

Event Summary and Preliminary Recommendations Facilitated Planning Session

New Mexico Career Clusters Initiative Introduction to the Interactive Tools

June 19, 2008
Hilton of Albuquerque
Albuquerque, New Mexico

Submitted to

Julienne Smrcka, Executive Director
New Mexico Children's Cabinet

Submitted by

The New Mexico Forum for Youth in Community
924 Park SW
Albuquerque, NM 87102
www.nmforum.org

Submitted on

June 27, 2008



New Mexico Career Clusters Initiative Community Convening June 19, 2008

I. Introduction

The New Mexico Children's Cabinet, with leadership from the NM Public Education Department, the NM Higher Education Department, the NM Department of Workforce Solutions, and the NM Commission for Community Volunteerism, convened a one day conference on the New Mexico Career Clusters Initiative on June 19, 2008 at the Hilton of Albuquerque. The goals of the convening were to 1) establish a greater awareness of the initiative among community stakeholders, especially those who may be involved with the implementation of the curriculum; and 2) expose community stakeholders to the curriculum in development.

The New Mexico Forum for Youth in Community facilitated the gathering, soliciting, collecting and compiling the information provided by participants. The information contained herein represents a summary of the information compiled for and during the June 19th event. Additional recommendations are listed at the end of the document.

The following descriptive information regarding the Career Clusters Initiative was adapted from *Work in New Mexico - New Mexico Career Clusters Guidebook*. The New Mexico Career Clusters Guidebook was prepared for the Governor's Workforce Coordination and Oversight Committee by Public Works LLC. This information was included in the informational brochure disseminated at the event.

Why Career Clusters?

To move beyond its reliance on low-wage service jobs toward higher-value, higher paying knowledge jobs, New Mexico must make a skillful, protracted investment in its workforce. The state does not have the luxury merely to focus on gaps in the labor force—increasing learning gains among young people, for example, or retraining managers to replace retiring superiors. At the same time it must improve its overall economic outlook.

New Mexico must adopt an economic growth strategy that prepares it to rival states for venture capital investment and business activity in the industries that will dominate the future: bio- and nano-engineering, information technology, and renewable and advanced energy.

Therefore, New Mexico must have an aggressive approach to:

- Produce highly skilled workers who can
- Support the scientific discovery and industry advancement that leads to a positively reinforcing cycle of increased investment and new jobs.

The New Mexico Career Clusters initiative provides the catalyst to achieve this goal. The purpose of the career clusters strategy for New Mexico is twofold:

- (1) It provides the state with a list of strategic industries and jobs that is targeted but not too narrow. Rather than trying to dominate in a single industry—nano-manufacturing, for example, where other states already have a head-start—New Mexico's Engineering, Construction, and Manufacturing cluster provides strong labor and infrastructure capacity to help the state compete a variety of businesses.
- (2) Career clusters offer individuals valuable options. They prepare workers to face the uncertainties and volatility of the 21st century job market with the skills to be successful in a number of potential careers.

New Mexico Career Clusters

Industry clusters create economies of scale by grouping together a variety of different businesses within an industry sector to share infrastructure, know-how, labor, and sometimes even customers. Career clusters take this concept further by bundling several industry sectors that are related by product and/or function. Businesses across these sectors share common resource needs, including labor, and employ workers who have similar characteristics and competencies.

New Mexico Career Clusters are:

- Arts and Entertainment
- Business Services
- Communications and Information
- Energy and Environmental Technologies
- Engineering, Construction, and Manufacturing
- Health and Biosciences
- Hospitality and Tourism

These clusters comprise industries in which New Mexico has special value or competitive advantage.

II. Agenda – June 19, 2008

- 7:30 am Registration and Continental Breakfast
- 8:30 am Welcome
Greg Webb, Executive Director, NM Commission for Community Volunteerism
Terry Cole - President, Greater Albuquerque Chamber of Commerce
- 9:00 am *Introduction to the Career Clusters Initiative.*
Betty Sparrow Doris - Secretary, Workforce Solutions Department
- 9:30 am Morning Plenary. *The Career Clusters Initiative.*
Melissa Lomax, Career, Technical and Workforce Education Bureau, New Mexico Public Education Department
- 10:30 am *Overview of the New Mexico Children's Cabinet and the Career Clusters Initiative.*
Julienne Smrcka – Executive Director, New Mexico Children's Cabinet
- 11:15 am Breakout Sessions
Emerging Opportunities and the Dropout Crisis.
Michael Brown – New Mexico Forum for Youth in Community
Economic Development Through Career Pathways.
Len Malry – New Mexico Higher Education Department
Careers and the Native American Community.
Lee Francis – Laguna Education Foundation
- 12:30 pm Lunch Plenary. *The Career Clusters Toolkit Philosophy.*
Marjorie Krebs, Ellen Erlanger – Partnerships Make A Difference.
- 2:00 pm Breakout Sessions. *An Introduction to the Career Clusters Toolkit and Curriculum.*
Marjorie Krebs, Ellen Erlanger, Kathy Meyer – Partnerships Make A Difference.
- 3:30 pm Facilitated Group Discussion. *Community Feedback on the Career Clusters Toolkit and Curriculum.*
Michael Brown, Eduardo Martinez – New Mexico Forum for Youth in Community.
- 5:00 pm Adjourn

III. Participants

Just under 100 participants from across the State attended the Summit. While most were from Albuquerque (54%) and Santa Fe (18%), all regions of the state were represented. Four participants came from out-of-state. Participants represented a range of community sectors, as well (Table 1).

The highest numbers of participants worked in youth development (28%) and education fields (22%). One in ten participants (10%) was a youth leader. Other sectors represented included business (15%), local (3%), state (17%) and national (2%) government. Also present were representatives of the media and philanthropy. A full participant list is provided in Appendix 1.

Table 1. Conference participants listed by geographic location and sector of representation.

Attendees by Geographic Location		Attendees by Sector	
City	No.	Sector	Number
Albuquerque	53	Youth Development	27
Farmington	3	Education	22
Gallup	1	State (NM) Government	17
Laguna Pueblo	1	Business	15
Las Cruces	3	Youth Leaders	10
Las Vegas	1	City Government	3
Pine Hill	2	Federal Government	2
Ruidoso	1	Philanthropy	1
Santa Fe	18	Press	1
Santa Rosa	1		
Taos	1		
Truth or Consequences	8		
Williamsburg	1		
<i>Out-of-State</i>			
Columbus, OH	2		
Washington, DC	2		
Total	98	Total	98

IV. Summary of Presentations

Welcome: *Terri Cole, President, Greater Albuquerque Chamber of Commerce*

Terri Cole provided an introduction to the Career Clusters Initiative and provided some background on the Governor's Workforce Coordination and Oversight Committee. The Governor's Workforce Coordination and Oversight Committee, which Mrs. Cole chaired, was responsible for identifying and establishing the parameters around New Mexico's adoption of the 16 nationally recognized career clusters. Additionally, Ms. Cole identified the need for aligning the elements of the Career Clusters with the state public education process, including the implementation of a curriculum that supports pathways to work in the seven areas identified under the Initiative.

Throughout her presentation, Mrs. Cole talked at great length about the need for every child to succeed, no matter their walk of life, as illustrated by her personal story of overcoming challenges to achieve success.

Introduction to the Career Clusters Initiative: *Betty Sparrow Doris, Secretary, Workforce Solutions Department*

Secretary Doris provided background information on the Career Clusters Initiative, as it relates to the work being done at the federal level, and how that work has translated to New Mexico and its initiative. She described the role and the responsibility of her department in the Career Clusters Initiative, and the connections her department has to other parts of state government.

Secretary Doris also described how the U.S. Department of Labor has identified sixteen workforce arenas, which the State of New Mexico has collapsed and integrated into eight cluster areas. The eight cluster areas in New

Mexico still encompass all sixteen areas identified at the national level. Secretary Doris outlined some of the more technical aspects of the initiative, citing examples of how curriculum and business pathways might be aligned. She also discussed the need for comprehensive approaches to help make the Initiative a success.

Secretary Doris thanked participants for being there and addressed the need for their continued engagement, specifically pointing out the need for continued youth involvement in the process.

The Career Clusters Initiative: *Melissa Lomax, New Mexico Public Education Department, Career, Technical and Workforce Education Bureau.*

Dr. Lomax presented an overview of the Career Clusters Initiative. She recalled that the Initiative has been 10-15 years in the making, but the initiative today is garnering national recognition as a “promising practice.”

The impetus for the Career Clusters Initiative is to provide a broader, more durable preparation for vocations, as the world of work continues to undergo rapid change. Thriving in the midst of this change will require not only vocational training, but also cross-training and retraining. With that landscape in mind, a Career Clusters Task Force identified seven broad sectors as “beneficial for New Mexico.” Each Career Cluster, in turn, provides numerous career pathways to jobs within and between clusters.

Dr. Lomax noted that a primary concern in the development of the Career Clusters initiative is its relevancy to young people. Young participants in two Career Cluster town hall meetings held in Farmington and Las Cruces earlier this year, identified key points of relevance in career planning: Earnings; match to personal interests; match to personal talents; preparation for ones self-selected next step in the pathway to work, and, ultimately, enhanced quality of life.

The next steps for the Career Clusters Initiative are: To develop the framework for implementing the initiative, beginning in middle schools; to ensure that the initiative is responsive to the unique attributes of the many communities within New Mexico; to ensure that resources are equitably distributed across communities and schools; and to design a program that is developmentally appropriate to accommodate a range of ages.

Overview of the New Mexico Children’s Cabinet and the Career Clusters Initiative. *Julienne Smrcka, Executive Director, The New Mexico Children’s Cabinet*

After a brief overview of the Children’s Cabinet, its’ membership, purpose and goals; Director Smrcka invited the participants in attendance to enter into a question and answer period about the Children’s Cabinet and the Career Clusters Initiative. Executive Director Smrcka facilitated this session, and at the end again put into context the importance of the initiative and the importance of inviting participation from community and youth to work in partnership to make the Career Clusters Initiative a success.

Emerging Opportunities and the Dropout Crisis. *Michael Brown, New Mexico Forum for Youth in Community*

America’s high school dropout problem is perhaps the most striking moral, social and economic problem facing our nation and state. National dropout rates are hovering at 30%, with New Mexico slightly higher than the national average. As the State begins to build awareness around emerging markets in our state and develop strategies to guide young people toward careers that have the greatest potential for providing a future for them, partners and stakeholders MUST be also cognizant of the consequences that low graduation rates (high dropout rates) will have if the crisis is not intentionally dealt with.

The presentation was meant to achieve three over-arching goals:

- To open a dialogue that respectfully raises concerns over the relationship between access to future opportunities and low graduation rates.
- To understand the predicted consequences in public health costs, and the sub-optimization of economic gains, if we simply give lip-service to addressing the dropout crisis or ignore it.
- To ring the alarm: career opportunities must be made available to everyone, this includes our most vulnerable student populations.

Careers and the Native American Community. *Lee Francis, Laguna Education Foundation*

Mr. Francis identified a number of considerations with respect to implementation connecting the Career Clusters to New Mexico Native American communities. Among the most pressing needs on Native American lands is the need to support infrastructure development, healthcare, and the hospitality industries. It is also critical to find opportunities and strategies to improve high school graduation rates and reduce the low rates of enrollment/completion in the higher education process. Mr. Francis also felt it critical to engage in long term strategies for Native American communities, shifting the focus away from economic development activities to “building an economy”; this would help Native American communities move away from “survival” economies to real growth opportunities.

Native American communities are sovereign nations whose residents are described as “sovereign citizens”. Successful implementation of the Career Clusters initiative in Native American communities, will require several items:

- A comprehensive understanding of the importance of culture and tradition to Native people.
- Aligning economic opportunities (and thus career pathways) with tribal goals and priorities.
- Adapting implementation to a tribal model of governance, education, and community engagement.

With respect to the education of Native American youth, consider the intricacies of federal and tribal laws that govern the education systems on tribal lands as well as how to interface with those schools that are not under the purview of tribal governance (but serve a high proportion of Native Americans). Most importantly, when implementing the initiative on tribal lands, build the deployment around the core values of the community – those that are centered on traditional values and culture of Native Americans.

Economic Development Through Career Pathways. *Len Malry, New Mexico Higher Education Department*

Mr. Malry referenced a compelling body of research linking education to economic development and growth. People, or “human capital,” represent an important economic asset. Increased investment in the health, skills, and knowledge base of a region’s “human capital” provides returns to the economy in terms of:

- Increased labor productivity;
- Higher wages for workers;
- Attractive and supportive “business climate”

According to Richard Florida, author of “The Creative Class,” businesses are saying, “Keep your tax incentives and highway interchanges; we will go where the highly skilled people are.”

NM’s economic development strategy involves partnering the publicly funded workforce system, the business community, education and training providers, and economic development agencies.

Key Principles:

- Need for continuing skills development
- Sectoral and regional framework (22 regions within NM)
- Central role for community and branch colleges
- Build on existing capacity

A career pathways system encompasses a series of connected educational and training processes, programs and support services that prepares and enables individuals ... to secure a job and advance over time to successively higher levels of education and employment in a specific industry or occupational sector.

No single organization can implement career pathways—the model is based upon partnerships among educational institutions, bridge-training programs, industry partners, state agencies and departments, regional foundations, community-based organizations, and intermediaries.

V. Participant Feedback – *Creating Your Legacy* Curriculum

Approximately 30 registrants participated in the feedback sessions following the “*Creating Your Legacy*” curriculum. The facilitators guided participants through a debriefing of the initiative and the curriculum, using the focus questions below as an initial starting point. Each participant responded to the focus questions in writing; responses (below) and engaged in dialogue to generate a deeper awareness of the issues important to the community. The responses were later grouped into overarching themes; that information is reported in Section VI – Content Analysis.

Focus Question: *Having learned more about the Career Cluster Initiative, and about the curriculum/toolkit design, what constructive feedback can you provide to support successful implementation and outcomes?*

Responses:

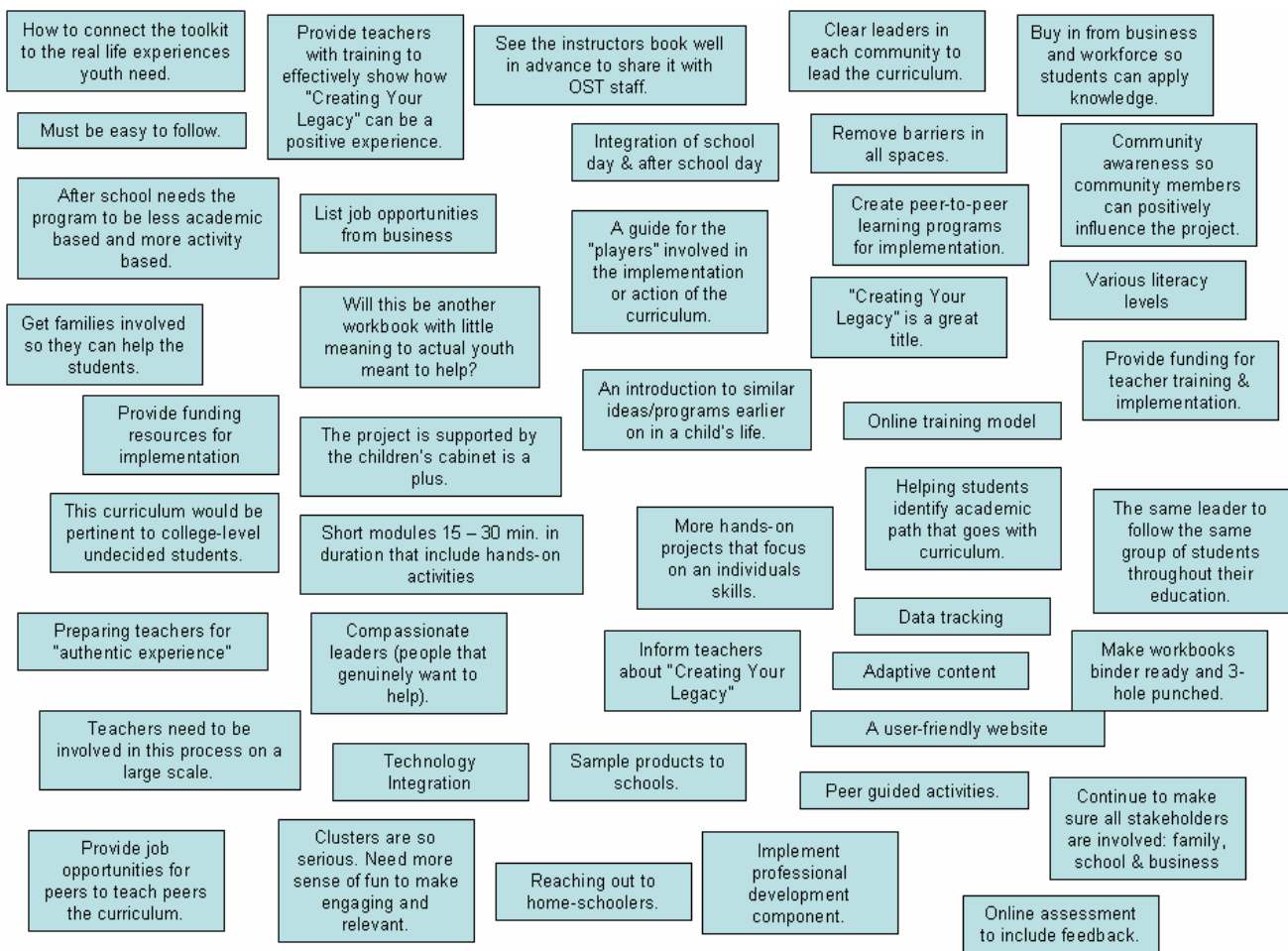


Figure 1. Graphic representation of the participant responses collected during the first focus question pertaining to the curriculum/toolkit.

Focus Question: As the implementation of the Career Clusters Initiative continues to develop, what are the critical questions from the community that should be considered? What will comprise the anticipated "Frequently Asked Questions" about the Initiative and its implementation?

Responses:



Figure 2. Graphic representation of the critical questions raised by participants regarding the implementation of the Career Clusters Initiative.

VI. Content Analysis of Participant Feedback

The New Mexico Forum for Youth in Community provides the following content analysis of the response data collected during the participant feedback session from June 19th. The content analysis establishes “affinity” among responses, and the participant responses to focus questions are subsequently assigned to themes or categories. With respect to the first focus question, responses fell within two general areas concerning, a) the curriculum, and b) the implementation of the Career Clusters Initiative.

Focus Question #1: *Having learned more about the Career Cluster Initiative, and about the curriculum/toolkit design, what constructive feedback can you provide to support successful implementation and outcomes?*

A. Regarding the Curriculum

- *Make Curriculum “Hands-On” and Relevant*
 - Connect the toolkit to the real life experiences youth need.
 - More hands-on projects that focus on an individuals skills
 - Clusters are so serious. Need more sense of fun to make engaging and relevant.
 - Peer guided activities.
 - Technology Integration
 - Online training model
 - Short modules 15 – 30 min. in duration that include hands-on activities
- *Complementary Learning*
 - Integration of school day & after-school day
 - After-school needs the program to be less academic based and more activity based.
- *Developmentally Appropriate*
 - Must be easy to follow.
 - Various literacy levels
 - Adaptive content
 - An introduction to similar ideas/programs earlier on in a child’s life.
 - This curriculum would be pertinent to college-level undecided students.
- *Other Considerations*
 - Make workbooks binder ready and 3-hole punched.
 - “Creating Your Legacy” is a great title.

B. Regarding Implementation of the Initiative

- *Implement professional development component for facilitators:*
 - Inform teachers about “Creating Your Legacy”
 - Prepare teachers for “authentic experience”
 - Provide teachers with training to effectively show how “Creating Your Legacy” can be a positive experience.
- *Tap Youth as Facilitators*
 - Create peer-to-peer learning programs for implementation.
 - Provide job opportunities for peers to teach peers the curriculum.
- *Secure adequate funding for implementation*
 - Provide funding for teacher training & implementation.
 - Provide funding resources for implementation
- *Coordination and Follow Through*
 - Remove barriers in all spaces.
 - Continue to make sure all stakeholders are involved: family, school & business
 - Provide a guide for the “players” involved in the implementation or action of the curriculum.
- *Monitor and Evaluate*
 - Data tracking
 - Online assessment to include feedback.
- *Other Considerations*
 - Create a user-friendly website
 - Help students identify academic path that goes with curriculum.
 - The same leader to follow the same group of students throughout their education.

C. Engaging Multiple Community Sectors to Support Effective Implementation

- *Promote Awareness and Solicit Feedback*
 - Community awareness so community members can positively influence the project.
- *Develop Community Leadership to Support Initiative*
 - Clear leaders in each community to lead the curriculum.
 - Compassionate leaders (people that genuinely want to help).
- *Involve Families*
 - Get families involved so they can help the students.
 - Encourage parental involvement by attending trainings so they can implement the curriculum at home.
 - Reach out to home-schoolers.
- *Involve Educators and Youth Practitioners*
 - Teachers need to be involved in this process on a large scale.
 - Sample products to schools for review.
 - See the instructor's book well in advance to share it with OST staff.
 - Tap resources beyond classroom: after-school, positive youth development organizations, etc.
- *Involve Business*
 - List job opportunities from business
 - Buy in from business and workforce so students can apply knowledge.

Focus Question 2: *As the implementation of the Career Clusters Initiative continues to develop, what are the critical questions from the community that should be considered? What will comprise the anticipated "Frequently Asked Questions" about the Initiative and its implementation?*

Program/Classroom Integration

- Will this fit into existing curricula?
- How do 21st Century skills fit?
- How will this support the standards already required by state law?
- How will the curriculum be linked to college prep?
- Is the workbook the only component being used?
- How often will the teachers use the workbook?
- Implementation frame? (12 weeks – 1 hour/semester?) What is the most effective way to do this?
- How will this journal/program benefit those students involved for more than one year?
- Is there a list of core reference/resource materials, a basic library of career info.

Student Engagement

- How will we ensure fun?
- Will the students like the workbook?
- Will the workbook really help the students?
- How will the curriculum incorporate more hands-on experiences?
- How can the curriculum be more interactive?
- Was toolkit designed with end-user input?
- Will this be another workbook with little meaning to actual youth meant to help?

Developmental Aspects

- What is the reading level?
- Can this be adapted for children with special needs?
- Is this a 1- year curriculum?
- When I complete this "journal" what's next?
- What if my career interest is not listed in the CC?

Timing

- Time frame? When will this be available?
- What is the timeline for implementation?
- When will this program be given to kids?

Student Access

- How many students would a site serve?
- At what age level will the "Creating Your Legacy" plan be implemented?
- Who will decide at what age this toolkit will be implemented?
- Will program make use of on-line access?

Costs and Support

- What is the cost?
- What is anticipated to be the per student cost for the workbook & any ancillary teaching aids?
- Will the funding allow for student incentives while implementing the curriculum?
- Will there be monetary incentives for successful implementation
- Who will the funding come from?
- What support system will be in place?

Broad Community Support

- How do we ensure "buy-in" by the community?
- Who will be the leaders?
- Roll out: How is it made effective and inclusive?
- Career Clusters = Economic Development?
- Process of environmental community scan?
- What is the professional business looking for in entry skills?
- Who/what is liaison between the professional community and school?
- How easy will it be for parents to get involved with their child's plan?
- Could federally funded programs be included such as Talent Search, Upward Bound, etc...?

Follow-Up and Follow-Through

- How will follow-up plans be carried out?
- How can we prevent possible bad consequences?

Monitoring and Evaluation

- How do we know it works?
- How will we measure the outcome?
- Who will decide if successful? And when?
- What determines success in this program?
- What is the specific desired effect of the curriculum?
- Will the results be immediate?

VI. Recommendations

Based on the feedback from the event and members of the community, we propose the following recommendations for consideration as implementation of the Career Clusters Initiative progresses:

1. As with the deployment of any new initiative, the initial communications, products, and activities tend to generate more questions than answers. This was evident by the many questions that arose during the participant feedback during the June 19th event. This required facilitators to adjust their process to collect information on “critical questions”. As the deployment of the initiative continues, consider compiling and disseminating an FAQ document (“frequently asked questions”) to respond to the questions posed by the target population, the community at large, partners, and other stakeholders.
2. In the deployment of the Career Clusters Initiative, consider a phased implementation, balancing the value of “pilot” or demonstration project vs. regional and/or statewide implementation. Implementation of a pilot project may yield critical lessons and opportunities to adjust, and support greater success during a statewide deployment.
3. The Career Clusters Initiative is an important component of positive youth development. It sees young people as an inherently rich resource and provides a platform from which young people can begin to envision a future in which they can locate themselves. While effort has been given to the curriculum design and the raising of awareness (primarily among youth), intentional, broader and targeted community involvement should be solicited and included in any implementation strategy. The strategy should include community conversations, pseudo-focus groups, targeted issue discussions, and other structured feedback sessions. These should include parents, teachers, concerned citizens, nonprofit leaders, business leaders, and a second round of young people specifically addressing youth engagement strategies.
4. As an “assets-based” approach to community-building, the Initiative will want to ensure that existing career development programs, partnerships, and community resources have been identified and considered as potential components of the Career Clusters Initiative.
5. Consider assembling a “working group” to tackle barriers that impede real progress in implementation. An action plan should be articulated that is both aggressive and realistic. Since “markets” in our economy have a “shelf-life” (as do young people), the implementation timeline is a crucial element and speaks to the aggressive nature of the implementation strategy. The working group should focus on tactics that provide the most efficient and effective mechanisms for implementation while looking for the “path(s) of least resistance”. An emphasis on practical, on-the-ground methods, mechanisms, and approaches is generally appreciated by community members.
6. As numerous presenters noted, the Career Cluster Initiative is and must be a collaborative effort among a range of partners. Time, space, and resources need to be devoted to identify innovative strategies and partnerships that extend beyond the formal school day if this initiative is to flourish.
7. The time to consider evaluation of the Initiative is during the design and early stages of deployment. Integrating the evaluation process during the design phases will support critical data collection and enhance quality of the implementation. An “oversight group” can guide the assessment and evaluation of the initiative, ensuring accountability in tracking the accomplishment of over-arching goals and outcomes of the initiative. A strategic communications plan can monitor and widely report benchmarks and milestones, as well as ensure timely and consistent feedback from all sectors of the community.
8. Parents and guardians are key partners in successful pathways to careers. The Initiative provides an opportunity to include parents and other concerned citizens in all phases of design and implementation.
9. Accomplishing the stated goal for “place-based” or contextual implementation on a statewide basis will require adjustments in training, facilitation, messaging, and partnership development. Given the broad range of diversity in New Mexico, the curriculum and facilitation of the Initiative should align with multiple indicators of cultural competence and cultural proficiency. At minimum, ALL documentation should be written in Spanish.

10. Special consideration should be given to the unprecedented and unacceptable number of students who do not complete high school with a traditional high school diploma in four years. If the economic gains we hope for are to be realized, intentionally addressing the dropout crisis should be a key intention forwarded by any strategic thinking around the Career Cluster Initiative. Since there is a direct relationship between the high school completion crisis, and economic growth, it is important to bring to bare all the resources other sectors the community have to close this achievement gap.
11. Ongoing convenings and other messaging strategies and opportunities will help to support implementation of the initiative and continue to build community readiness. The more knowledge, understanding and acceptance on the part of the many stakeholders, the greater the chances for successful implementation.

Appendix 1. Participant List

Career Clusters Summit June 19, 2008				
Participant List				
Sector	Name	Title	Organization	City/Town
Business	Terri Cole	President	Greater Albuquerque Chamber of Commerce	Albuquerque
Business	Theresa L. Acker	Marketing	New Mexico Student Loans	Albuquerque
Business	Angie Morales	Coordinator	NM Business Resource Center Inc.	Albuquerque
Business	Dolores Herrera	Coordinator	NM Business Resource Center Inc.	Albuquerque
Business	Isabel M. Rodriguez	Office Manager	NM Business Resource Center Inc.	Albuquerque
Business	Melva Santiago	Coordinator	NM Business Resource Center Inc.	Albuquerque
Business	Petra Sanchez	Director	NM Business Resource Center Inc.	Albuquerque
Business	Robert C. Peters	Coordinator	NM Business Resource Center Inc.	Albuquerque
City Govt	Debra Saine	Manager	Mayor's Office of Volunteerism & Engagemer	Albuquerque
City Govt	Flo Trujillo	Youth Services Coordinator	Farmington Public Library	Farmington
City Govt	Lori Grumet	Public Services Initiative	City of Las Cruces	Las Cruces
Consultant	Michelle Bloodworth	Senior Evaluation Specialist	Apex Education	Albuquerque
Consultant	Frank Mirabal	Consultant		Albuquerque
Consultant	Josefa Bethea Wall	Consultant		Albuquerque
Consultant	Lanny Leyba	Consultant		Albuquerque
Consultant	Ellen Erlanger	Consultant	Partnerships Make a Difference	Columbus
Consultant	Kathy Meyer	Consultant	Partnerships Make a Difference	Columbus
Consultant	Surjeet Ahluwalia	Associate	AmericaSpeaks	Washington
Education	Sal Tripiedi	Activities Director	APS - West Mesa High School	Albuquerque
Education	Lisa Adams	Middleschool Outreach Campaign Coord	College Success Network	Albuquerque
Education	Sharon Oizumi	Executive Director	College Success Network	Albuquerque
Education	Melinda Ackerman	Teacher	Creative Education Preparatory Institute #1	Albuquerque
Education	Robert Benavidez	VP Finance & Operations	New Mexico Coalition for Charter Schools	Albuquerque
Education	Alexis Cawley	Member Services Coordinator	NM Coalition for Charter Schools	Albuquerque
Education	Adrian Pedroza	Executive Director	The Albuquerque Partnership	Albuquerque
Education	Marjori M. Krebs	Assistant Professor	UNM-Partnerships Make a Difference	Albuquerque
Education	Anne Madsen	Associate Dean	UNM-School of Education	Albuquerque
Education	Gloria Ann Begay	Indigenous Education	Indigenous Institute for Native Arts	Gallup
Education	Lee Francis	Executive Director	Laguna Education Foundation	Laguna Pueblo
Education	Fred Coho	Federal Projects Director	Pine Hill Schools	Pine Hill
Education	Gilbert Sage	Principal	Pine Hill Schools	Pine Hill
Education	Akeem Ferguson	Summer Youth Volunteer	Apple Tree Child Development Center	Truth or Consequences
Education	Joanna Curliss	Family Support	Apple Tree Child Development Center	Truth or Consequences

Education	Nicole Ontiveros	Asst. Director	Apple Tree Child Development Center	Truth or Consequences
Education	Shenandoah Montoya		Apple Tree Child Development Center	Truth or Consequences
Education	Stephanie Montoya	Vista Volunteer	Apple Tree Child Development Center	Truth or Consequences
Education	Leah Foreman	VISTA	AppleTree Educational Center	Truth or Consequences
Education	Rebecca Dow	Cheif Ex Officer	AppleTree Educational Center	Truth or Consequences
Education	Samantha Melton		AppleTree Educational Center	Truth or Consequences
Education	Shenandoah Montoya	Teacher	AppleTree Educational Center	Williamsburg
National Gov	Marc Wunder	Field Representative	Senator Jeff Bingaman's Office	Albuquerque
National Gov	Kira Weiss		CNCS	Washington
Philanthropy	Renee Paisano-Trujillo	NMISSI Director	NM Community Foundation	Albuquerque
Press	Megan Kamerick	Senior Reporter	NM Business Weekly	Albuquerque
State Gov	Lanthia Gillespie	Community Outreach Coordinator	NM Div of Vocational Rehabilitation	Albuquerque
State Gov	Lonnie Barraza MS Ed.	HIV Program Administrator	NM Public Education Department	Albuquerque
State Gov	Gregory Webb	Executive Director	NM Comm for Community Volunteerism	Albuquerque
State Gov	Virginia Chavez		NM Comm for Community Volunteerism	Albuquerque
State Gov	Mimi Roberts	Director for Media Projects	DCA	Santa Fe
State Gov	William V. Flores	Deputy Secretary	Higher Education Department	Santa Fe
State Gov	Jennie Lusk	Staff Attorney	Legislative Council Services	Santa Fe
State Gov	Renada Peery-Galon	Senior Fiscal Analyst II	Legislative Finance Committee	Santa Fe
State Gov	Bernadette Gomez	Education Administrator	NM Public Education Dept	Santa Fe
State Gov	Julienne Smrcka	Executive Director	NM Children's Cabinet	Santa Fe
State Gov	Helen Carr	Deputy Director	NM Corrections Dept.	Santa Fe
State Gov	Len Malry	Director	NM Higher Education Dept	Santa Fe
State Gov	Alvin Warren	Cabinet Secretary	NM Indian Affairs Dept	Santa Fe
State Gov	Melissa Lomax	Bureau Chief	NM Public Education Dept	Santa Fe
State Gov	Rick Anglada	Lieutenant	NM State Police	Santa Fe
State Gov	Catherine Cross Maple	Dept Secretary	Public Education Dept	Santa Fe
State Gov	Betty Sparrow Doris	Cabinet Secretary	Workforce Solutions Dept	Santa Fe
Youth Dev	Suzanne Goodwin	Executive Director	Citizen Schools New Mexico	Albuquerque
Youth Dev	Julia Lara	Tax Consultant	IRS	Albuquerque
Youth Dev	Danette Townsend	NMISSI Site Manager	NM Community Foundation	Albuquerque
Youth Dev	Celestina Garcia	Program Manager	NM Forum for Youth in Community	Albuquerque
Youth Dev	Edwardo X. Martinez	Project Director	NM Forum for Youth in Community	Albuquerque
Youth Dev	Everette Hill	Executive Director	NM Forum for Youth in Community	Albuquerque
Youth Dev	Michael Brown	Project Director	NM Forum for Youth in Community	Albuquerque
Youth Dev	Michael Garcia	Project Director	NM Forum for Youth in Community	Albuquerque

Youth Dev	Michael Lujan	Project Director	NM Forum for Youth in Community	Albuquerque
Youth Dev	Moneka Stevens-Cordova	Project Director-	NM Forum for Youth in Community	Albuquerque
Youth Dev	Wendy Wintermute	Training Director	NM Forum for Youth in Community	Albuquerque
Youth Dev	Patricia Lee Chavez	President	NM Youth Entrepreneurship Network	Albuquerque
Youth Dev	Mike Silva	President	Rio Grande Educational Collaborative	Albuquerque
Youth Dev	Dawn A. BlueSky-Hill	Program Specialist	UNM Student Support Services-TRIO	Albuquerque
Youth Dev	Lisa Torres	Careers Skills Trainer	Youth Development Inc	Albuquerque
Youth Dev	Jeanette Crapse	Program Director	Youth Development, Inc.	Albuquerque
Youth Dev	Lisa Torres	Job Developer	Youth Development, Inc.	Albuquerque
Youth Dev	Michael Ogas	Executive Vice-President	Youth Development, Inc.	Albuquerque
Youth Dev	Jerilyn Remley	Executive Director	Dona Ana Action for Youth	Las Cruces
Youth Dev	Mayra Franco-Vasquez	Southern Region Coordinator	Dona Ana Action for Youth	Las Cruces
Youth Dev	Ryan Kluthe	Associate Director	EcoServants	Ruidoso
Youth Dev	Nancy Chatfield	Marketing Coordinator	NM Youth Entrepreneurship Network	Santa Fe
Youth Dev	Felina Rodriguez	Operations Director	YouthWorks	Santa Fe
Youth Dev	Maria Dominguez	Administrative Assistant	YouthWorks	Santa Fe
Youth Dev	Shayna Lewis	Asst. Youth Development Director	YouthWorks	Santa Fe
Youth Dev	Betty Jo Moncayo	Employment Community Specialist	HELP-New Mexico, Inc.	Santa Rosa
Youth Dev	Carl Colonius	Executive Director	Rocky Mountain Youth Corp	Taos
Youth Leade	Cornelius Mackey	Intern	NM Forum for Youth in Community	Albuquerque
Youth Leade	Elisa G. Pintor	Public Ally	NM Forum for Youth in Community	Albuquerque
Youth Leade	Gilbert Marquez	VISTA	NM Forum for Youth in Community	Albuquerque
Youth Leade	Jonathan Riley	Intern	NM Forum for Youth in Community	Albuquerque
Youth Leade	Nandi Baldwin	Public Ally	NM Forum for Youth in Community	Albuquerque
Youth Leade	Peter J. Estrada	Summer Associate	NM Forum for Youth in Community	Albuquerque
Youth Leade	Anna Marie Doherty	Youth Leader; Representative	Farmington Mayor's Teen Advisory Council; N	Farmington
Youth Leade	Shelby Reese	Teen	Farmington Mayor's Teen Advisory Council; N	Farmington
Youth Leade	Alicia Martinez	Americorps-Vista Volunteer	Lt. Governor's Office	Las Vegas
Youth Leade	Rhonda Montoya	Americorps-Vista Volunteer	Lt. Governor's Office	Las Vegas