

ABOUT NS4ED, LLC.

NS4ED

NS4Ed, LLC. has unique capabilities around the research project management being proposed by the pilot demonstration project for virtual learning. The staff at NS4Ed is comprised of several aspects that range from policy, practice, process, and technical. First, from the policy standpoint, Dr. Goins represents 25 years in public education. Dr. Goins has worked in various states to develop integrated virtual learning programs, Dr. Goins has help establish statewide virtual systems focused on career and college readiness in Alabama, West Virginia, Indiana, New York, Mississippi, Kentucky, Louisiana, Oregon, and Texas. His policy work has been directly related to career and college readiness in K12 schools. He has his Ed.D from Vanderbilt University where he focused his research on Individual Career Programs and defining Career and College Readiness.

Additional staff includes Trevor Stokes, an economic and workplace specialist. Trevor Stokes directs workforce programs for the Arizona Commerce Authority. He also regularly serves as a subject matter expert in labor market analysis to support career-driven curriculum development, regional economic research and growth planning, industry sector partnerships, educational product development and public policy recommendations. Personal experience in secondary education, adult technical training and workforce development have contributed to a practical and digestible approach to interpreting and applying labor market data. An in-demand public speaker, he has addressed a range of audiences both national and local, ranging from the federal Economic Development Administration Conference to the Arizona Association of School Boards. Before joining the ACA, Trevor provided leadership to some of the country's most innovative and successful career-driven education and workforce development initiatives, including GoBuild Alabama, Work Ready Austin, and the Kentucky Career and College Readiness Transformation. His writing and research have contributed to successful efforts to secure Race to the Top, AMJIAC, Workforce Innovation Fund and Ready to Work federal grants.

Dealing with practice, NS4Ed works with Dr. Gary Adcox. Gary has also work closely with state and federal legislators collaborating with leaders of Tennessee Independent Colleges and Universities Association (TICUA), Tennessee Board of Regents (TBR), UT system institutions and the Executive Director and staff of the Tennessee Higher Education Commission in defining and addressing educational and workforce development issues across the state. As a board member of Tennessee Student Aid Commission (TSAC), Gary is uniquely familiar with the financial policies and administration of educational lottery scholarship programs. Gary has spoken nationally and internationally on a variety of topics including diversity and inclusion, change management, team development, leadership, character education, and best practices in retention. His expertise and dedication to educational and workforce development issues on a state and federal level has allowed him the opportunity to provide testimony before the Tennessee House and Senate Education Committees as well as before the Joint Government Operations Committee on matters effecting education and workforce development policies. Gary has also been afforded the opportunity serve as a special advisor to the Governor's Veterans' Education Taskforce and Drive to 55 Taskforce, and most recently, as an advisor to the Tennessee Higher Education

Authorization working group. Gary is an innovative and transformational leader and holds a Bachelor of Science degree in Psychology from University of Maryland, a Masters of Education in Counseling Psychology from Boston University, a Doctorate of Management in Organizational Leadership from the University of Phoenix, and a Doctorate of Education in Higher Education Leadership and Policy from Vanderbilt University.

From a technical expertise, NS4Ed works with the staff at Metiri group. Metiri specializes in evaluation and research, curriculum development, professional development, readiness tools, district and state level visioning and planning, commercial product evaluation, and the development of policy, position, and white papers. Metiri's experience includes the evaluation of numerous National Science Foundation (NSF) projects, U.S. Department of Education, FIPSE grants, NCLB Title II D grants, as well as numerous state and district supported initiatives. In addition, Metiri Group has supported education technology initiatives for corporate and non-profit clients such as Intel, Cisco and Apple with 1:1 laptop evaluation, the development of online and face-to-face professional development courses, large scale visioning, assessment tools, leadership tools, and by authoring research-based white papers on technology integration. As a continual provider of professional development for K-20 education, Metiri works to bring research to practice through effective strategies and research-based materials.

NS4Ed also works with the Global Pathways Institute that was launched in June, 2014, and is based at Arizona State University. It is directed by William C. Symonds, who gained international recognition as the primary author of the Pathways to Prosperity report, which was issued by the Harvard Graduate School of Education in 2011. The Institute grew out of the vision for preparing all youth for success that was first expressed in this landmark report. Symonds had primary responsibility for preparing the report while serving as director of the Pathways to Prosperity Project at Harvard from 2008-2013. Following its publication, he spoke about the report's findings in 40 states, as well as in Canada and New Zealand. Later, he helped organize the Creating Pathways to Prosperity conference, which was held at Harvard University in March, 2013. This event attracted more than 400 attendees from across the country and around the world, including educators, business representatives from Fortune 500 companies, and political leaders. The conference concluded with a call for creating a more effective pathways system that would improve career guidance, expand high-quality "multiple pathways" options for young people, and increase opportunities for work-based learning.

The NS4ED team brings an unparalleled level of experience and expertise in this field. The concept of virtual education is core to the mission of NS4ED, and well-honed skill sets will be leveraged for the benefit of this project in a number of ways:

Dr. Joseph Goins BIO, CEO NS4ed, LLC.

For much of Joseph's 25+-year career, he has focused on custom solutions in the ED TECH industry. This work has enabled Joseph to firmly understand the integration of technology into the classroom settings through resources that promote learner achievement, teacher effectiveness, and leadership strategies for administrators. Straddling multiple systems, Joseph led sales, marketing, and professional development efforts in the U.S. and international markets. While developing a stellar track record of

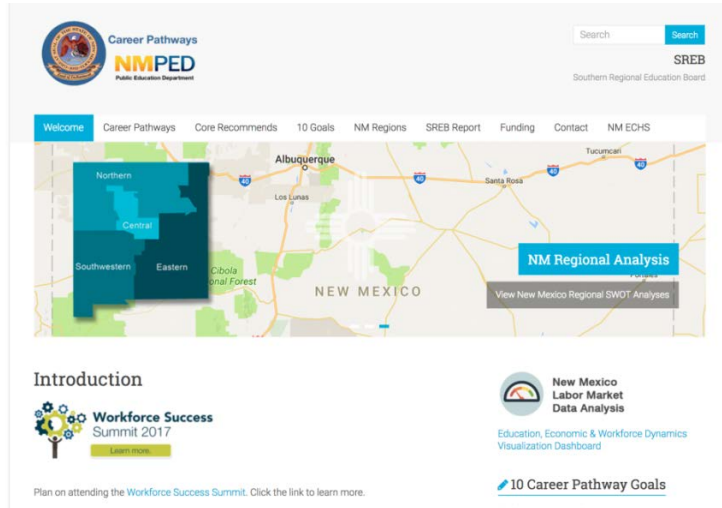
increasing market share, profitability, and the development of product offerings, Joseph never ceased to focus on the needs of learners, educators, the workforce, and employers. Examples of his work, which demonstrate clearly his experience working simultaneously with economic and workforce development professionals include the following:

- An I3-funded project to redefine and implement career readiness strategies in rural school districts across Kentucky. This was a 5 year development grant award for \$3 million dollars
- A Race to the Top project that developed a deep transformative model for economic recovery in 17 counties in Appalachia. This work included developing the Appalachia Renaissance Initiative, a model to promote, health, wellness, education, career and college readiness, and work ready communities.
- Implementation of career and college readiness standards in the West Virginia Department of Education CTE programs
- Development of Kentucky's Adult Education policy program for training and re-certification of dislocated workers.
- Integrated work-ready credentials for the state of Indiana, that cross-sectioned the needs of business and industry.
- Development of the Louisiana virtual academy model for training workers in 67 Indiana One-Stop Centers.
- Development of a Rhode Island soft skills model for the Rhode Island Department of Employment.
- Clarification of a career pathways program for all workforce through advancing a credentialing program in New Mexico.
- Development a project to redefine and implement career readiness strategies in rural school districts across Kentucky.
- Development of a deep transformative model for economic recovery in 17 counties in Appalachia, including the promotion of health, wellness, education, career and college readiness, and work-ready communities.
- Development of a digital framework for the innovation clusters across the US with a central question focused on : What conditions are necessary for student agency to lever community social capital investment in advancing community vitality? To what extent does the innovation cluster transfer from K12 to community partnerships? To what extent does the community have skills sets and the capacity to regionalize the work within the innovation cluster

Currently, Joseph Goins is the CEO of NS4ed, an action based research company, NS4ed, which works closely with companies and educators alike to understand how to apply best practices and research into practice. He works with educators across the country helping them to identify the best solution that fits their culture, needs, and ultimately ones that allow learners to be successful.

Joseph Goins completed his Doctorate from Vanderbilt University. The topic of Joseph's dissertation was *Market Share in the Jefferson County Public School System; understanding how and why parents choose to leave the public schools.*

NS4ed, LLC. experience:



NS4ed just completed a two-year “Pathways” project in New Mexico and is well positioned to meet the needs of this proposed effort.

Members of the proposed NS4ed team worked together with education, economic, and workforce development institutions and workgroups in New Mexico, on behalf of the state education agency. In 2015-16, NS4ed’s team convened and surveyed the 21 Early

College High Schools in New Mexico, along with their business and industry sector, college/university partners. The resultant reports were presented at a joint meeting in March 2017. The report and its recommendations

Figure 1: <http://nmcpreport.jcostilla.com/>

created the NM Public Education Department’s policy on Early College High Schools. Additionally, the capstone report from the New Mexico project demonstrates NS4ed’s ability to connect education and the workforce industry sector strategies with business services. One of the inputs to our final delivery was an interim report, “Labor Market Analysis of New Mexico’s Workforce Regions.” In preparing the analysis of the State’s four workforce regions, NS4ed aggregated county-level data to become coterminous with the entire workforce regions in question. NS4ed then offered tactical recommendations for implementation of the Southern Regional Education Board report “Building Career Pathways.”

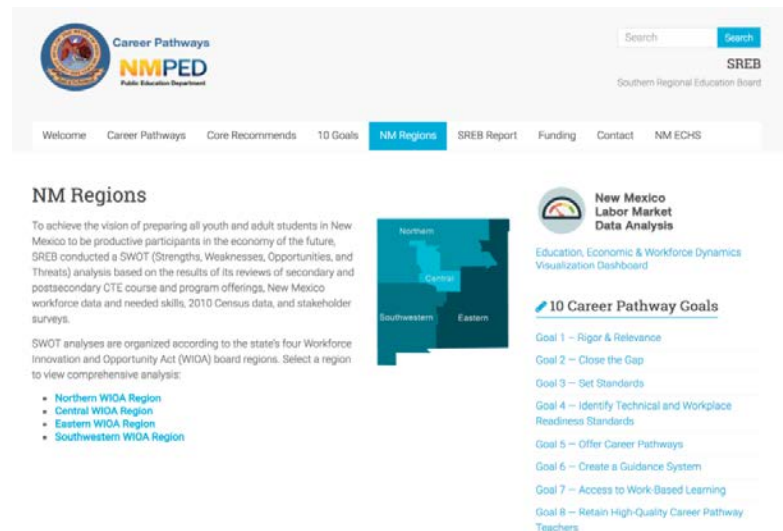


Figure 2: <http://nmcpreport.jcostilla.com/index.php/nm-regions/>

Current Research Projects:

1. *Early College High Schools NM*

1. Conduct a survey of Early College High School administrators, counselors and teachers to determine areas of needed support, success, and challenges related to instructional practice, adherence to administrative code and statutes, best and promising practices, and outcomes. The results of the survey shall be compiled in a report and will be used to inform a menu of supports that can be provided in regional or state-wide convening(s).
2. Host and facilitate a town hall meeting of Early College High School stakeholders to review the results of the aforementioned survey to prioritize actions and to identify supports for areas of challenge. This collective work shall inform an agenda and a support package to be addressed in item 3 below.
3. Work collaboratively with PED to develop an agenda for an ECHS Summit to occur in spring/summer of 2017 (before June 30, 2017). Such agenda shall address the collected body of work informed by items 1 and 2 above.
4. Work collectively with PED to determine individual ECHS or regional supports that can be provided to advance the ECHS mission and outcomes in New Mexico. Should supports be identified for ECHSs, such support shall be provided through a formal Request for Information or Application process.
5. Research national associations and practices that advance and improving access to postsecondary education through ECHSs. Such research and practices shall be made available in web based formats and disseminated to the registered ECHS in New Mexico, and professional associations that support such.
6. Provide appropriate REC III staffing for facilitation and implementation of the ECHS effort, secure meeting location, contract with content consultants, provide registration mechanism, facilitate surveys and provide lodging and mileage reimbursement to eligible workshop participants.

<http://www.echsnm.jcostilla.com/> (ECHS)

2. *Workforce Readiness NM*

- a. Partner with New Mexico State University, Office of Outreach and Public Service, and the Southern Region Education Board (SREB) to facilitate and host town hall meetings in the four Workforce Investment Opportunity Act (WIOA) board regions of the state to share the results of the Building Career Pathways to Credential Attainment and Workforce Opportunities report, gather input and facilitate the development of action plans that participants can implement within their circle of influence to advance the career and technical education system.
 1. Work collaboratively with PED, SREB and the New Mexico Association for Career and Technical Education to develop an agenda for a Workforce Readiness Summit to

occur in spring/summer of 2017 (before June 30, 2017). Such agenda shall address the goals and recommendations of the Building Career Pathways to Credential Attainment and Workforce Opportunities report.

2. Conduct a funding landscape study to determine state and federal funding streams that currently exist with the same, or connected, mission or performance goals. Such study shall be disseminated to stakeholders in electronic format to inform such funding opportunities and alignment of resources to advance the career and workforce readiness system.
3. Adopt and incentivize the implementation of state approved programs of study at the local level by paying the facilitator/trainer and materials costs for teacher professional development. For example, work with New Mexico State University to secure national Project Lead The Way trainers or SREB's Advanced Career trainers to support high yield instruction in the approved pathway.
4. Work collaboratively with the PED to review the existing career-technical education sections and courses in the states Student Teacher Accountability Reporting System (STARS) to determine course updates, additions and deletions. Such review will result with a report identifying courses to be deleted that are obsolete and not relevant to the PED career readiness system, course additions to support the PEDs course sequence development and guidebook, and relevant course modifications to update course names, numbers, descriptions, etc.
5. Partner with the Tennessee Department of Education (<https://www.tn.gov/education/topic/work-based-learning>), or other state with a more advanced product, to obtain Work Based Learning standards, resources, tool kits, that can be customized for use by New Mexico educators, counselors, administrators and employers to strengthen and structure a students work based learning experience. Such materials, either acquired or developed, shall be made available in electronic format to the public on the PED's webpage. The branding of such materials shall occur in collaboration with Regional Education Cooperative No. 8 in Artesia, NM for consistency of look, color schemes, etc.
6. Establish a state-wide advisory group to assist with the execution and vision of New Mexico's career readiness initiative.
7. Provide appropriate REC III staffing for facilitation and implementation of the Workforce Readiness effort, secure meeting location, contract with content consultants, provide registration mechanism, facilitate surveys and provide lodging and mileage reimbursement to eligible workshop participants.
<http://nmcpreport.jcostilla.com/> (Workforce Readiness)

3. *West Virginia Simulated Workplace Model development:*

Description: *SPARCC* will advance the West Virginia simulated workplace classroom model for high schools, create “apprenticeship” programs for middle schools, develop a simulated workplace project for middle school, and add an additional year to high-school CTE to get ready for postsecondary opportunities.

Target: RESA 2 will pilot *SPARCC* in two schools in Year 2; 9 in Year 3, and then open the model to all Simulated Workplaces' schools in West Virginia.

Activities: (1) Enhance simulated workplace apprenticeship opportunities between middle-school students and senior simulated workplace students; (2) as project-based, career-infused learning in middle school, design and develop a new simulated workplace classroom design; (3) provide student and teacher joint leadership training; development teacher professional development on learning to be a classroom facilitator, not teacher.

Objectives and Outcomes: (1) Raise industrial content knowledge and general student achievement through rigor and relevance, (2) Enable students to experience real workplace expectations; (3) Create additional time for students to earn college credit up to an associate's degree; (4) Earn a recognized workforce credential that leads to gainful employment and career success.

4. *Bringing Youth Home to Learning (HOME)*

Serving high need students in Puerto Rico *reconnecting disconnected youth to educational opportunities*.

Activities : The model builds activities within five areas of individual responsibility: (1) building character and self-esteem; (2) building workplace skills; (3) re-engaging in academic learning; (4) working to achieve a GED and industry/work ready certification; and (5) getting ready for postsecondary education or training. Together, these personal growth pathways will result in fully re-engaged students ready for further next steps toward careers.

Outcomes: As a multi-faceted model of cognitive, non-cognitive, personal, and community support, the HOME model will help dis-engaged and dis-engaging youth rebuild their selves and begin to look toward learning, achievement, college, and careers.

Objectives: Increase youth re-engagement in the learning continuum from high-school level through postsecondary opportunities as evidenced by healthy choices, development of career plans, participation in foundational and soft skill learning, achievement of GED and industry certification(s), and readiness for next steps following graduation.

New Mexico:

- <http://nmcpreport.jcostilla.com/>
- <http://nmcpreport.jcostilla.com/index.php/labor-market-dynamics-on-new-mexico-workforce-regions/>
- <http://www.echsnm.jcostilla.com/>