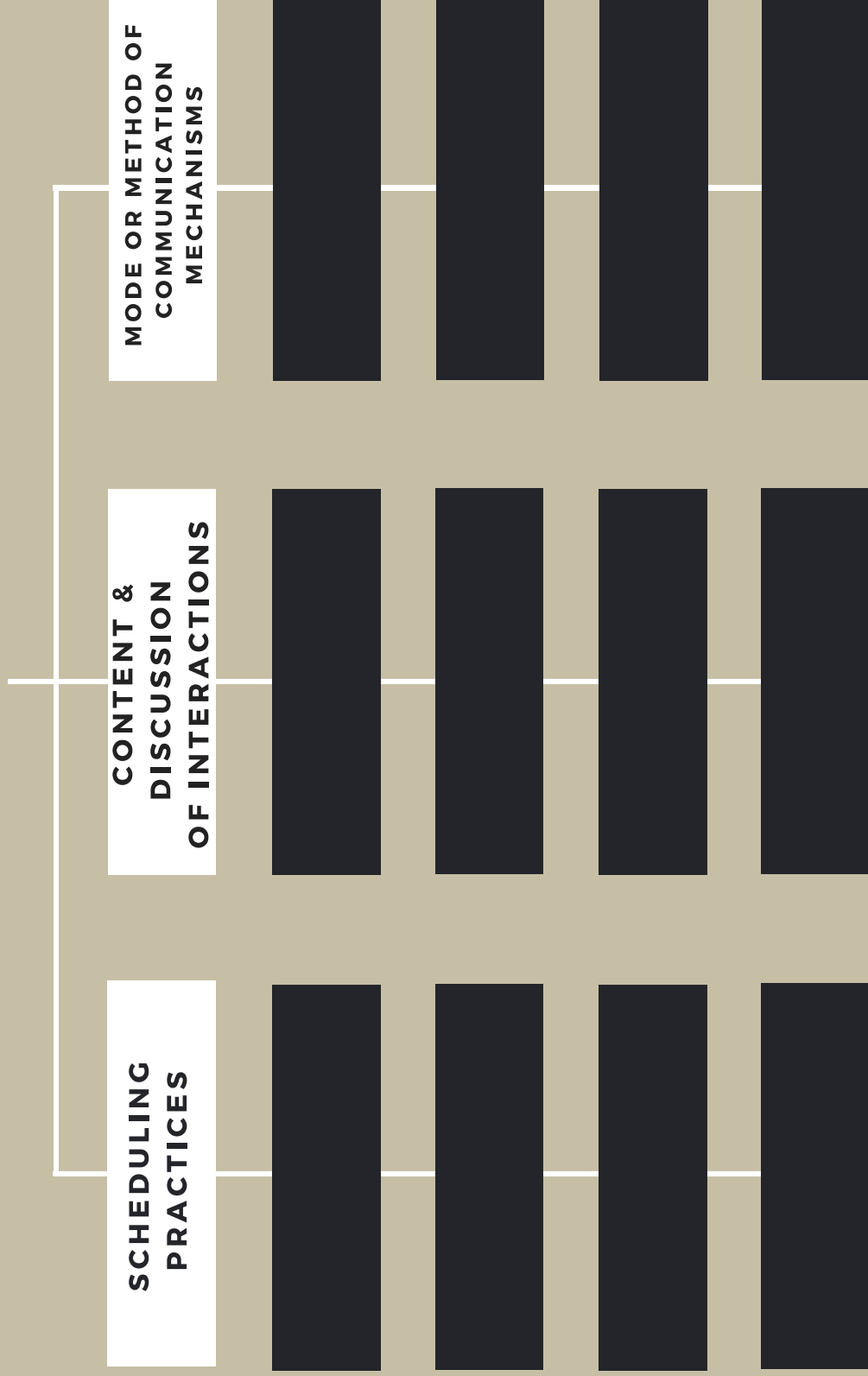stephen.miller@enmu.edu

NSA/DHS National Centers of Academic Excellence in Cyber Defense
Two-Year Education (CAE-2Y)

Cybersecurity Center of Excellence

EVALUATION MODEL FOR ECHS & HED COMMUNICATION INTERACTIONS

	MINIMAL	MODERATE	OPTIMAL
SCHEDULING PRACTICES	• QUARTERLY/SEMESTER	• MONTHLY	• BI-WEEKLY or WEEKLY
CONTENT & DISCUSSION OF INTERACTIONS	• STUDENT GRADES	• STUDENT INTERVENTION	• STUDENT DATA
MODE or METHOD of COMMUNICATION MECHANISMS	• EMAILS – HOW OFTEN?	• PHONE CALLS & TEXT – HOW OFTEN?	• CHATS or DISCUSSION FORUMS, OFFICE VISITS – HOW OFTEN?

EVALUATION MODEL FOR ECHS & HED COMMUNICATION INTERACTIONS

MODE OR METHOD OF COMMUNICATION MECHANISMS

CONTENT & DISCUSSION OF INTERACTIONS

SCHEDULING PRACTICES

AN ACT

RELATING TO PUBLIC EDUCATION; CREATING A DUAL CREDIT TASK
FORCE; PROVIDING DUTIES; REQUIRING A FINAL REPORT.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. TEMPORARY PROVISION--DUAL CREDIT TASK
FORCE--CREATED--DUTIES--FINAL REPORT.--

A. The "dual credit task force" is created. The
task force consists of:

(1) the following members appointed by the
secretary of higher education:

(a) two members representing the four-
year higher education institutions; and

(b) three members representing the
independent community colleges;

(2) the following members appointed by the

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secretary of public education:

(a) two members representing school superintendents; and

(b) three members representing high school principals;

(3) the secretary of higher education or the secretary's designee; and

(4) the secretary of public education or the secretary's designee.

B. The task force shall be appointed by July 1, 2023. Staff for the task force shall be provided by the higher education and public education departments and the higher education institutions that have members on the task force.

C. The task force shall examine current course offerings, dual credit enrollment practices, faculty hiring practices, student support services, credit transferability and current barriers to increasing dual credit participation in a seamless system for high school students to transition from diploma to terminal degree. The task force shall:

(1) conduct a comprehensive survey and study of:

(a) course options by subject area and public post-secondary educational institution;

(b) accessibility for high school students in urban and rural school districts for both online

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1   and in-person instruction;

2   (c)   institutional procedures for student

3   enrollment in dual credit college courses;

4   (d)   procedures for dual credit

5   agreements between public post-secondary educational

6   institutions and public high schools;

7   (e)   course enrollments by tuition-paying

8   students and high school students;

9   (f)   funding sufficiency for higher

10   education institutions to offer current and enhanced coursework

11   for dual credit;

12   (g)   platforms and delivery methods for

13   online courses;

14   (h)   hiring or contracting practices by

15   higher education institutions for adjunct faculty and other

16   dual credit instructors, including instructor credentials and

17   certifications;

18   (i)   communications processes between

19   high schools and higher education institutions regarding

20   student expectations, assignment completion, attendance, course

21   completion, student support needs and grades; and

22   (j)   exemplar practices and policies

23   nationally;

24   (2)   propose and employ metrics for determining

25   effective dual credit programs and for defining student success

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within a dual credit course;

(3)　identify practices and other factors that increase or decrease rates of course access and successful completion; and

(4)　identify strategies to increase student access to both online and in-person dual credit coursework.

D.　The task force shall report its findings and recommendations to the governor, the legislative education study committee and the legislature by January 1, 2024.

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