

2018 NASPE AWARD

Eugene H. Rooney, Jr. Award Nomination *Innovative State Human Resource Management Program*

Nominations from dues-paying states are considered for eligibility. Nominated leaders and programs should have a positive effect on the administration of state human resource programs. A state's central human resource department or line agency human resource operations may administer nominated programs.

Programs and projects must have been operational for at least six months and must be transferable to other states. Selection criteria are based on the questions asked on the award application. Included in this packet are the specific criteria for each award and their categories. Nominations are encouraged in all areas of human resource management administration.

Additionally, please attach a one-page summary of the program and prepare a narrative answer for the questions listed below. Do not send supporting documentation. Provide a narrative answer for each of the following questions.

PROGRAM INFORMATION

Program Title: Real World Working Challenge

State: NM

Contact Person: Michael Santillanes

Contact's Title: Internship Program Manager

Agency: State Personnel Office

Mailing Address: 2600 Cerrillos Road, Santa Fe, NM 87505

Telephone: 505-365-3691 Fax: 505-476-7806

E-mail: Michael.Santillanes@state.nm.us

ALL SUBMISSIONS MUST:

Meet all eligibility requirements. • Meet deadline requirements stated on the NASPE website. • Be entered in the correct category and be correctly identified. • Include a complete nomination packet. • Conform to all copyright laws.

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Innovative State Human Resource Management Program

NOMINATOR INFORMATION

Nominator: Michael Santillanes Title: Internship Program Manager

State: NM Agency: State Personnel Office

Telephone: 505-365-3691 Fax: 505-476-7806

E-mail: Michael.Santillanes@state.nm.us

DETAILS

1. Please provide a brief description of this program.

The Real World Working Challenge is an innovative program designed to increase the awareness among high school age students about potential careers with state government. It is an 8-week program in which students get an inside look at the mission, scope, and inner-workings of a particular state agency. Students learn directly from representatives of each division within the agency and learn about the roles, responsibilities and duties associated with each position therein. In the course of the program students visit various agency offices, laboratories, shops and other work sites. The program culminates with presentations in which the students propose solutions to an agency related issue in their home communities.

2. How long has this program been operational (month and year)?

This program became operational in March of 2017.

3. Why was this program created? (What problem[s] or issues does it address?)

This program was created as part of an effort to break down the walls that traditionally exist between state agencies and educational institutions. It was designed to address the lack of awareness among New Mexico's students about the wide variety of jobs and careers available with the state government and doing so early enough that they can make informed decisions in planning for their higher education and careers. By creating opportunities for students to meet directly with state government professionals this program serves to inform and educate students as well as to demystify the work of state government and generate interest in careers with the state.

4. Why is this program a new and creative method?

This program takes a bold new approach to recruitment by encouraging agencies to proactively reach out to high school students in an extended, direct and informative way. This program is designed to be

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in-depth enough that it is a truly meaningful experience they are able to explore a variety of career paths and to gain valuable first-hand accounts from professionals.

5. What was the program's startup costs? (Provide detailed information about specific purchases for this program, staffing needs and other expenditures, as well as existing materials, technology and staff already in place.)

The primary cost of this program is staffing. There is an assigned program manager from SPO as well as the host agency liaison who will meet along with a school representative to create the program agenda in the weeks prior to the program start date. The initial program planning will require approximately 10-15 hours of preparation. The program does not require the purchase of additional materials or the use of special technology.

6. What are the program's operational costs?

The program's operational costs are also primarily staffing. Each presentation will last approximately 1.5 hours and each presenter will need approximately one hour of preparation time.

7. How is this program funded?

The costs outlined in the previous questions are absorbed by the agency hosting the Real World Working Challenge.

8. Did this program originate in your state?

9. Are you aware of similar programs in other states?

If yes, how does this program differ?

We are not aware of a similar state government program.

10. How do you measure the success of this program?

The success of this program is being determined based on direct feed-back from the students, teachers and agency participants all of whom gave the program a very positive review and expressed a desire to take part in future manifestations of this program.

Participants will be tracked in the long-term to see how many end up pursuing higher education in related fields as well as permanent positions with state government.

11. How has the program grown and/or changed since its inception?

Since its original implementation this program has been adapted into a generalized form to be easily adjustable to the wide variety of agencies that exist in the State of New Mexico.

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New Mexico State Personnel Office – Real World Working Challenge

Program Summary- The Real World Working Challenge (RWWC) is an innovative recruitment and engagement program designed to familiarize high school students with the workings of a particular state government agency. The program gives students a “behind the curtains” look at what the agency does, what its mission is, and the nature of the various divisions and roles that compose it, all directly from the industry professionals themselves. In the second phase of the program students are asked to apply what they’ve learned in the program towards a related “Real World” problem in their home communities. The Real World Working Challenge launched in March 2017 through the collaborative efforts of the New Mexico State Personnel Office (SPO), the New Mexico Department of Transportation (DOT) and the Santa Fe Indian School (SFIS).

Eighteen 11th grade students from SFIS participated in the pilot program between March and May of 2017. In the course of the eight weeks, the students learned all about the DOT, its mission, scope and structure, as well as the many divisions that compose it. In each session, students met with DOT professionals and learned about the roles and responsibilities within each division, gaining important insights into how the various divisions collaborate on projects ranging in scope from small to large. Students learned about the different types of jobs and careers at the DOT, ranging from vocational to highly technical, as well as the various educational and training pathways for each. They also learned about which jobs have the most room for growth and which jobs will likely be in high demand in the future. The program culminated in student projects for which students were asked to identify a “Real World” transportation problem in their home community and to research and propose a solution under the guidance and direction of DOT RWWC program mentors.

As part of the program field trips were taken to the main DOT campus in Santa Fe as well as to the Mid Regional Council of Governments (MRCOG) and Intelligent Transportation Systems (ITS) headquarters in Albuquerque. Students received guided tours of engineering and surveying offices, materials labs, maintenance and sign shops, the central offices for the “Rail Runner,” the state’s regional commuter train, and the ITS control room. Students also met with SPO and DOT representatives who gave presentations on subjects such as Soft Skills, Bridges and Drainage, Survey and Geographic Information Systems (GIS), Tribal Involvement and the DOT, and the ENDWI the DWI Prevention Program. Please watch our video outlining the program on YouTube: <https://youtu.be/lcfUIWzq-VE>

Final Project topics included:

- Speed Bumps in the Pueblo of Okay Owingeh
- Bridge/on-ramp safety in Kewa Pueblo
- GIS update for Santo Domingo Pueblo
- Pedestrian Safety in front of the Governor’s office in Cochiti Pueblo
- DWI and Texting While Driving info video, cause and effects for teens in NM
- Intersection culvert/curve safety review in Nambe Pueblo
- Sidewalk design in CADD at SFIS
- Drainage, flooding improvement for the road from Santo Domingo Pueblo to San Felipe Pueblo