

Education to Employment

NM Pathways Project Bernalillo County



Acknowledgments

Innovate+Educate acknowledges the community and region of Bernalillo County for their commitment and collaboration in creating and developing their Three-Year Plan for NM Pathways.

The citizens of the community are passionate about their land, their people and their future. Our time across the region has shown the desire for the region to have a well-developed plan for workforce strategies leading many citizens to full employment.

Innovate+Educate and the Bernalillo community thank the W. K. Kellogg Foundation for their commitment to New Mexico, Bernalillo County and the citizens across the State that benefit greatly from the Foundation's efforts.

New Mexico is truly the land of enchantment. There is no other State that carries the beauty, the culture, and the history with such passion. The Foundation's commitment to serve the families and children in New Mexico is appreciated by so many. We believe that the Foundation's commitment to this plan will continue to serve the Bernalillo County Region for years to come.



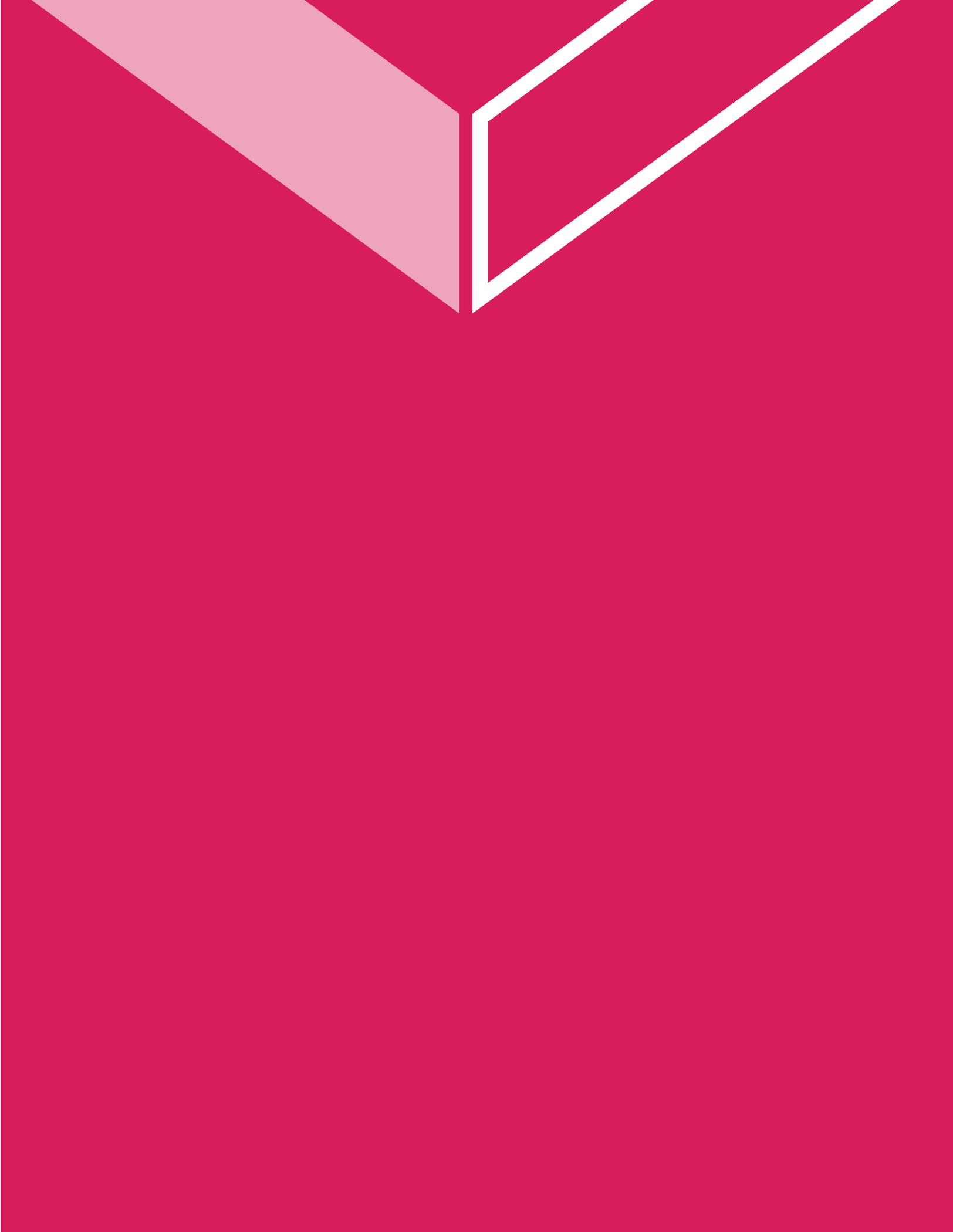


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Pathways to

Success





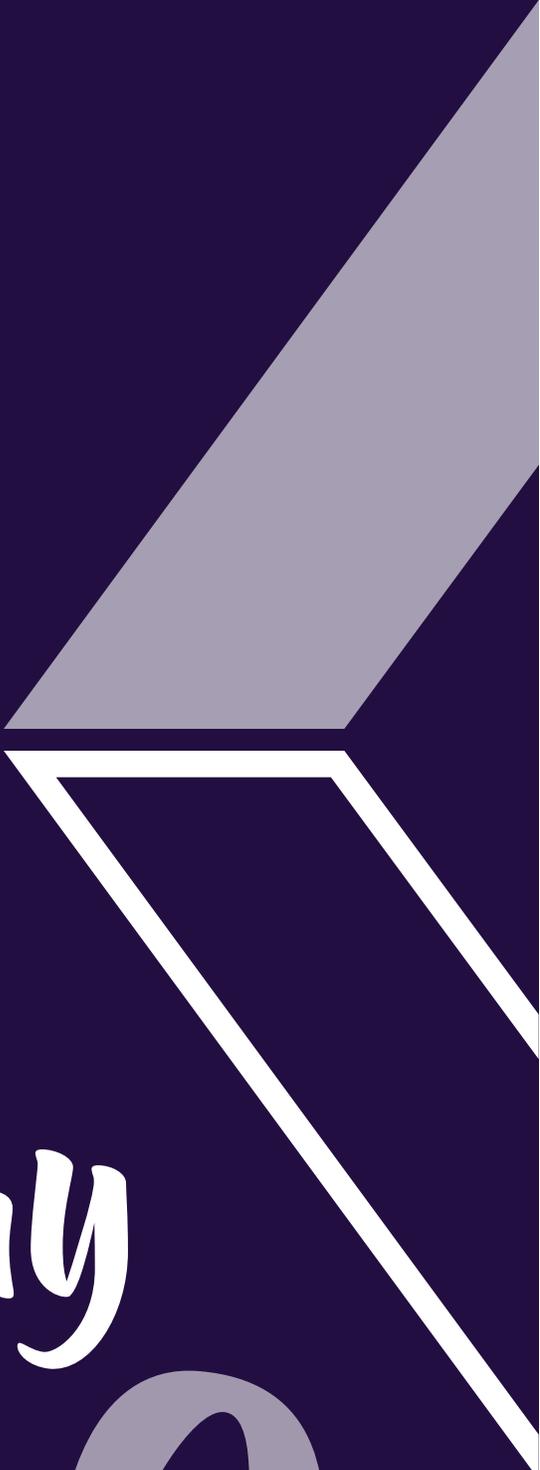
THE MOST IMPORTANT ISSUE FACING LOCAL GROWTH AND THE ABILITY FOR COMPANIES TO GROW IS A TRAINED WORKFORCE. FOR THE ECONOMIC DEVELOPMENT COMMUNITY, DELIVERING HIGH QUALITY WORKERS IS ESSENTIAL FOR A COMMUNITY TO BE COMPETITIVE. AND WITHOUT THE DELIVERY SYSTEMS OF WORKFORCE DEVELOPMENT AND WORKFORCE BEING ALIGNED AND WORKING TOGETHER, MANY COMMUNITIES WILL MISS THEIR ABILITY TO WIN IN THE RACE FOR JOBS AND IMPROVED STANDARDS OF LIVING.

— JEFF FINKLE CEO, INTERNATIONAL ECONOMIC DEVELOPMENT COUNCIL (IEDC)





Introduction



What's my

Path?

About the NM Pathways Project

The purpose of the New Mexico Pathways Project, funded by the W. K. Kellogg Foundation, is to design and create a three-year plan (2018-2020) for four counties in New Mexico (Bernalillo County, Dona Ana County, Gallup-McKinley County and San Juan County) as well as one Pueblo Community.

Each plan would leverage real-time labor data, predictive analytics, demographic, economic data and critical input from the community and its people to develop a three-year plan. The New Mexico Pathways Project is a custom-designed, regional implementation plan designed to develop an effective, collaborative community of progress. The goal of the plan is to unify economic and workforce development and ensure competency-based and soft skills training and credentials while propelling workers in multiple areas of employment tied to community needs. The plans that were developed by the communities harness the invaluable wisdom and experience of the region, from those working with families to medical experts to economic development, business and workforce experts.

Each plan's focus was through a lens of sustained economic mobility and security for single-parent families, displaced workers, job seekers, including younger workers and men ages 24-34, and those underemployed living below 200 percent of federal poverty level (FPL), which includes households with varying members and incomes. Addressing poverty is crucial, as 20 percent of Bernalillo County's population lives below the federal poverty level (FPL).

This plan seeks to drive decisions to include funding, economic, workforce, education and policy, serving to address barriers within the region. The recommendations in this plan have come from the community and people in the County, leveraging data and analytics that served as key indicators of weaknesses that must be addressed in the region for citizens to have economic prosperity long term.

- The approach and methodologies used to develop the Plan;
- Findings and feedback from Phase I to move into Phase II;
- Key demographic, unemployment and poverty data for the region;
- Alignment with other efforts in the County and in New Mexico assuring that the work is not duplicated;
- Alignment and leveraging of funds to include WIOA, SBDA and other training funds;
- Specific Target Industries identified by the labor data as well as the region;
- Training/credentials recognized and used by industries in the region;
- Job skills/industry needs for future growth;
- Tools to address the job skills/industry needs for future growth;
- Alignment of career and technical education to the Plan;
- Alignment of State and Workforce Plan/Policies to the Plan;
- List of Partner Institutions and Training Organizations in the Region.
- Appendix – List of all participants
- Appendix – Evaluation

Executive Summary



The New Mexico Pathways Plan Bernalillo County is the result of a community-wide effort, and should serve as a wake-up call and catalyst for all employers, educators, civic leaders and community partners to focus on a need to assure access and opportunity for citizens across the region. The findings in this report are clear: the region's workforce must assure equity and access, must prepare workers with skills that will assure them employment, must provide more opportunities for training and certification, and must assure that the on-ramp is available to those populations at most risk of the impact of life-long poverty.

Innovation is driving changes across sectors, and every employer and candidate must keep pace with this change to assure the region remains competitive. The challenge also lies in the fact that there are not enough skilled workers to meet employer demands, that employers are requiring barriers that are hindering employment, and that un- and under-employed citizens are a concern for the region, specifically in the South Valley and Urban Native American Indian communities.

Tremendous efforts are underway in the County. Innovations and groups including City Alive, CNM Ingenuity, Cultivating Coders, the Fuse Makerspace, Mission Graduate, Talent ABQ and TechHire NM all are adding to the region's focus on developing new strategies to assure the region remains competitive. What this plan calls for is more collaboration across these groups and a focus on assuring access and opportunity for those living at or below poverty.

- **20% of the population in Bernalillo County, NM live below the poverty line (14.7% Higher than US National Average)**
- **19.2% Poverty rate in City of Albuquerque (5.7% Higher than US National Average)**
- **29.4% Unemployment rate in the South Valley**
- **60% of Hispanics completed High School 2015**
- **South Valley Total Pop 40,967 (County [676,685])**
- **SW Bernalillo County – Hispanics Make up to 75 to 90% of the Quadrants S. Valley and SW Mesa Areas**
- **-South Valley Residents 80% Hispanic (City[47%] County[48%] State [46%])**
- **South Valley Pop. (age 16+) – estimated 7% unemployed (City [6%] County [4%] State [6%])**
- **South Valley Pop. (age 16+) – 22.8% lived in poverty (2015) (City [17%] County [17%] State [19%])**
- **South Valley Pop. 28% lack high school diploma or equivalency**
- **South Valley 63% have never attended a post-secondary institution (City [35%] State [42%])**
- **South Valley Unemployment Rate 29.4%**
- **South Valley Children - 37.6% lived in poverty (2015) (City [25%] County [26%] State [29%])**

Bernalillo

Bernalillo County has an estimated population of 676,953 residing in Bernalillo County, with an estimated 20% living below the poverty level. Albuquerque sits as the largest incorporated municipality in the County and represents 83% of that population. Founded in 1706, Albuquerque, New Mexico is a city of neighborhoods and cultures, each distinct and unique. Central Avenue, which courses along old Route 66 (post 1937), and the Rail Runner tracks, which run east to west, divide the city. According to 2010 Census Data, 46.7% of Albuquerque's population is of Hispanic/Latino origin while 4.6% is Native American or Alaskan Native.

Through many facilitations and face-to-face meetings, the plan has identified a focus on Hispanic populations in the South Valley and Urban Indian populations within 5 Prominent Census tracts. While the plan will focus on serving these populations, the NM Pathways Plan can benefit the entire county as a whole, providing resources and strategies that will advance new pathways to employment based on skills and competencies.

The first focus area is a geographical focal point in the Southwest area of the County, where Hispanics make up 75 to 90 percent of the quadrant's South Valley and Southwest Mesa areas. Data USA reports that in 2015 the South Valley's population was 41,660, with a median age of 37.8. The median household income was \$34,357, a -6.5 percent growth from 2014.

Those with jobs totaled 16,344, a -1.74 percent growth from the previous year. Census tracts show that 40 percent or more of the adult population in 2009 had not completed high school. This compares to Albuquerque overall, where greater than 25 percent of the county's Hispanic adults have not completed high school. Children in the South Valley were hit hardest by poverty in 2015, according to UNM BBER: 37.6 percent of all children lived in poverty, compared to 25.3 percent of children in Albuquerque, 25.8 percent of children in Bernalillo County, and 28.9 percent of children statewide. Of working-aged adults, 22.8 percent lived in poverty in 2015, compared to 16.8 percent in Albuquerque, 16.7 percent in Bernalillo County, and 18.8 percent in the state.

The other identified focus area for the NM Pathways Bernalillo County is the Urban Native American population in the County. Although consensus to a specific geography in Bernalillo County could not be determined for Urban Native American Population, Albuquerque has one of the top-five urban Indian populations in the country. According to News from Indian Country, U.S. Census Bureau data show that Native Americans represent roughly 6.1 percent, or, given current population statistics for Albuquerque, 34,115 people. Other sources show higher numbers.

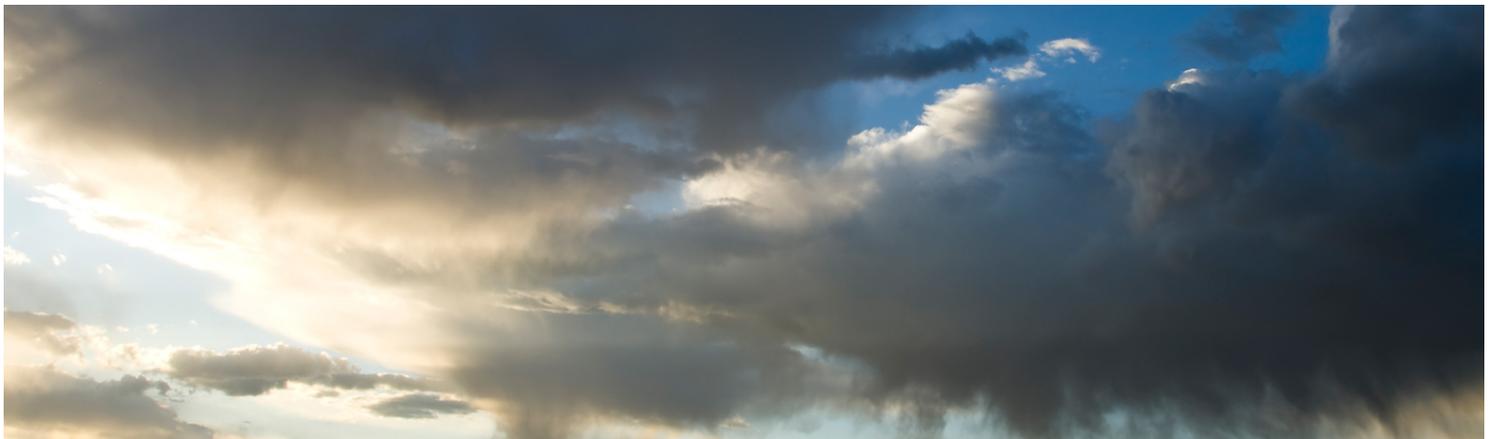
The Bernalillo County Off-Reservation Native American Health Commission reported that in 2011 at least 40,000 Native Americans lived in Bernalillo County, perhaps even as many as 46,883 representing 407 tribes from across the country. Then, in 2014, Indian Country Today said, "About 55,000 Native people live in Albuquerque from 391 federally recognized American Indian Nations, according to Census figures."

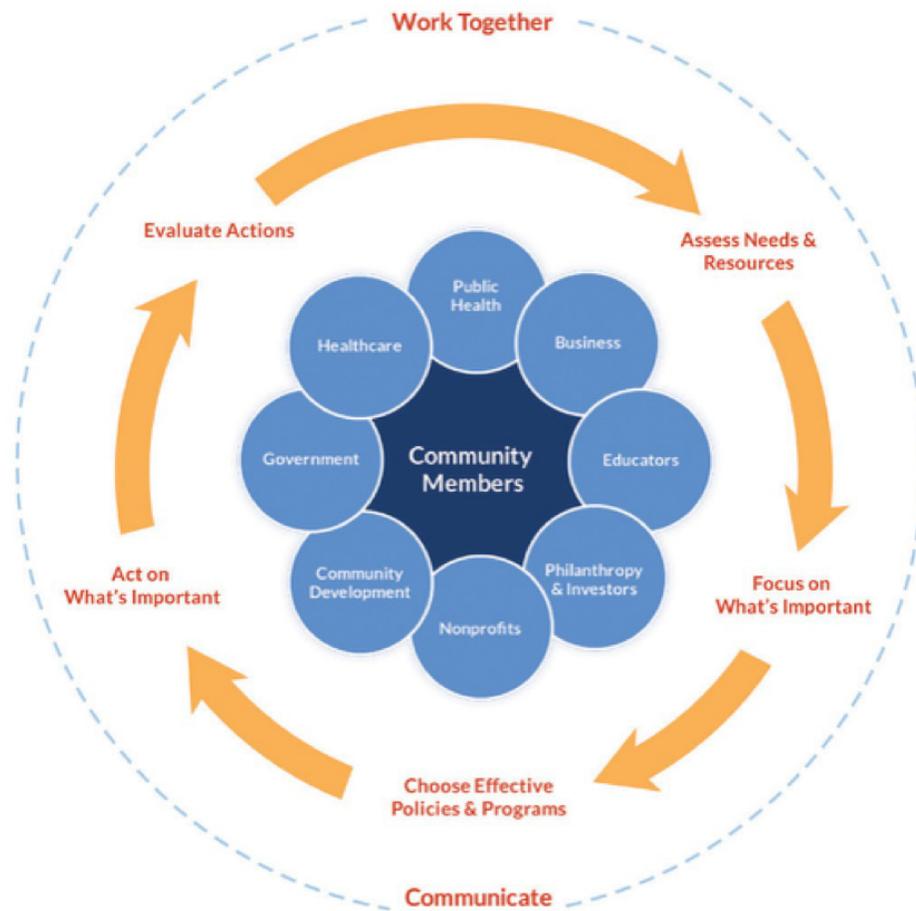
Not disputed are the extreme conditions facing Albuquerque's Native residents. Census tracts show that Native Americans live throughout the city, with larger percentages in five tracts (9.03,

34, 1.29, 7.13, and 37.33). In these tracts, poverty rates exceed Albuquerque and Bernalillo County poverty rates and median household incomes range from \$20,410 to \$33,244 (the area's average income is \$43,520).

Overall, the New Mexico Department of Workforce Solutions said, "New Mexico's American Indian population faces some of the greatest challenges related to educational attainment and employment. American Indians comprised over nine percent of the total population in 2011 (while Alaskan Native Indians are included in the total, the population is extremely small)." "American Indians face the highest student dropout rates (6.6 percent for the 2007-2008 school year, with much higher percentages in previous years), the lowest labor force participation, and the highest unemployment (19.4 percent as of 2011). As with all of New Mexico's populations, American Indians faced large job losses during the recession. What is more unique to American Indians is that unemployment has been consistently high, even prior to the recession," it said the state of Bernalillo County economy requires a more coordinated and focused system for education-to-employment. This plan brings together the community's vision for launching this new system. We believe the passion and power sits in the community,

- **Once source claimed "About 55,000 Native people live in Albuquerque from 391 federally recognized American Indian Nations, according to Census figures."**
- **46.4% of Urban Indians within the most prominent populated Census Tract lives below the poverty line.**
- **Highest minority group - represented 19 percent of Albuquerque's homeless population <2014>**
- **19.4% Native American unemployment rate in NM**
- **40% of adult population has not completed High School**
- **45% of Native Americans completed High School 2015**
- **38% of Native American 11th graders were proficient in Reading, and 36% were proficient in Math In 2014**
- **46.4% of Native Americans live below the poverty line in the census tract where the highest number (27%) of Native Americans are represented in Albuquerque which is more than double the Albuquerque and Bernalillo County rates.**





Characteristics of those in Poverty		
Education Levels: (25 or older)	Bernalillo County	New Mexico
Less than a high school diploma	38%	36%
High school diploma or equivalent	20%	20%
Some college or associate degree	16%	25%
Bachelor's degree	6%	7%
Racial Diversity:		
Urban Native American	4.8%	9.4%
Hispanic or Latino (of any race)	48%	46%
White	69%	68%
Source: American Community Survey data of people at 100% in poverty		

Bernalillo County Demographics

Summary ¹						
	Percent			Value		
	Bernalillo County, New Mexico	New Mexico	USA	Bernalillo County, New Mexico	New Mexico	USA
Demographics						
Population ⁶	—	—	—	676,953	2,081,015	323,127,513
Population Annual Average Growth ⁶	0.7%	0.6%	0.8%	4,832	11,888	2,474,760
Median Age ^{2,4}	—	—	—	35.8	36.7	37.2
Under 18 Years ⁴	24.0%	25.2%	24.0%	159,130	518,672	74,181,467
18 to 24 Years ⁴	10.4%	9.9%	9.9%	68,885	203,539	30,672,088
25 to 34 Years ⁴	14.5%	13.0%	13.3%	96,086	267,245	41,063,948
35 to 44 Years ⁴	12.7%	12.1%	13.3%	84,138	248,523	41,070,606
45 to 54 Years ⁴	14.2%	14.2%	14.6%	94,130	292,009	45,006,716
55 to 64 Years ⁴	12.0%	12.5%	11.8%	79,181	256,936	36,482,729
65 to 74 Years ⁴	6.6%	7.5%	7.0%	43,975	153,794	21,713,429
75 Years, and Over ⁴	5.6%	5.8%	6.0%	37,039	118,461	18,554,555
Race: White ⁴	69.4%	68.4%	72.4%	459,660	1,407,876	223,553,265
Race: Black or African American ⁴	3.0%	2.1%	12.6%	19,652	42,550	38,929,319
Race: American Indian and Alaska Native ⁴	4.8%	9.4%	0.9%	31,744	193,222	2,932,248
Race: Asian ⁴	2.3%	1.4%	4.8%	15,525	28,208	14,674,252
Race: Native Hawaiian and Other Pacific Islander ⁴	0.1%	0.1%	0.2%	695	1,810	540,013
Race: Some Other Race ⁴	16.0%	15.0%	6.2%	105,847	308,503	19,107,368
Race: Two or More Races ⁴	4.4%	3.7%	2.9%	29,441	77,010	9,009,073
Hispanic or Latino (of any race) ⁴	47.9%	46.3%	16.3%	317,089	953,403	50,477,594
Economic						
Labor Force Participation Rate and Size (civilian population 16 years and over)	62.8%	59.1%	63.3%	335,809	964,959	158,897,824
Armed Forces Labor Force	0.4%	0.5%	0.4%	2,339	8,932	1,015,464
Veterans, Age 18-64	6.9%	7.2%	5.5%	29,349	90,995	10,750,884
Median Household Income ²	—	—	—	\$47,725	\$44,963	\$53,889
Per Capita Income	—	—	—	\$26,765	\$24,012	\$28,930
Poverty Level (of all people)	19.4%	21.0%	15.5%	128,917	429,361	47,749,043

Summary ¹						
	Percent			Value		
	Bernalillo County, New Mexico	New Mexico	USA	Bernalillo County, New Mexico	New Mexico	USA
Households Receiving Food Stamps	15.2%	16.2%	13.2%	40,068	123,918	15,399,651
Mean Commute Time (minutes)	—	—	—	21.6	21.6	25.9
Commute via Public Transportation	1.8%	1.1%	5.1%	5,636	9,671	7,362,038
Union Membership ³	6.9%	6.0%	10.7%	—	—	—
Educational Attainment, Age 25-64						
No High School Diploma	11.3%	14.5%	11.8%	40,718	153,607	19,736,243
High School Graduate	23.4%	26.5%	26.4%	84,057	280,856	43,982,863
Some College, No Degree	24.2%	24.4%	21.7%	87,160	259,273	36,187,232
Associate's Degree	8.4%	8.7%	8.8%	30,347	92,855	14,742,654
Bachelor's Degree	18.5%	15.2%	19.9%	66,416	161,107	33,245,950
Postgraduate Degree	14.2%	10.7%	11.4%	50,949	113,646	18,952,103
Housing						
Total Housing Units	—	—	—	287,054	909,565	133,351,840
Median House Value (of owner-occupied units) ²	—	—	—	\$185,500	\$160,300	\$178,600
Homeowner Vacancy	1.8%	2.3%	1.9%	3,007	12,546	1,492,691
Rental Vacancy	7.1%	8.3%	6.4%	7,722	22,557	2,949,366
Renter-Occupied Housing Units (% of Occupied Units)	37.8%	31.9%	36.1%	99,449	243,927	42,214,214
Occupied Housing Units with No Vehicle Available (% of Occupied Units)	6.8%	6.0%	9.1%	18,026	45,507	10,628,474
Social						
Enrolled in Grade 12 (% of total population)	1.4%	1.5%	1.4%	9,601	31,628	4,451,334
Disconnected Youth ⁵	4.7%	5.1%	3.0%	1,606	5,826	518,859
Children in Single Parent Families (% of all children)	41.6%	42.0%	34.8%	62,015	201,462	24,408,909
With a Disability, Age 18-64	11.3%	12.7%	10.3%	47,449	157,804	19,985,588
With a Disability, Age 18-64, Labor Force Participation Rate and Size	40.4%	38.7%	41.0%	19,173	61,141	8,185,456
Foreign Born	10.7%	9.8%	13.2%	72,247	203,704	41,717,420
Speak English Less Than Very Well (population 5 yrs and over)	8.5%	9.3%	8.6%	53,799	181,430	25,410,756

Source: JobsEQ®

1. ACS 2011-2015, unless noted otherwise

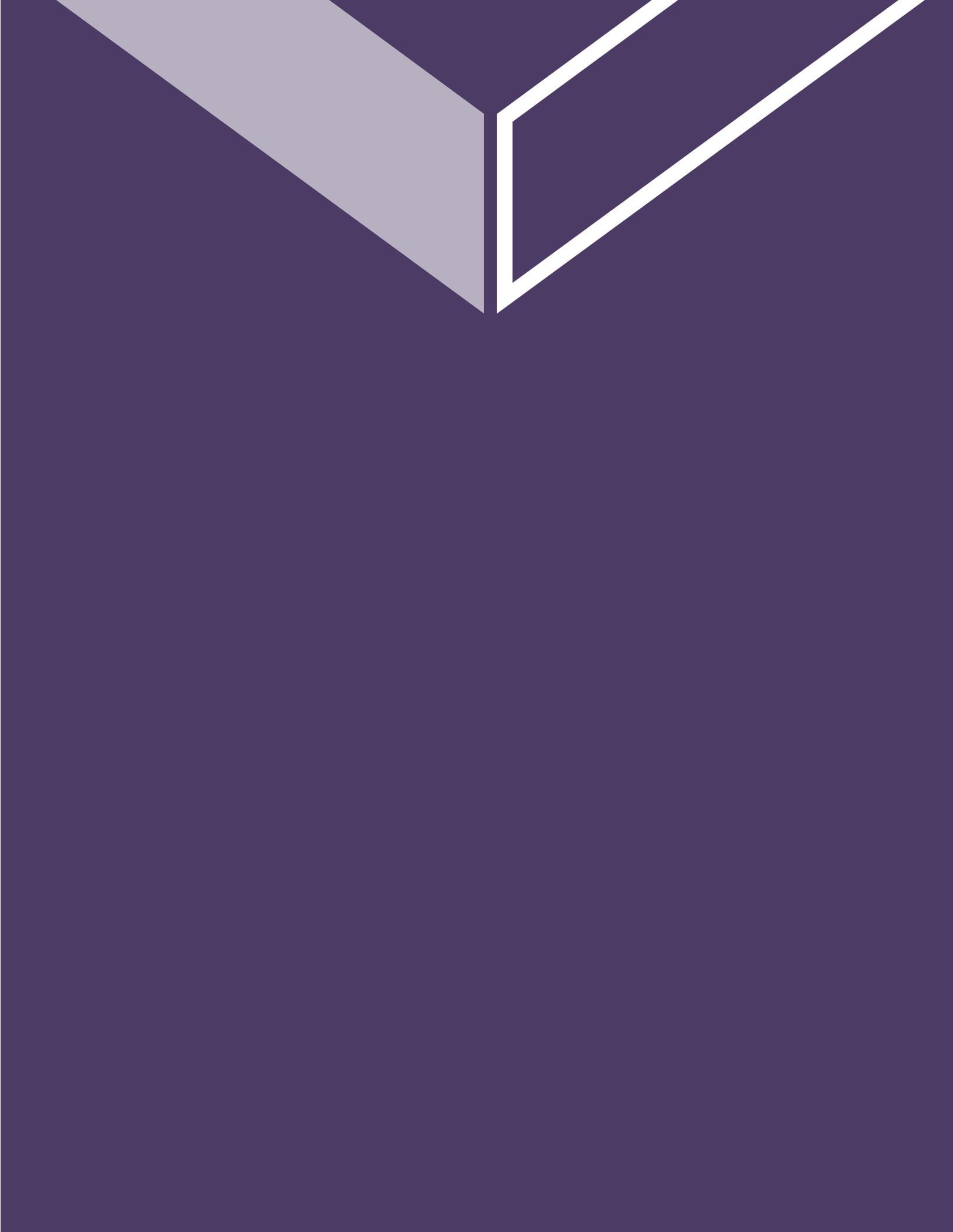
2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. 2016; Current Population Survey, unionstats.com, and Chmura; county- and zip-level data are best estimates based upon industry-, MSA-, and state-level data

4. Census 2010

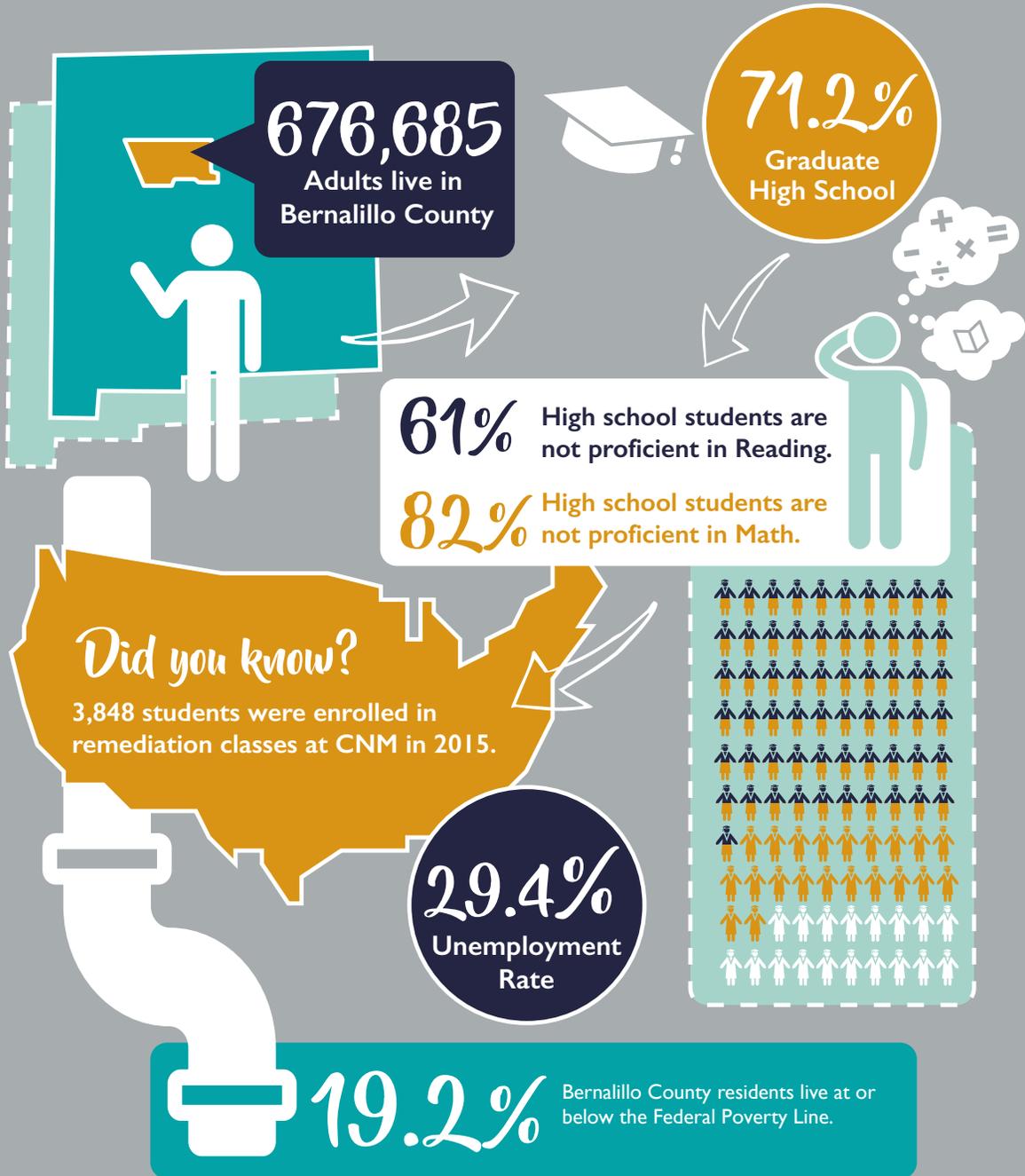
5. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

6. Census 2016, annual average growth rate since 2006



Bernalillo County

Innovate+Educate's 2017-2020 NM Pathways Project



The Big Question

How can we support this community of residents and connect them to the resources, training opportunities, and career pathways that will benefit their families and the community?

Phase 1

Community Input and Process





I don't think that schools or institutions can do things alone... Financial literacy components can be a huge advantage... I am thinking how are these students going to pay this tremendous amount of money that this is costing... My aim is let's get ready and continue to educate our students in what they need to do... I worry about them, our population... Southwest Indian

Polytechnic Institute Leader

It seems like there's kind of two things that we're looking at: start creating awareness with employers to get Native Americans into the workforce, and the other, creating a hub...for resources and referrals.

We're trying to work on that, too. This project is something that is definitely needed. – City of

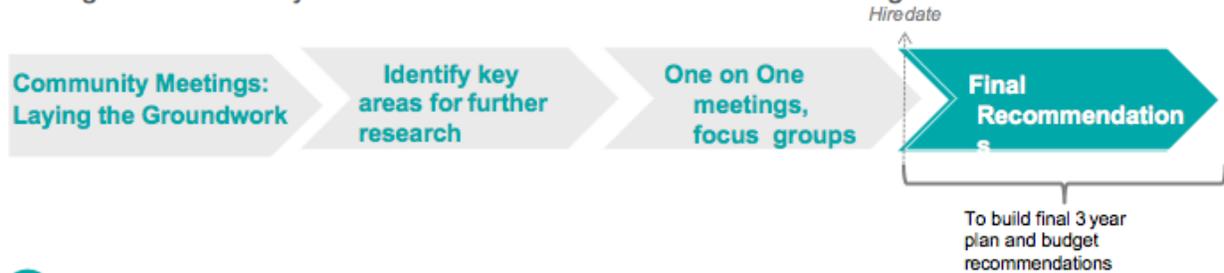
Albuquerque Leader

— ANONYMOUS COMMUNITY MEMBER



The Process:

- 1 The scope of this project was focused on stakeholder and community engagement input and feedback, **using real-time labor and analytics data science**, given a greater availability of research and recommendations from the region.



- 2 Through this research and strategy phase, I+E sought to identify critical areas with a strong indicator (evidence of need) **to improve the ability for low income families to find employment and/or training leading to employment, ultimately supporting economic mobility.**
- 3 The research **methodology** included:
 - A review of published research, reports and papers in the region;
 - Focus groups with key constituents from workforce, education, childcare, employment and representatives from business (chamber/healthcare);
 - Interviews with over 300 leaders, workforce practitioners, and academic experts in the region

Phase 1 (May 2016 – February 2017) identified key direction and desires of the region through facilitated sessions. Dr. Michael Stanton and the I+E team worked to assure that community members were brought into the work and that all members of the community felt involved and part of the work.

What was the Driving Question?

The driving question was developed through facilitated sessions and the community focused on this question to form recommendations in Phase 1:

How can we as members of an effective, collaborative Community of Progress in Albuquerque-Bernalillo County deliver a custom designed, regional implementation plan that supports competency-based and soft skills training, credentials, and jobs while developing workers in multiple pathways to employment, so that we can improve our economy while developing employment of those in our community at lower income and living below 200% of the poverty level.

Key findings and feedback derived from these community are highlighted below:

What we Know about Albuquerque-Bernalillo County's Workforce?

- In a representative cohort of 500 ethnic minority women, 71% unemployed and most with children, drug and alcohol usage and issues living in neighborhoods are prevalent. Unemployment is at a three times higher rate for Native American women
- Standardized test scores are declining, local schools have one of the poorest graduation rates in the State and a large number of graduates need remediation.
- Meeting basic needs of population is important factor such as dealing with trauma and addiction, including supporting their children.
- There is a lack of true understanding of the characteristics of our workforce in terms of skills and certifications.
- Skill up Sites are available throughout the community for workforce to improve some employability skills and obtain career readiness certification.

What do we know about Albuquerque-Bernalillo County's economic development?

- Healthcare industry is a growth area while Retail has slowed.
- WSmall business is a driving force but organized only informally and as a patchwork. There is a lot of talent for development in areas of solo work and entrepreneurial opportunities.
- There is a need to know what are disadvantaged population members interested in.
- Economic Development Organizations are more concerned with focusing on general skill and employability development to help attract future jobs and industry.

Our population most in need of training, support, and employment:

- Parents and caregivers of school aged children and Opportunity Youth in poverty families in programs like YDI and ABC Community Schools
- Minority women, especially those who are single parent families with child care concerns
- Members of our region, the hardest to employ, those that do not have the education and core skills for available jobs in our community
- Those that are at risk for poverty and struggling while living at less than 200% of the poverty level, have exhausted unemployment benefits, fallen in between the gaps for behavioral health and human services support, and have exhausted their requests for extensions for services and support

The Barriers in the Albuquerque-Bernalillo County Region to training and employment:

- Access to education, training, behavioral health and human services resources and programs, and employability services that are aligned to address social issues including:
- High drug and alcohol usage
- High childcare costs with lack of availability to quality childcare programs.
- TA large number of unemployed or marginally employed adults with core cognitive and soft

skills and credentials that do not match employer needs.

- Access to technology tools and broadband services that provide resources, training, and connection to employers.
- Transportation services that support access to jobs for those members in our targeted populations with credentials, skills, and desire to work.
- Families of youth that are receiving services to gain employment and reach beyond the 200% poverty level. They become afraid and challenged rather than fully supported by parents who themselves are living in poverty and marginally employed.
- Access to current, reliable, and pertinent data that truly represents the Albuquerque-Bernalillo County including industry growth patterns and available jobs while promoting access to supports, resources, programs, training tools, human services providers, and other related opportunities and strategic programs

Bernalillo County Demographics

Source: JobsEQ, Census Data

In 2016, the population in Bernalillo County, New Mexico was 676,953. Between 2006 and 2016, the region's population grew at an annual average rate of 0.7%.

The region has a civilian labor force of 335,809 with a participation rate of 62.8%. Of individuals 25 to 64 in Bernalillo County, New Mexico, 32.6% have a bachelor's degree or higher which compares with 31.3% in the nation.

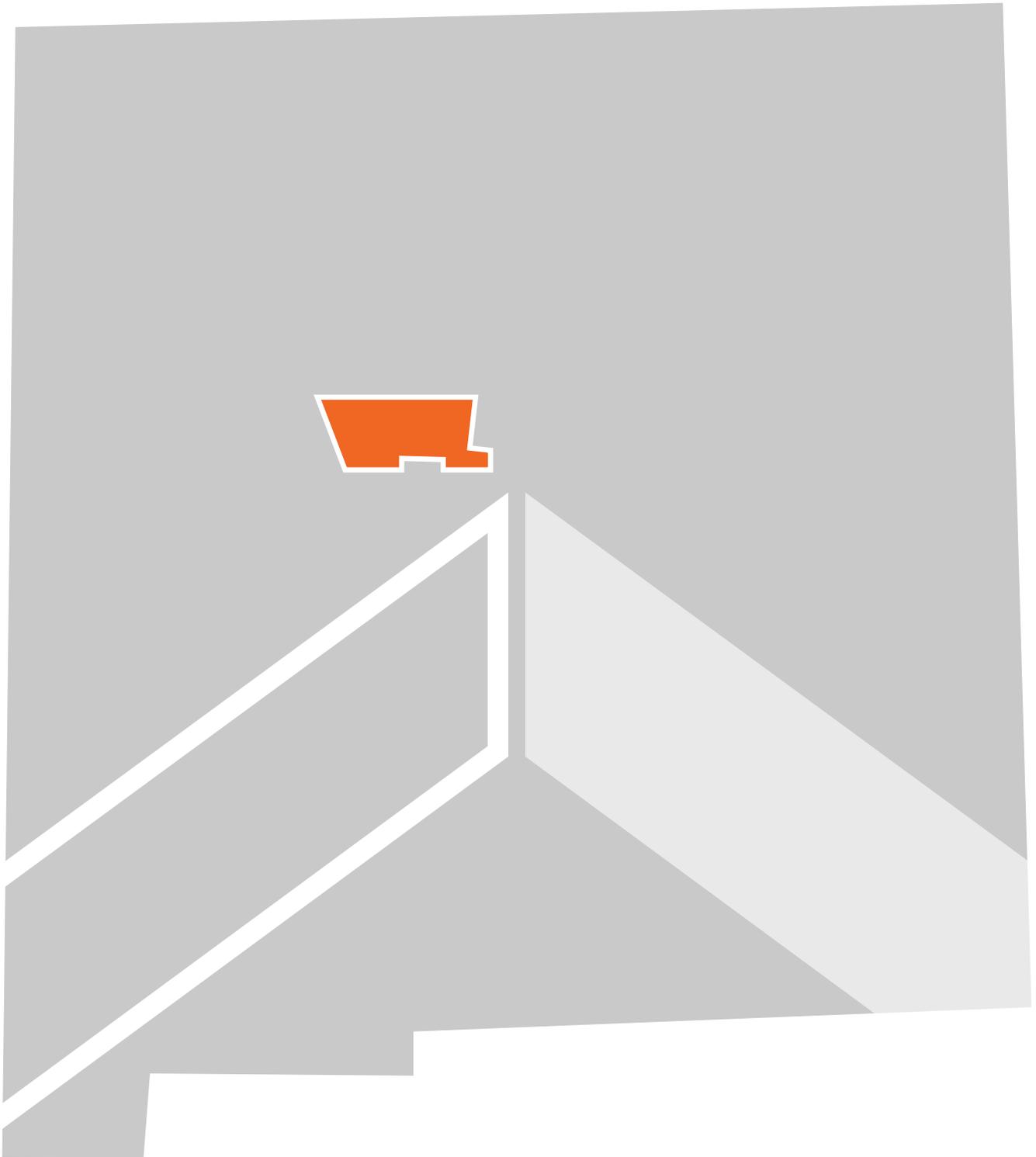
The median household income in Bernalillo County, New Mexico is \$47,725 and the median house value is \$185,500.

We have heard time and time again that where we need to partner is on the vocational and education piece... We would love for you all to be a partner there. We know we need to do a better job, we just don't know how. – Bernalillo County Leader



*The future
is now.*

Bernalillo County NM Pathways Project



The NM Pathways Project goal was to develop a three-year plan for Bernalillo County that will serve to connect the ecosystem of education, workforce, training and industry to better serve those families and citizens living at or below 200% the federal poverty line. The process was through a community of progress methodology. The idea of communities of practice (COP) has been around for over two decades and was built on the foundation that learning occurs in social contexts that emerge and evolve when people who have common goals interact as they strive towards those goals. This project brought together different groups from across the County to lay out the goals for the future of the County.

Through the COP process, the NM Pathways Project analyzed over 400 data sources to assure as much national, regional and local data was analyzed to assure an aligned vision for the plan. The data was then the center of the conversation to drive to the findings and vision of the community itself. Conversations, meetings, and facilitations occurred around the data and the plan continued to be defined by the region. Throughout the process there was tremendous agreement around populations to be served. One strong concept – there must be a vision and a plan for more workforce training aligned to employer needs, as well as training for those that do not have the necessary credentials/degrees to be recognized through traditional hiring strategies.

Through the focus groups and meetings, the NM Pathways plan focused on both specific employer demand as well as the region's workforce and talent pipeline. This helped with community response and feedback. Innovate+Educate utilized multiple data sources for their analysis that allowed them to capitalize on the strengths of the multiple sources.. The final analysis not only focused on industry but also occupations – the actual jobs- to provide a more complete picture.. Appendix C (online resource) provides in-depth detailed data on these occupations.

The findings in the NM Pathways Plan confirm that the region has tremendous needs to spur innovation and change across these industries. The region is not unique and the work will require implementation of new strategies to address those at the highest risk of long-term poverty..

The process leading to the NM Pathways Bernalillo County Plan also identified deterrents to success in the workforce. Some of the barriers identified by the community through the process are as follows:

- Access to education, training, behavioral health and human services resources and programs, and employability services that are aligned to address social issues including:
- High drug and alcohol usage
- High childcare costs with lack of availability to quality childcare programs.
- A large number of unemployed or marginally employed adults with core cognitive and soft skills and credentials that do not match employer needs.
- Access to technology tools and broadband services that provide resources, training, and connection to employers.
- Transportation services that support access to jobs for those members in our targeted populations with credentials, skills, and desire to work.
- Families of youth that are receiving services to gain employment and reach beyond the 200% poverty level. They become afraid and challenged rather than fully supported by parents who themselves are living in poverty and marginally employed.

- Access to current, reliable, and pertinent data that truly represents the Albuquerque-Bernalillo County including industry growth patterns and available jobs while promoting access to supports, resources, programs, training tools, human services providers, and other related opportunities and strategic programs

Alignment with Regional Plans

Multiple sources were consulted as well as analysis of regional plans. Two regional plans that contributed to this report are the Albuquerque & Bernalillo County Comprehensive Plan and Workforce Innovation and Opportunity Act (WIOA) Local Plan Program Years 2016-2020). Overall there were 118 National and local open source publications reviewed through the NM Pathways Plan process.

The 2017 Albuquerque & Bernalillo County Comprehensive Plan, adopted by the city council in March 2017, notes that “Bernalillo County is expected to grow by almost 125,000 households by 2040. The millennial generation—those born in the 1980s and 1990s—will represent one of the largest segments of the Albuquerque population and a growing part of the workforce. The Albuquerque area is one of the fastest growing regions in New Mexico for this age bracket, growing at a faster rate than the national average.”

The plan stated, “Our community includes pockets of poverty and areas where generations of families living in poverty are not uncommon. For these families, underemployment and chronic unemployment need to be addressed with strategies that go far beyond typical economic development. These communities need services that address education, health care, substance abuse, hunger, housing, and homelessness.”

In terms of workforce, the plan said that “for decades, New Mexico has relied on a small number of large private employers to support key industries. With increasing competition with other areas and declining government employment, a ‘quick fix’ in the form of a single, large-scale employer like Intel or Tesla will likely be rare in the future. Local economic development strategies should aim to diversify the portfolio of economic sectors, grow more local economic base businesses, and cultivate entrepreneurship to create jobs for area residents.”

Challenges outlined in the Plan were:

- Inadequate growth of jobs with wages that can support families
- Over-reliance on government jobs
- Disinvestment, lack of adequate office space and services, and a declining population in downtown
- Longer commute times and higher congestion and vehicle emissions rates as people and jobs locate farther from downtown
- Inadequate industrial land connected to truck routes and removed from residential areas
- Education and training opportunities are provided by local education institutions and non-profit organizations.

Recommended strategies in the Plan were:

- Diversifying the region's economy
- Supporting entrepreneurship
- Reducing barriers to infill, redevelopment, and adaptive reuse in urbanized areas
- Improving education, workforce development, and linkages between youth and employers
- Coordinating land use decisions with economic development goals
- Improving infrastructure to support new and existing businesses
- Leveraging natural and cultural assets as drivers of economic growth
- Tracking and ensuring sufficient zoning capacity for economic activity
- Coordinating educational services with local city and county governments

Fostering employment opportunities on the West Side, where only 13 percent of all jobs in Bernalillo County are located, is critical. According to the Mid-Region Council of Government's (MRCOG) 2040 Forecast for the region, "23 percent of the new jobs expected will locate on the West Side over the next 25 years if current development trends continue. This improves the balance of jobs slightly so that the West Side will then have 16 percent of all the jobs in Bernalillo County. The vast majority of jobs will still remain on the East Side." Job growth on the West Side will alleviate bridge congestion over the Rio Grande.

"East of the Rio Grande, there are almost 1.5 jobs for every household. West of the river, there is less than one job for every two households. Particularly at peak hours, traffic congestion at river crossings is expected to worsen dramatically over time, leading to bridge crossing times of an hour or more by 2040 without significant job growth on the West Side," said the plan.

Regarding the West Side, the plan seeks to:

- Ensure adequate capacity of land zoned for commercial, office, and industrial uses west of the Rio Grande to support additional job growth.
- Prioritize employment opportunities within established centers whose boundaries are based on existing development and future high-density and high-intensity areas.
- Prioritize incentives and support for employers providing base employment on the West Side.
- Promote the clustering of employment opportunities within business parks or industrial parks served by transit.

The development of this plan is also aligned to the Northern Area Local Workforce Board's 2016-2019 Workforce Innovation and Opportunity Act (WIOA) plan. This plan identifies the need for coordination of efforts by education, workforce and employers to connect individuals seeking jobs and provide them appropriate training pathways and middle to high-paying positions that remain unfilled within the region. The WIOA plan also identified the skills gap and lack of training opportunities as key challenges that have prevented high-growth occupations like those in healthcare from being filled.

In addition, the NM Public Education department released their pathways and sector focus for Career Clusters. This guide identified sector pathways for students in high school. These plans and the NM PED Career Cluster Guide were used to form the final recommendations in the plan. Many of the recommendations that came through the facilitated sessions and 1:1 interviews show alignment in vision and mission for the region's future workforce plan supporting a more robust education to employment system. 12 Key Challenges and 48 suggested actions were identified through focus groups and facilities. The final plan hones in on seven of these recommendations with further detailed and implementation strategies to support the many families and citizens in Bernalillo County that can and should be part of the economic vitality in the County. The recommendations support a more defined education to employment system leading to economic success for all.

For us, Pathways is something we want to support the development of... It's something we have not developed. It's something that's a gap currently that we haven't figured out how to fully do this. Right now, we haven't got the time or staffing to get there but If you're doing (this) we can definitely support the conversation

— ECONOMIC DEVELOPMENT LEADER (SOUTH VALLEY)

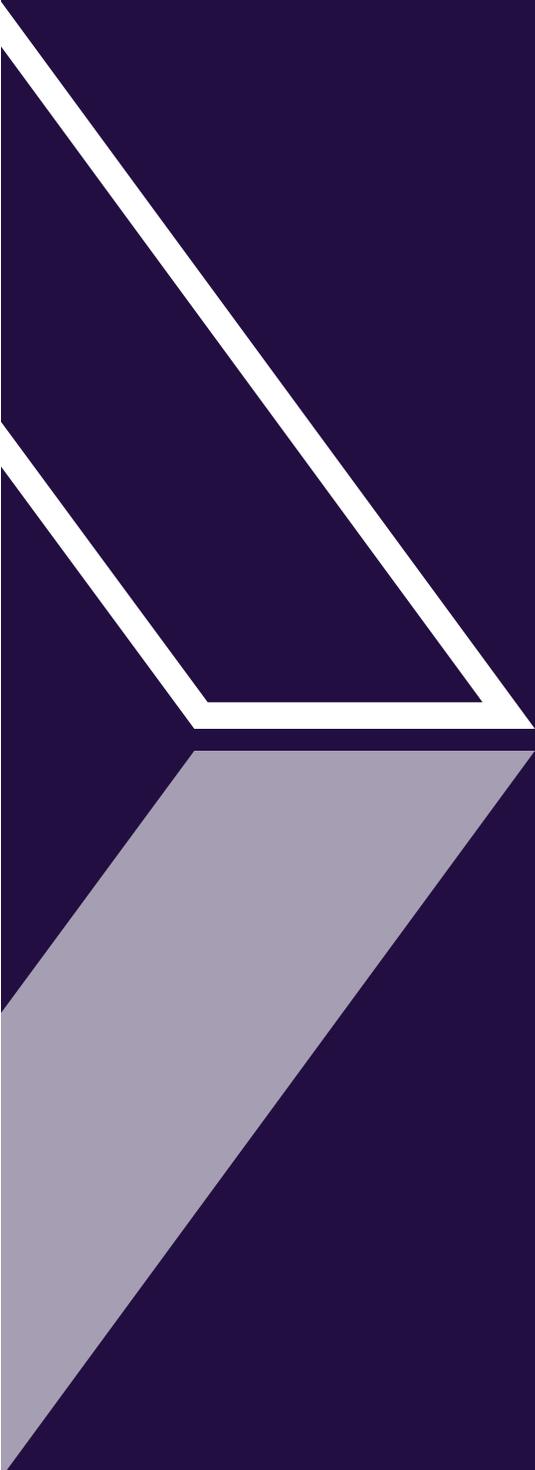
Data Analytics for the NM Pathways Project

Key to the project was not just getting the data and Industry analytics, but understanding the story that the data was telling. In a June 2016 study provided by the Lumina Foundation in partnership with Georgetown University’s Center on Education and Workforce, there was a call out for a national need for better use of labor data information for driving economic and workforce decisions. “Understanding complex labor markets including the demand for skills is key to guiding our investments in education and training. This is especially true for community colleges responsible for preparing a significant portion of the nation’s workers. These institutions are being increasingly challenged to better align their programs of study with entire economies undergoing restructuring and with most workplaces escalating their skill requirements. Policy questions surrounding higher education funding formulas, measures of performance and institutional rating systems are all seeking more focus on labor market outcomes.” The report goes on to state exactly what this project focused on accomplishing, “Effective use of labor market information and research is one of the means that community colleges (and communities) have to achieve better employment outcomes for their graduates. Yet too often, the labor market information available is not timely and lacking in specifics to guide program development. The growing digitization of labor markets—including Internet job postings and resumes, social media sites, and social networks—also serves up a constant source of data in real time. These new sources of labor market information and innovative analytics provide a more penetrating look into how the labor market works and the skills employers seek when filling positions.” The analytics provided in this report are state-of-the-art and leverages the best national resources. The aggregation of this data provided the region data that will guide the work and will continue to be reviewed quarterly to assure that the data is “real-time” and not stagnant.

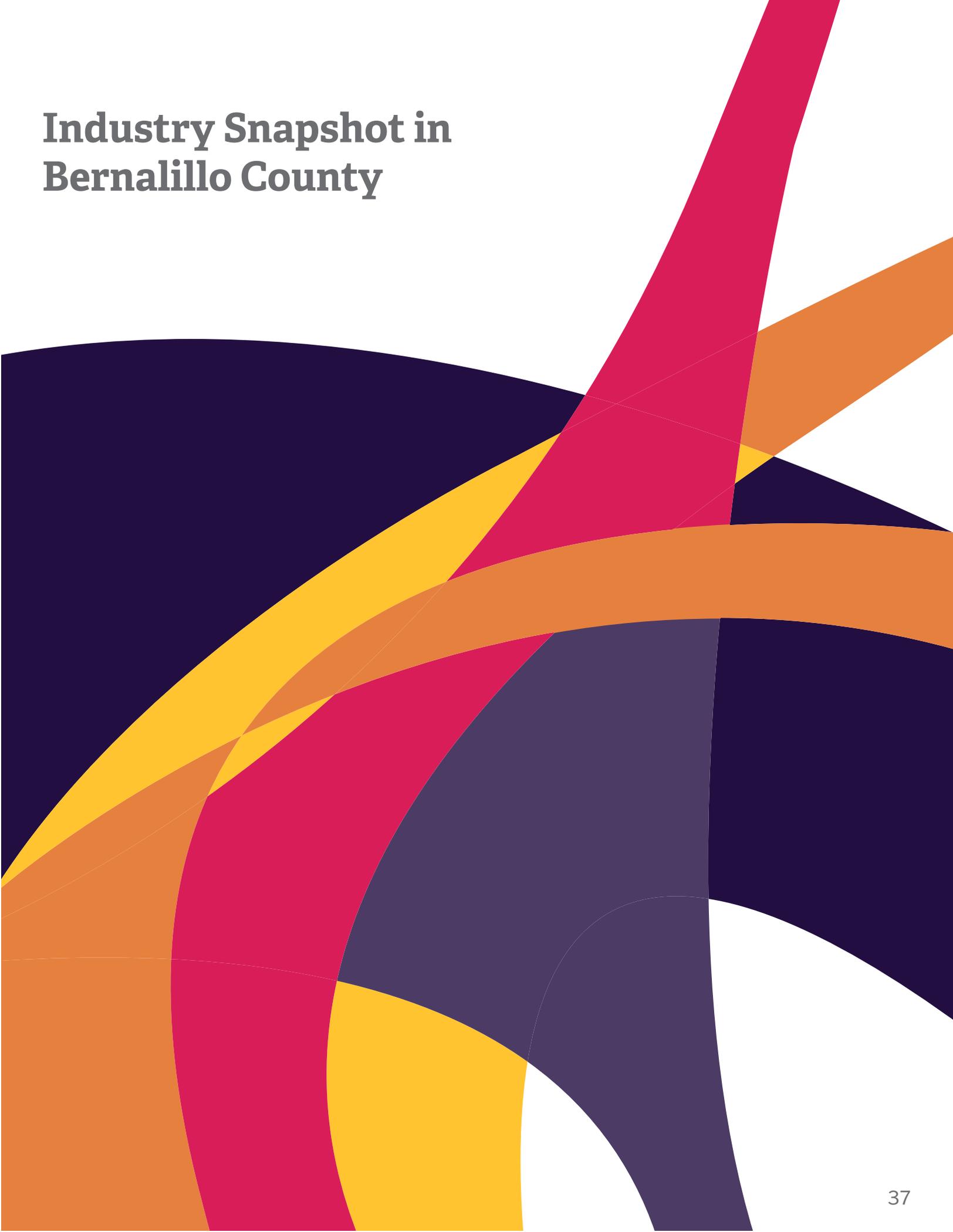
Key to the NM Pathways Project work was also looking at how to impact those living in poverty with a goal of creating pathways to success for those citizens and families currently at or above 200% of the federal poverty level (FPL). This requires a living salary of \$24,120 for an individual, or a family income of \$40,840 for a family of three. The goal of building pathways leading to these income levels is a goal of the NM Pathways Plan.

2017 Federal Poverty Guidelines

Household Size	100%	133%	150%	200%	250%	300%	400%
1	\$12,060	\$16,040	\$18,090	\$24,120	\$30,150	\$36,180	\$48,240
2	\$16,240	\$21,599	\$24,360	\$32,480	\$40,600	\$48,720	\$64,960
3	\$20,420	\$27,159	\$30,630	\$40,840	\$51,050	\$61,260	\$81,680
4	\$24,600	\$32,718	\$36,900	\$49,200	\$61,500	\$73,800	\$98,400
5	\$28,780	\$38,277	\$43,170	\$57,560	\$71,950	\$86,340	\$115,120



Industry Snapshot in Bernalillo County



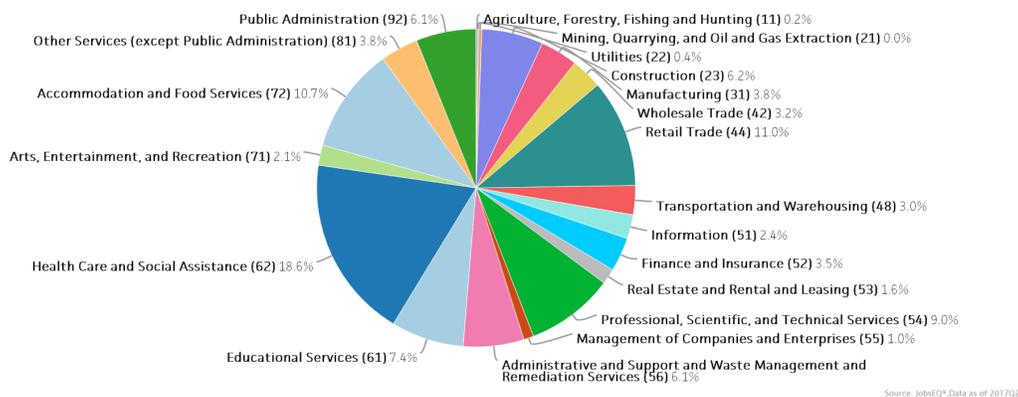
The process of analyzing the data focused on the following critical factors:

1. What sectors project the highest demand in the next ten years for Bernalillo County? And what sectors were identified by the region based on this data and community focus groups for the focus of the three-year plan?
2. What jobs/occupations are identified as the highest demand occupations within those sectors?
3. How does training and education align to the high demand jobs/occupations?
4. Using the above data, how then does the region develop a three-year action plan that is implementable, actionable and measurable? This led to the recommendations.

What Sectors project the highest demand in the next ten years for Bernalillo County?

The graph below shows the sector breakdown in Bernalillo County as of 11/01/2017. The largest sector in Bernalillo County, New Mexico is Health Care and Social Assistance, employing 63,583 workers. The next-largest sectors in the region are Retail Trade (37,451 workers) and Accommodation and Food Services (36,683). High location quotients (LQs) indicate sectors in which a region has high concentrations of employment compared to the national average. The sectors with the largest LQs in the region are Professional, Scientific, and Technical Services (LQ = 1.36), Health Care and Social Assistance (1.31), and Public Administration (1.28).

Total Workers for Bernalillo County, NM USA by Industry



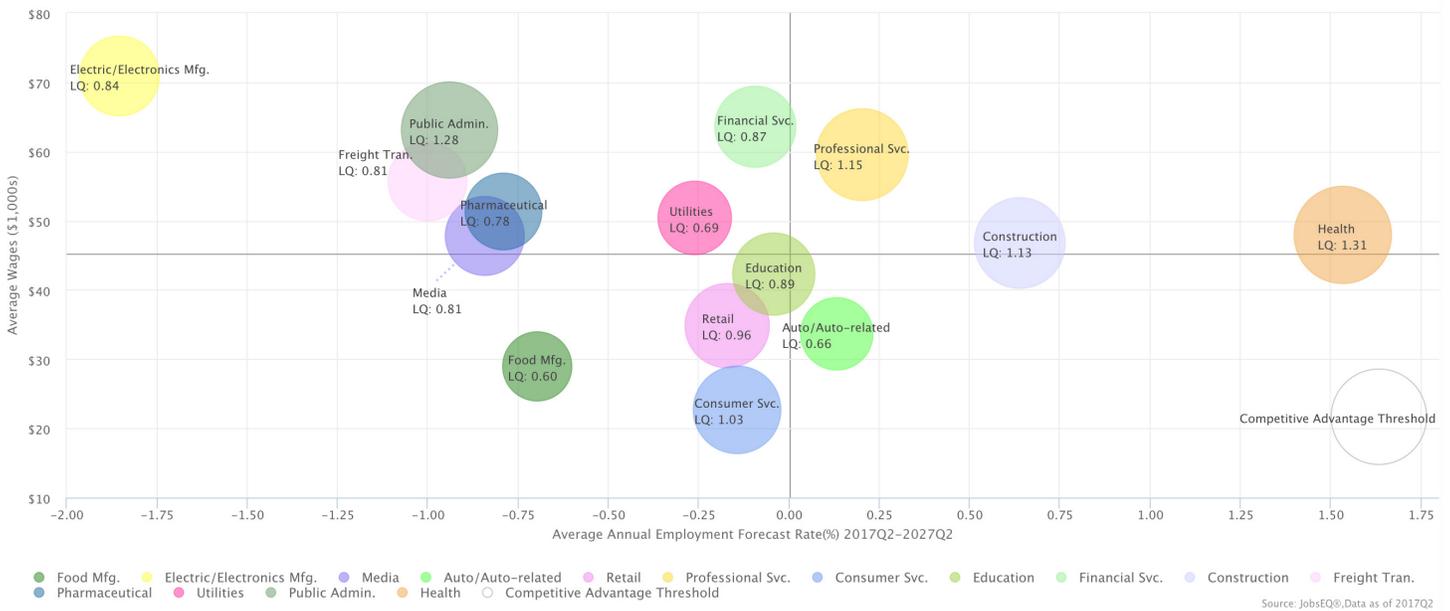
Sectors in Bernalillo County, New Mexico with the highest average wages per worker are Utilities (\$81,612), Professional, Scientific, and Technical Services (\$80,037), and Management of Companies and Enterprises (\$69,848). Regional sectors with the best job growth (or most moderate job losses) over the last 5 years are Health Care and Social Assistance (+7,386 jobs), Accommodation and Food Services (+3,821), and Construction (+2,181).

Over the next 10 years, employment in Bernalillo County, New Mexico is projected to expand by 6,417 jobs. The fastest growing sector in the region is expected to be Health Care and Social

Assistance with a +1.5% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Health Care and Social Assistance (+10,445 jobs), Construction (+1,478), and Professional, Scientific, and Technical Services

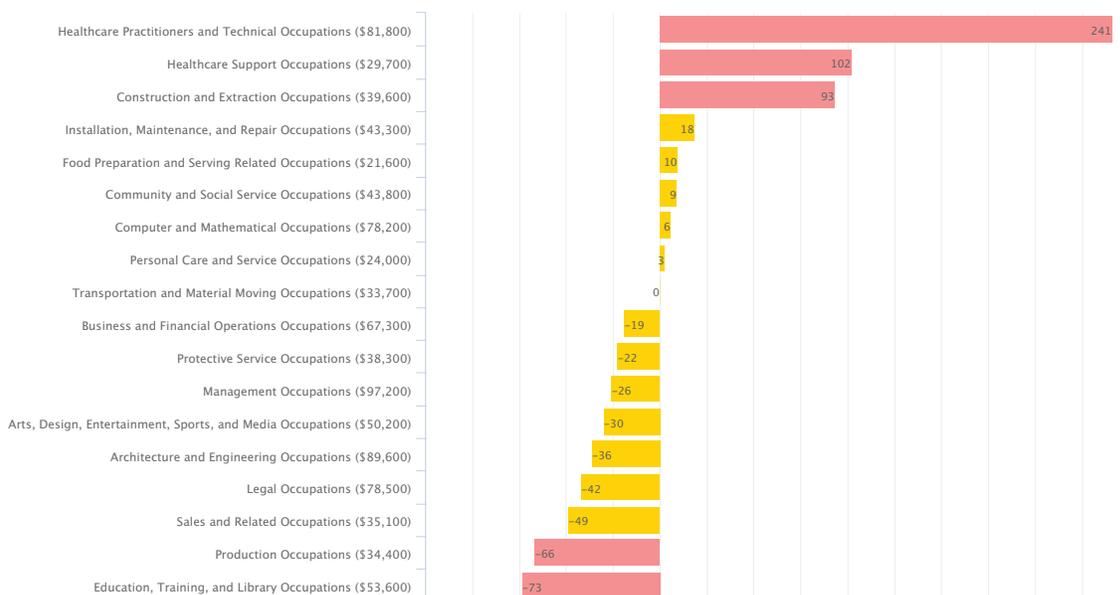
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Industry Clusters for Bernalillo County, New Mexico as of 2017Q2



Occupation Gaps

Potential Average Annual Occupation Gaps over 10 Years in Bernalillo County, New Mexico



		Current			Historical
		Four Quarters Ending with 2017q2			Total Change over the Last 5 Years
NAICS	Industry	<u>Empl</u>	Avg. Annual Wages	Location Quotient	<u>Empl</u>
11	Agriculture, Forestry, Fishing and Hunting	682	\$17,516	0.14	101
21	Mining, Quarrying, and Oil and Gas Extraction	123	\$50,298	0.09	-59
22	Utilities	1,200	\$81,612	0.66	203
23	Construction	21,326	\$46,644	1.13	2,181
31	Manufacturing	13,004	\$48,589	0.46	-185
42	Wholesale Trade	10,853	\$52,574	0.81	-296
44	Retail Trade	37,451	\$29,641	1.01	807
48	Transportation and Warehousing	10,168	\$50,280	0.71	288
51	Information	8,302	\$50,557	1.22	738
52	Finance and Insurance	11,874	\$63,220	0.87	1,817
53	Real Estate and Rental and Leasing	5,366	\$41,138	0.93	-48
54	Professional, Scientific, and Technical Services	30,624	\$80,037	1.36	612
55	Management of Companies and Enterprises	3,437	\$69,848	0.68	235
56	Administrative and Support and Waste Management and Remediation Services	21,003	\$30,743	0.95	-1,988
61	Educational Services	25,283	\$44,967	0.90	-1,098
62	Health Care and Social Assistance	63,583	\$47,649	1.31	7,386
71	Arts, Entertainment, and Recreation	7,042	\$24,025	1.04	529
72	Accommodation and Food Services	36,683	\$19,689	1.20	3,821
81	Other Services (except Public Administration)	13,084	\$29,578	0.87	-407
92	Public Administration	20,836	\$61,774	1.28	777
99	Unclassified	0	n/a	0.00	-4
	Total - All Industries	341,923	\$45,261	1.00	15,411

Historical			Forecast		
Average Annual % Change in Employment 2012q2-2017q2			Over the Next 10 Years		
Bernalillo Cty. NM	New Mexico	USA	Total Approx Repl Demand	Total Growth Demand	Avg. Annual Growth %
3.3%	0.8%	0.8%	227	-69	-1.1%
-7.5%	-3.3%	-4.9%	30	1	0.1%
3.8%	0.5%	0.1%	291	-121	-1.1%
2.2%	0.7%	3.2%	4,297	1,478	0.7%
-0.3%	-2.3%	0.8%	2,794	-1,904	-1.6%
-0.5%	-0.1%	0.9%	2,360	-212	-0.2%
0.4%	0.4%	1.3%	11,455	-613	-0.2%
0.6%	0.7%	2.7%	2,536	-815	-0.8%
1.9%	0.1%	0.8%	1,961	-304	-0.4%
3.4%	1.4%	1.1%	2,774	-111	-0.1%
-0.2%	0.1%	1.9%	1,174	-150	-0.3%
0.4%	0.5%	2.4%	6,367	850	0.3%
1.4%	1.0%	2.9%	716	-94	-0.3%
-1.8%	0.2%	2.6%	4,746	600	0.3%
-0.8%	-0.7%	0.7%	5,269	92	0.0%
2.5%	2.0%	2.5%	13,057	10,445	1.5%
1.6%	0.5%	2.3%	2,138	47	0.1%
2.2%	2.4%	3.0%	12,666	-622	-0.2%
-0.6%	-0.6%	-0.2%	3,240	-201	-0.2%
0.8%	0.0%	0.1%	4,802	-1,880	-0.9%
n/a	0.0%	0.1%	0	0	0.0%
0.9%	0.5%	1.7%	83,540	6,417	0.2%

Throughout the NM Pathways Plan process, community citizens and stakeholders continued to focus on what the priority sectors should be in the NM Pathways Plan. Key to this identification was assuring that work would not be duplicated in the region. Significant work is underway across the County to assure quality training and access to services assuring employment for citizens. This includes significant efforts underway around entrepreneurship and small businesses. The development of this Three-Year plan was seen as timely and critical. Through this exploration and collaboration, the community finalized the below areas of focus for the NM Pathways Plan:

- **Healthcare and Human Services**
- **IT and Professional**
- **Entrepreneurship**
- **Construction, Trades and Technical**

In addition to these, the community felt there should be a strong commitment to **underemployed citizens** across each of these sectors. Also included in the work will be underemployment in the service sector (a large sector in the County). This includes occupations in retail, hospitality, tourism and the food services jobs.

The process worked to identify those jobs/occupations in each sector with the highest projected job growth. This was then mapped against existing educational requirements and certifications/degrees being provided in the region currently. This Plan includes a digital appendices that give further data to assure facilitation across each sector in the implementation phase of the work. Example below: Construction occupations – 10-year projection.

Industry/Occupation Mix – 10 Year Projection for Construction in Bernalillo County, NM – top 10 occupations

Occupation Title	Current Employment	Regional Average Wage	Education Requirements - National	Number of Annual Awards
Construction Laborers	3,170	\$30,300	Less than High School	0
Carpenters	1,786	\$36,800	High School Diploma or Equivalent	13 Certificates and 2 yr Degrees
Supervisors of Construction and Extraction Workers	1,554	\$56,500	High School Diploma or Equivalent	222 Certificates and 2 yr Degrees
Electricians	1,463	\$46,100	High School Diploma or Equivalent	168 Certificates and 2 yr Degrees
Plumbers, Pipefitters, and Steamfitters	960	\$45,600	High School Diploma or Equivalent	34 Certificates and 2 yr Degrees
Construction Managers	746	\$73,000	Bachelor’s Degree	600 Certificates and 2 yr Degrees, 653 4 yr Degrees. 240 Postgraduate Degrees

How does training and education align to the high demand jobs/occupations?

Expected growth rates for occupations vary by the education and training required. While all employment in Bernalillo County, New Mexico is projected to grow 0.2% over the next ten years, occupations typically requiring a postgraduate degree are expected to grow 0.7% per year, those requiring a bachelor's degree are forecast to grow 0.3% per year, and occupations typically needing a 2-year degree or certificate are expected to grow 0.6% per year.

Annual Average Projected Job Growth by Training Required for Bernalillo County, New Mexico



Employment by occupation data are estimates as of 2017Q2. Education levels of occupations are based on BLS assignments. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Understanding the projected positions and skills sets needed across many of the positions that will be filled in the next decade help to identify the skills gaps in Bernalillo County. The work of NM Pathways identified what skills are relevant to sectors as well as occupations. Certain sectors require less to no formal education, credentials, or training while others need moderate to extensive education, credentials, and /or training. These skills categories can be separated into three distinct categories: low skill, middle skill, and high skill, as detailed below.

The general definitions and what industries have commonly perceived as skill sets in relation to educational attainment in Bernalillo County are as follows:

1. Low skill jobs – Positions that require a high school diploma, but less formal education may be acceptable
2. Middle skill jobs – Positions that generally require some significant education and/or training

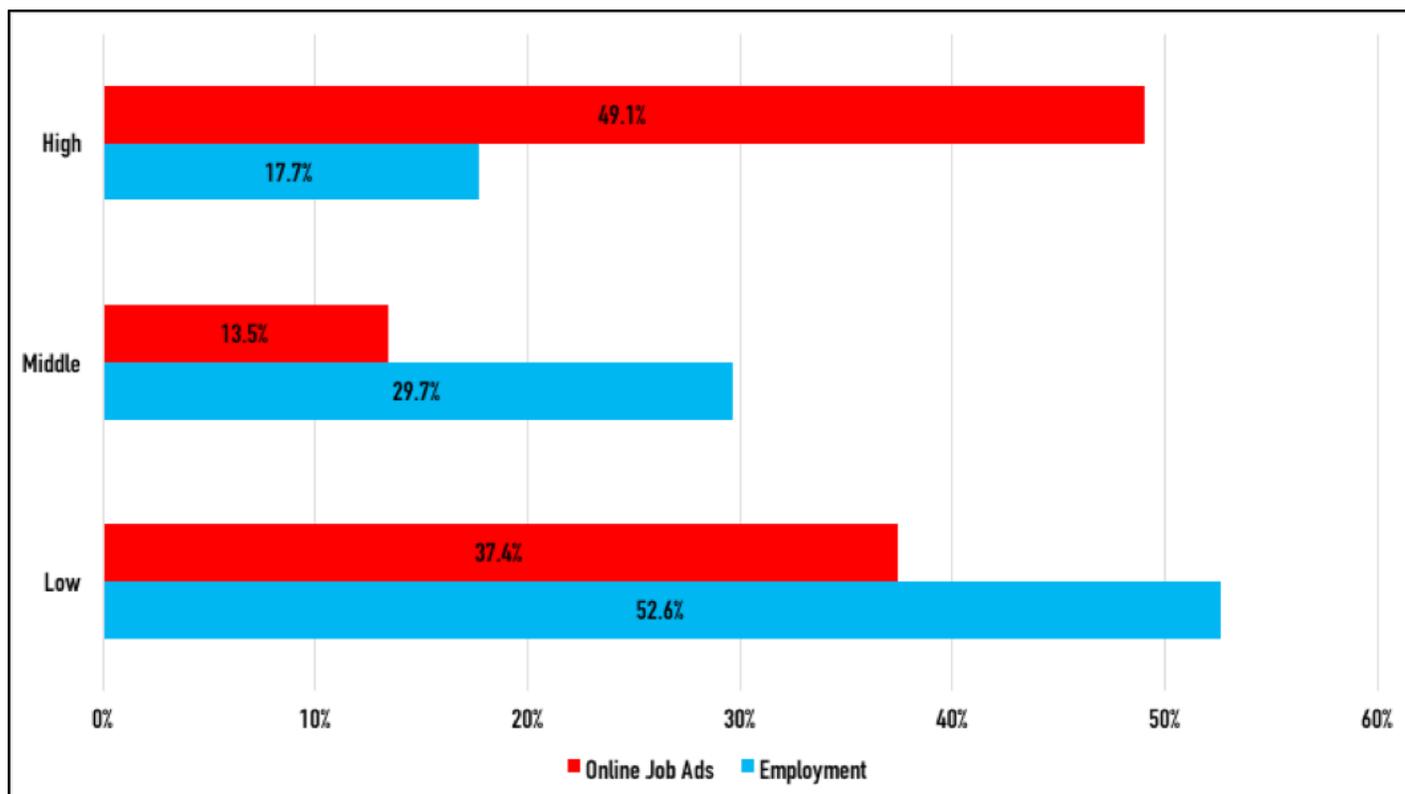
beyond high school but less than a bachelor's degree

3. High skill jobs – Positions that require a minimum of a four-year degree, and may require graduate school or specialized certifications and credentials

With this in mind we analyzed the skill sets of Bernalillo County residents and compared them to job postings in the region.

Conclusion: There is a significant gap in supply/demand from a job posting scenario.

Bernalillo County Job Openings and Workforce Populations by Skill Levels

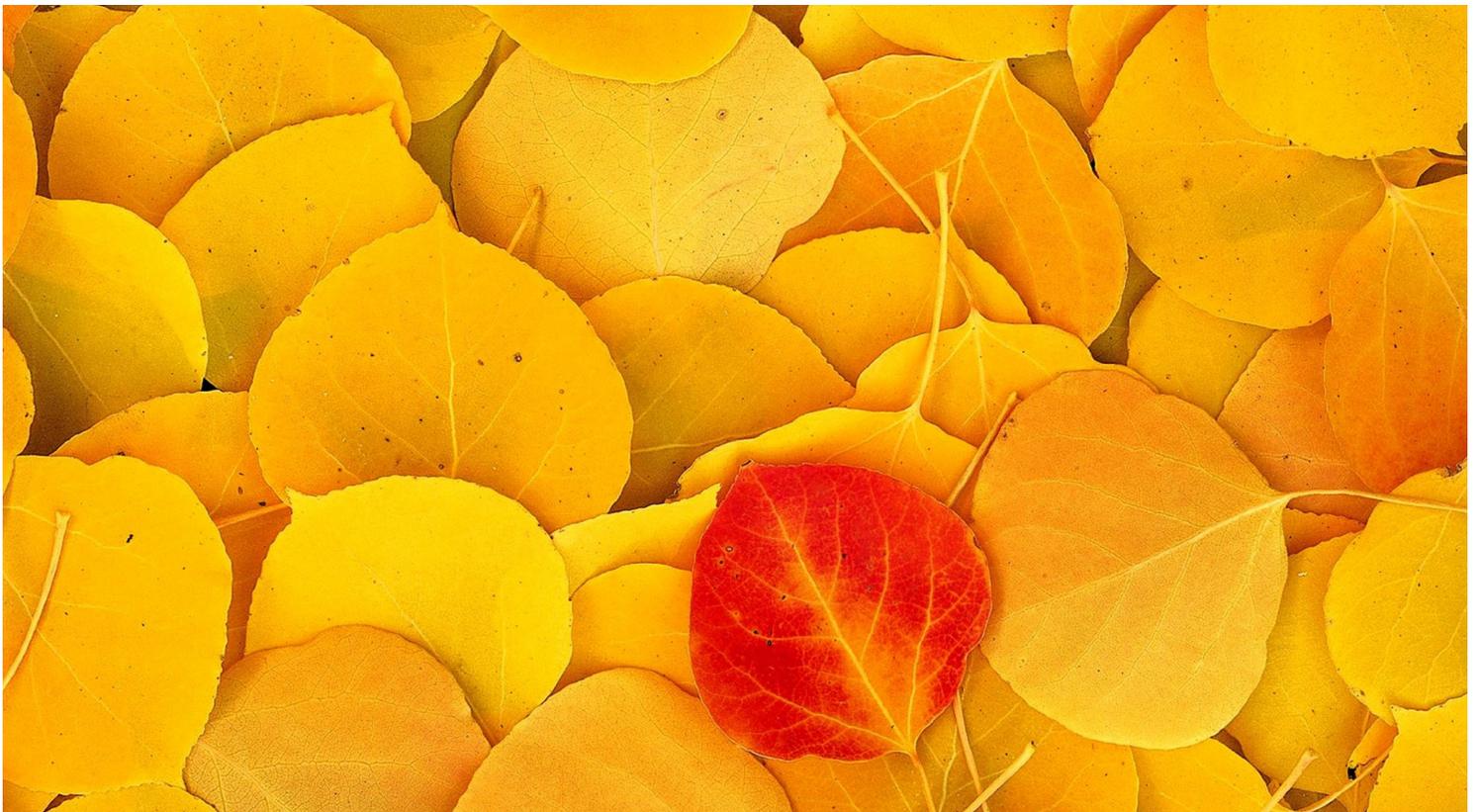


Source: JobsEQ Workforce Characteristics (2014Q3); Burning Glass Minimum Advertised Education (Dec 2007-De 2016)

The chart above displays what employers are asking for in comparison to what the population's educational attainment values are. What we can see here is that 36.9% of jobs ads since 2007 require a Bachelor's degree or higher while 13.7% of the population has the educational attainment to meet this requirement. The problem is apparent within the middle skills as well, with 11.2% of job ads in Bernalillo county requesting this level of educational attainment while 30.6% of the population would be able to fill these jobs. There is a dramatic misalignment between what employers are requesting from online job advertisements versus what the population has to offer. This could be an opportunity to work with employers in understanding the true needs of positions while simultaneously helping the population get the skills, training, certifications, and education needed to be competitive in the workforce and getting disadvantaged populations on a financially and economically sustainable pathway.

With the gaps identified in the Plan, a “system shift” must occur across the region. If this doesn’t happen, employers will continue to have critical issues filling jobs, and citizens will remain unemployed and underemployed. Key in this shift is identifying those underlying skills that are in job postings and articulating that one has the skills for the job.

Skills	Job Postings
Communication Skills	13,760
Writing	10,559
Planning	6,186
Research	6,023
Customer Service	5,854
Organizational Skills	5,589
Problem Solving	5,546
Physical Demand	5,123
Team Work/ Collaboration	5,112
Computer Skills	4,355
Building Effective Relationships	4,239
Microsoft Office	4,113
Detail-Oriented	3,805
English	3,335
Microsoft Excel	3,110
Mathematics	3,072
Troubleshooting	2,750
Supervisory Skills	2,644



Top Certifications in Bernalillo County

In 2015, Bernalillo County institutions awarded close to 15,000 Certifications, 2 year and 4 year awards. As the shift in higher education continues across the US, there will most likely be more certificates for short-term training to assure “just-in-time” employment. There is also a movement in the “open badging” and other certification, to include Credential Engine, funded by Lumina Foundation and Connecting Credentials (another national effort). With this work, there will be a continued focus on how industry and employers will recognize the underlying skills and competencies necessary for employment. The plan calls for further analysis and comparison of jobs postings, skills and industry demand to assure alignment for the future of the workforce.

Title	Certificates & 2yr Awards	4yr Awards
General Studies	2,068	15
Business Administration and Management, General	341	725
Liberal Arts and Sciences/Liberal Studies	1,113	204
Psychology, General	116	443
Registered Nursing/Registered Nurse	391	134
Medical/Clinical Assistant	562	0
Nursing Assistant/Aide and Patient Care Assistant/Aide	444	0
Business/Commerce, General	324	0
Elementary Education and Teaching	46	190
Electrician	270	0
Accounting Technology/Technician and Bookkeeping	268	0
Biology/Biological Sciences, General	8	237
Emergency Medical Technology/Technician (EMT Paramedic)	201	29
Accounting	153	10
Child Care Provider/Assistant	219	0
Dental Assisting/Assistant	210	0
Computer and Information Sciences, General	132	23
Cosmetology/Cosmetologist, General	183	0
Corrections	0	167
English Language and Literature, General	11	139
Automobile/Automotive Mechanics Technology/Technician	154	0
Total	10,312	4,623

Alignment of K-12 to Post-Secondary to Workforce

Considerable work continues in Bernalillo County to assure that high school students are graduating with internships, job shadowing, and other experiential background to be successful beyond high school. Programs include ACE High School, Mission Graduate’s Graduate ABQ, and the work for internships and shadowing/mentoring being led by Mission Graduate. This will continue to be critical work for the County, and will be key in implementing strategies that impact the workforce in the region.

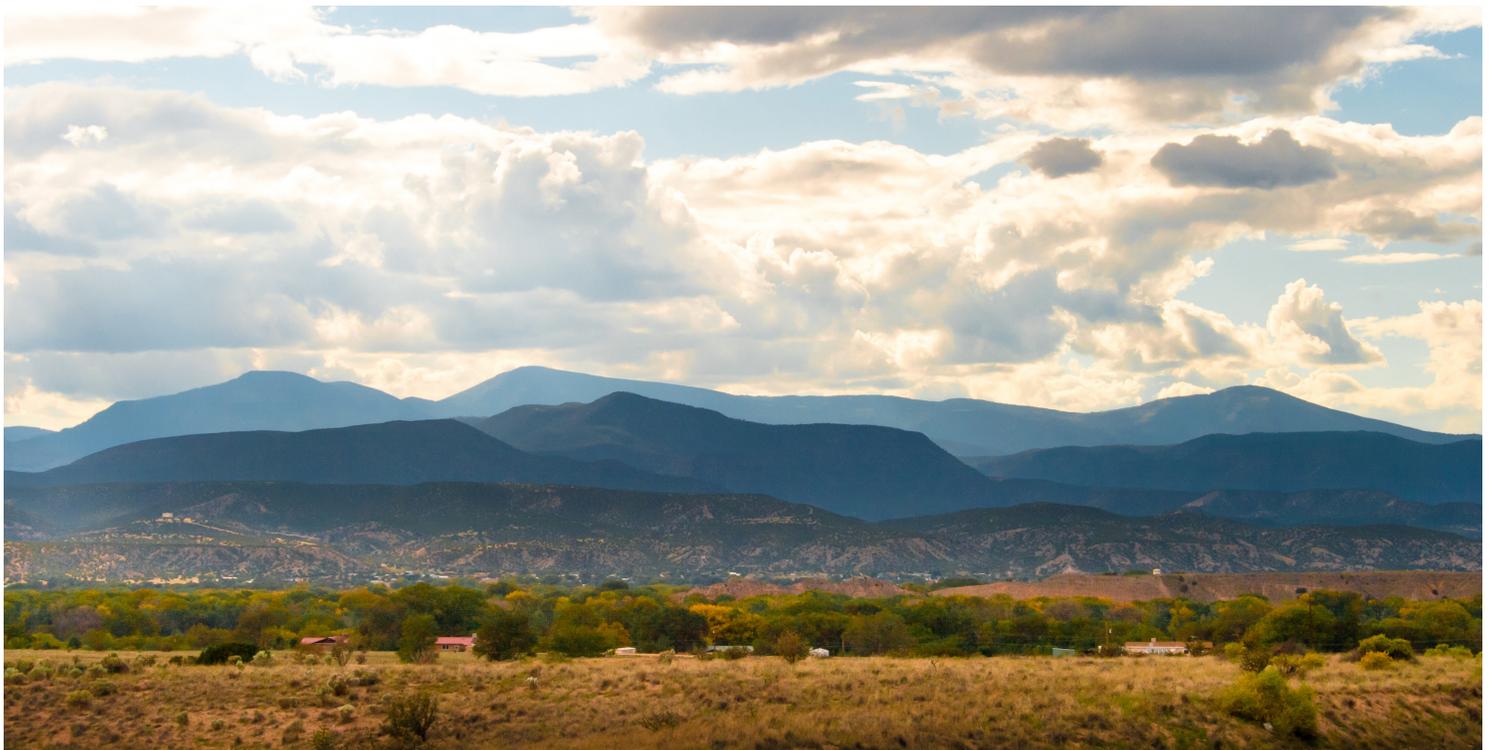
High School Proficiency

Bernalillo County continues to suffer from high school students not graduating proficient in math and reading. This is a key concern that will be addressed during the NM Pathways implementation.

Group	READING		MATH		SCIENCE	
	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
All Students	296,516	37.0	218,350	20.0	72,894	40.0
Female	145,943	42.0	107,286	20.0	35,762	39.0
Male	150,573	32.0	111,064	20.0	37,132	42.0
Caucasian	72,213	52.0	52,021	33.0	17,690	61.0
African American	6,720	34.0	5,015	15.0	1,649	37.0
Hispanic	181,770	33.0	134,690	16.0	44,709	34.0
Asian	4,416	61.0	3,226	50.0	1,083	66.0
American Indian	31,397	26.0	23,398	11.0	7,763	22.0
Economically Disadvantaged	216,124	31.0	159,067	15.0	52,155	32.0
Students w Disabilities	37,878	19.0	28,855	9.0	9,418	18.0
English Language Learners, Current	51,047	20.0	40,489	10.0	13,426	16.0
Migrant	2,918	30.0	2,602	16.0	868	29.0

Other Community Challenges:

Significant community challenges exist in Bernalillo County. The charts below outline the significant challenges/barriers identified by the Community through the NM Pathways Plan. While many of these are societal and capital challenges, it was felt critical through stakeholder engagement discussions that these be recognized in the plan. When the NM Pathways Plan moves into implementation phase, it will be critical that these challenges are re-visited through community and civic leadership.



CHALLENGE	1. Collaborative support for families without sufficient incomes due to under-employment and chronic unemployment	2. Educational credentials among adults in South Valley and urban American Indians	3. Negative growth in median household income and jobs in South Valley	4. Shortage of capital in South Valley
	<p>Unite government and education entities, advocacy groups and nonprofits in addressing job opportunities, barriers through a Community of Progress (CoP); CoP to be staffed by director, career and social service navigators</p> <p>Launch Pathways' hubs at CNM South Valley Campus, Hispano Chamber of Commerce, South Valley Economic Development Center (SVEDEC), South Valley Multipurpose Senior Center, near Indian Pueblo Cultural Center, near MATS Detox Center and at National Indian Youth Council to credential competencies, match skills to jobs and clients to education, training, certificates, internships, apprenticeships, supports and create ePortfolios for job seekers. Hubs operate on off-hours</p> <p>Target job barriers through a CoP policy/advocacy agenda, which will address issues like validation of Mexican credentials</p> <p>Market the Pathways' hubs through bus advertising. All ABQ RIDE buses to have Wi-Fi for quick online access to Pathways' resources, including I&E's SEEK platform</p> <p>: Expand hubs in South Valley and high urban Indian population areas through train-the-trainer model</p>	<p>Coordinate nonprofit education and training with county, city to address employer needs</p> <p>Certify employee competencies</p> <p>Develop soft skills, life skills and cultural competency trainings, including financial literacy, that are certified by CNM, SIPI, UNM and result in certificates for participants</p> <p>Further efforts for multicultural center at CNM by Center for Civic Policy, NAVA, NM Dream Team and NM Asian Center, building in Pathways' hub components</p> <p>Elevate Mexican credentials and pay for bilingual employees</p> <p>Incentivize employers who fund employees to pursue post-high school education</p>	<p>Diversify South Valley economy, starting with city-funded study, similar to 2004 West Central Metropolitan Redevelopment Area plan</p> <p>Launch Entrepreneurship CoP to partner with La Red del Rio Abajo and its 12 organizations on safe, healthy and economically secure families and Molino Project on providing certified soft skills trainings to families and certifying competencies. Goal is to place the entrepreneur at the center, with CoP responding to gaps preventing new businesses</p> <p>Create a bilingual call center in the South Valley</p> <p>Develop entrepreneur-focused schools in the South Valley</p>	<p>Ensure nonpredatory lending with reasonable interest rates to spur family business development</p>

CHALLENGE	5. Quality 3-Star childcare in South Valley	6. Improved status for Albuquerque's Office of Immigrant and Refugee Affairs	7. Urban American Indians in five census tracts--9.03, 34, 1.29, 7.13 and 37.33--without sufficient incomes	8. Underinvestment in urban American Indians
	<p>Develop/fund a childcare center of excellence at CNM's South Valley campus</p> <p>Increase CYFD requirement for childcare assistance to 200 percent of federal poverty level (currently at 150 percent)</p> <p>Recruit, through Pathways' hub, students to obtain CNM Child Development Certificate and fund them to continue coursework to obtain an Associate of Arts degree in Early Childhood Multicultural Education (ECME) at a cost of roughly \$3,500 per student</p>	<p>Locate Office of Immigrant and Refugee Affairs' (OIRA) one-stop hub in a South Valley community center. As part of its focus to alleviate immigrant fears, include education and support regarding wage-theft violators</p> <p>Sustainability plan for OIRA</p> <p>Ensure wage theft violators are not included in city job fairs or otherwise promoted to job seekers</p>	<p>Establish American Indian Chamber of Commerce MBDA office in one of the five high-population American Indian census tracts</p> <p>Convene American Indian-serving groups to envision what is needed to draw in and support urban Indian entrepreneurs</p> <p>Develop Del Norte High School as an urban Indian entrepreneurial-focused school</p> <p>Develop speakers' bureau of professionals who are urban Indian to speak in schools within the five key census tracts</p> <p>Work with CNM, SIPI, etc. to translate urban Indians' on-the-job training into certificates</p> <p>Conduct workforce development study to further urban Indian employment</p>	<p>Upgrade Albuquerque's tribal liaison to a city department, with a one-stop hub near the Indian Pueblo Cultural Center. Department will promote the capacity of Indians living in Albuquerque</p> <p>:Increase the power, authority and resources of the city's Indian Affairs Commission</p> <p>Create within city tribal department an incubator for American Indian blue collar workers to enter trades</p> <p>Restore/improve funding for Indian Health Service (IHS) in Albuquerque. IHS has greatly reduced services while increasing funding to area tribes, leaving urban Indians affiliated with out-of-state tribes without adequate care</p>

CHALLENGE 9. Healthcare pathway focused on increasing urban Indian and South Valley providers	10. City outreach regarding services and supports available to urban Indians	11. Growing single-family households, with female-headed households with children under five having the highest income challenges	12. Adult and youth depression, mental distress, suicidal ideation and suicide attempts
<p>Develop healthcare pathway to increase American Indian RNs. Ensure placement in healthcare facilities in the Gallup area and a funding source to support tuition costs</p> <p>Increase the number of RNs in South Valley, particularly by moving medical assistants to RNs; ensure a funding source to support tuition costs</p> <p>Evaluate and track minority population CNM Associate Degree Nurses that enter into UNM to complete Bachelor of Nursing Program</p> <p>Obtain New Mexico exception for IHS-funded students to allow service in-state, rather than at out-of-state locations</p> <p>Expand American Indians in ancillary healthcare careers</p> <p>Improve pay for certified home health aides</p>	<p>Ensure tribal communities are aware of programs that non-communities of color utilize in Albuquerque</p> <p>City marketing directed to urban Indian entrepreneurs, ensuring they are not excluded from Albuquerque's growing entrepreneurial pathway</p>	<p>In collaboration with the Southwest Women's Law Center, increase the number of women in the trades and provide tax credits for employers who hire them</p> <p>In collaboration with Southwest Women's Law Center, increase the number of credit unions providing financial resources for women impacted by domestic violence</p> <p>In collaboration with Dress for Success Albuquerque, La Red and WESST, foster the growth of women-owned business, especially in developing networks of support</p> <p>Increase employer incentives for supporting single-family household needs for childcare, following Southwest Creations' model</p>	<p>Establish on campus mental health supports at CNM and SIPI</p> <p>Transform a centrally located community center into a life center supporting those in reentry, transitioning from transitional living and/or supportive after-care. Include job readiness preparation, like soft skills training/certification, and work experience</p> <p>Remove felony box from job applications</p> <p>Provide site for continued psychiatric management for discharged adolescents</p>

Finally, assuring soft and digital skills are part of training for employment is critical to the NM Pathways Plan. For an increasing number of workers, the term “middle-skill” really means “digital skills required”. Some 82% of middle-skill jobs in the US are now “digitally intensive”, a 4% increase in just two years. Bernalillo County is most likely no different.

The NM Pathways Plan must assure that the target citizens for this Plan find opportunities to:

- Receive baseline skills, such as word, excel and powerpoint. These skills are in demand across a range of occupations and in a range of industries, serving as a doorway into middle-skill jobs.
- Develop key digital skills in lieu of higher education. It is important that there are avenues other than just formal higher education for citizens to receive these skills. The skill up sites will provide these resources.
- Understand what digital skills are necessary for middle-skill jobs. Job seekers should be given further awareness on what digital skills are needed across jobs including health care technology, health informatics and other positions.

- **More than 8 in 10 middle-skill jobs require digital skills**
- **Digitally intensive middle-skill jobs pay more than non-digital middle-skill jobs**
- **Digital skills provide a career pathway into middle- and high-skill jobs**
- **Digital middle-skill jobs represent roughly 38% of overall job postings**

Bernalillo County

Priority Industries





Construction

(NAICS 23)

> 4 digit NAICS code Industry Snapshot

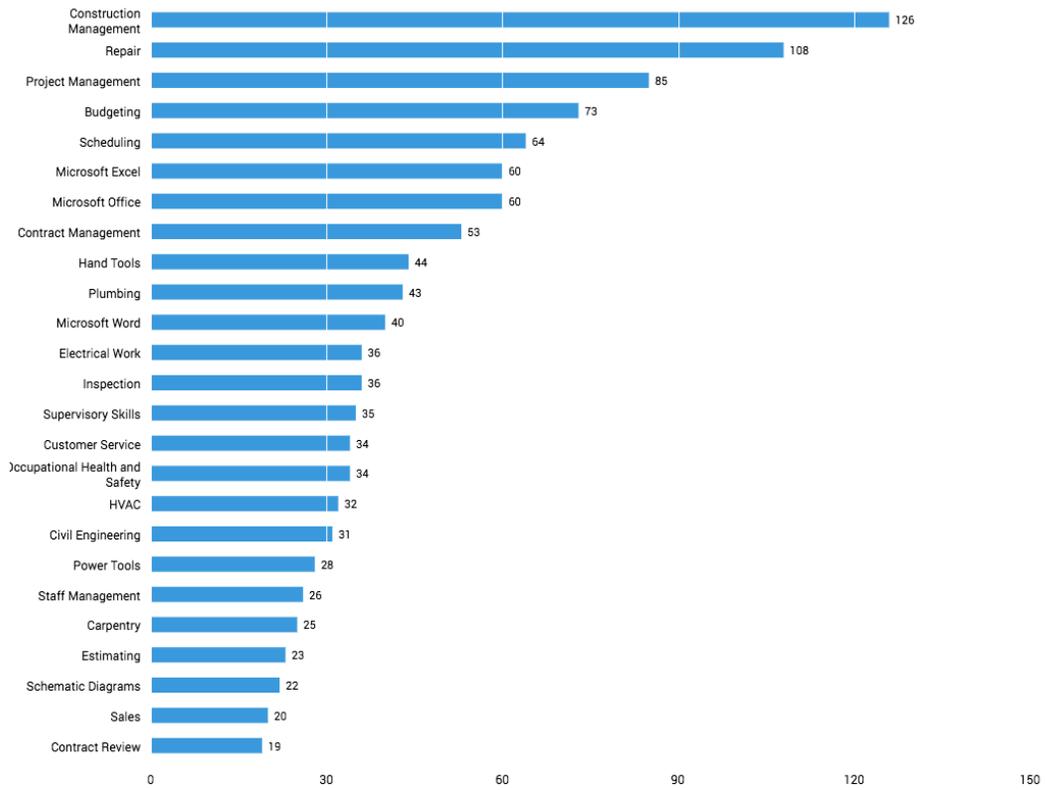
> 2 Digit Industry Occupation Mix

1. Construction Laborers
2. Carpenters
3. Supervisors of Construction and Extraction Workers
4. Electricians
5. Plumbers, Pipefitters, and Steamfitters
6. Construction Managers
7. Operating Engineers and Other Construction Equipment Operators
8. Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
9. Painters, Construction and Maintenance
10. Roofers

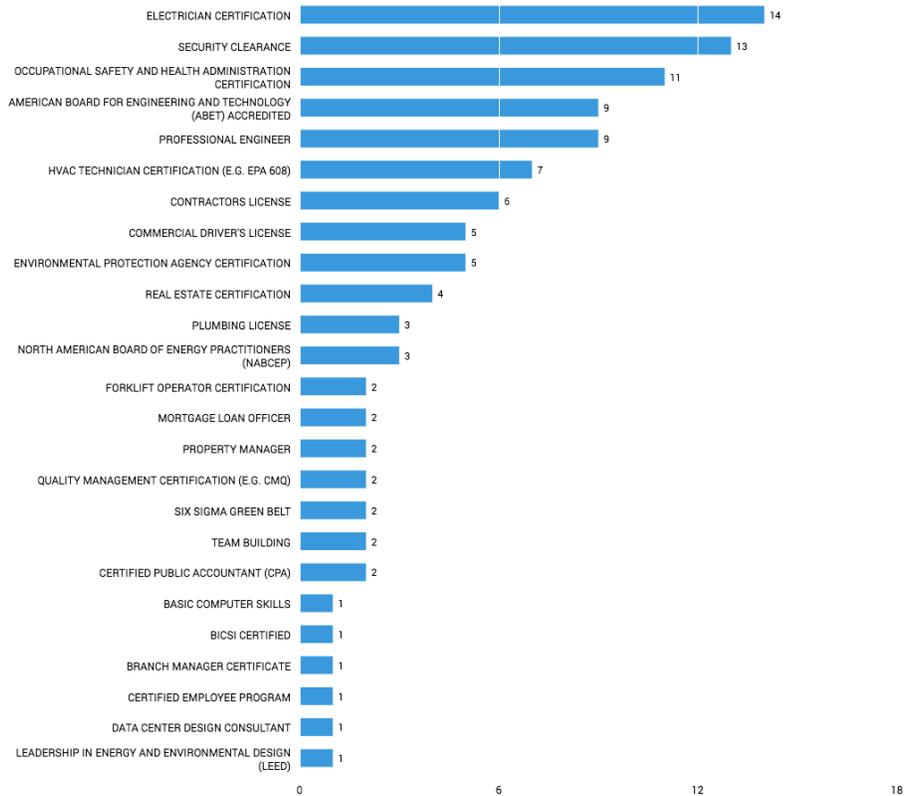
Industry/Occupation Mix – 10 Year Projection for Construction in Bernalillo County, NM – top 10 occupations

Occupation Title	Current Employment	Regional Average Wage	Education Requirements - National	Number of Annual Awards
Construction Laborers	3,170	\$30,300	Less than High School	0
Carpenters	1,786	\$36,800	High School Diploma or Equivalent	13 Certificates and 2 yr Degrees
Supervisors of Construction and Extraction Workers	1,554	\$56,500	High School Diploma or Equivalent	222 Certificates and 2 yr Degrees
Electricians	1,463	\$46,100	High School Diploma or Equivalent	168 Certificates and 2 yr Degrees
Plumbers, Pipefitters, and Steamfitters	960	\$45,600	High School Diploma or Equivalent	34 Certificates and 2 yr Degrees
Construction Managers	746	\$73,000	Bachelor's Degree	600 Certificates and 2 yr Degrees, 653 4 yr Degrees. 240 Postgraduate Degrees
Operating Engineers and Other Construction Equipment Operators	741	\$39,800	High School Diploma or Equivalent	0
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	664	\$34,600	High School Diploma or Equivalent	55 Certificates and 2 yr Degrees
Painters, Construction and Maintenance	613	\$31,000	Less than High School	0
Roofers	581	\$32,200	Less than High School	0

Skills in Greatest Demand



Certifications in Greatest Demand





Wholesale Trade

(NAICS 42)

> 4 digit NAICS code Industry Snapshot

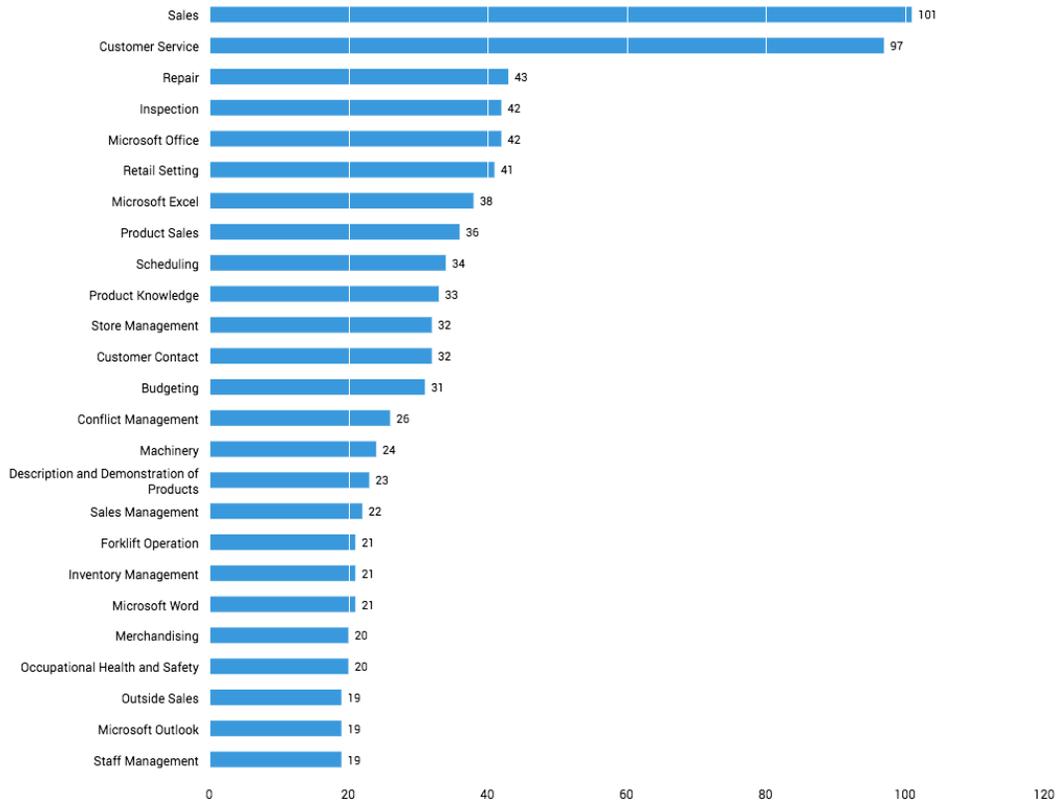
> 2 Digit Industry Occupation Mix

1. Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
2. Laborers and Freight, Stock, and Material Movers, Hand
3. Heavy and Tractor-Trailer Truck Drivers
4. General and Operations Managers
5. Stock Clerks and Order Fillers
6. Customer Service Representatives
7. Light Truck or Delivery Services Drivers
8. Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
9. Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
10. Driver/Sales Workers

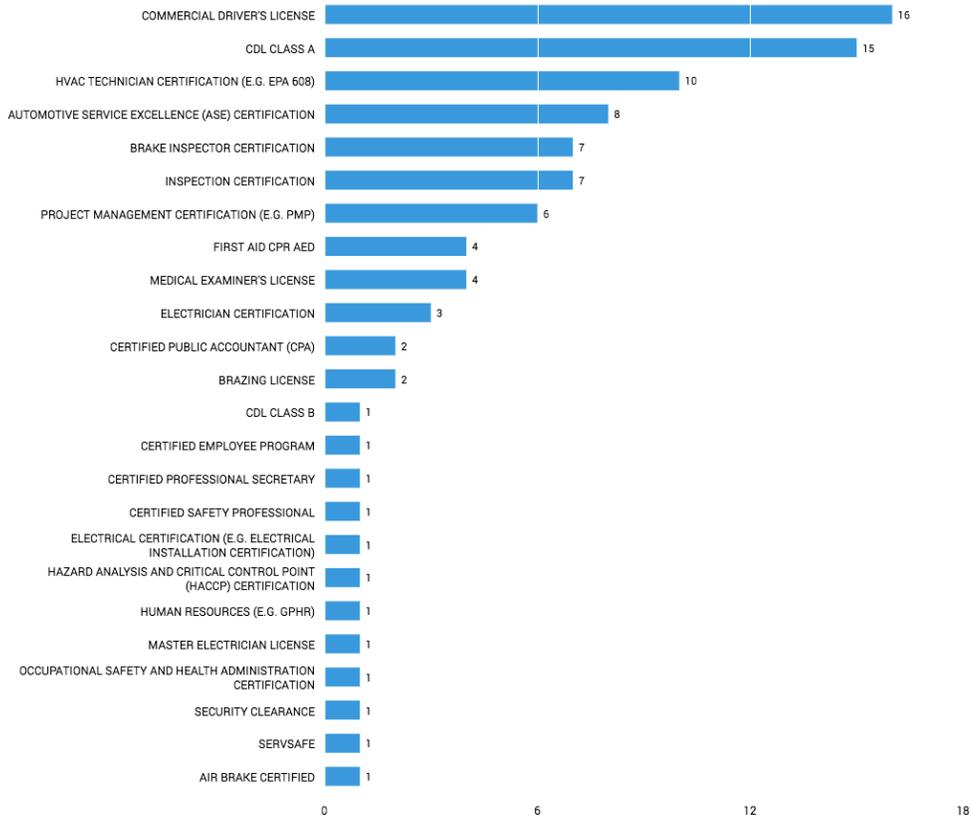
Industry/Occupation Mix – 10 Year Projection for Wholesale Trade in Bernalillo County, NM – top 10 occupations

Occupation Title	Current Employment	Regional Average Wage	Education Requirements - National	Number of Annual Awards
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,786	\$51,900	High School Diploma or Equivalent	11 Certificates and 2 yr Degrees
Laborers and Freight, Stock, and Material Movers, Hand	746	\$28,500	Less than High School	0
Heavy and Tractor-Trailer Truck Drivers	468	\$41,900	Postsecondary non-degree award	108 Certificates and 2 yr Degrees
General and Operations Managers	426	\$100,400	Bachelor's Degree	530 Certificates and 2 yr Degrees, 33 4 yr degrees, and 240 Postgraduate Degrees
Stock Clerks and Order Fillers	409	\$27,100	Less than High School	0
Customer Service Representatives	397	\$33,300	High School Diploma or Equivalent	0
Light Truck or Delivery Services Drivers	383	\$34,300	High School Diploma or Equivalent	108 Certificates and 2 yr Degrees
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	341	\$59,700	Bachelor's Degree	0
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	310	\$34,600	High School Diploma or Equivalent	55 Certificates and 2 yr Degrees
Automotive Service Technicians and Mechanics	308	\$24,900	Postsecondary non-degree award	0

Skills in Greatest Demand



Certifications in Greatest Demand





Retail

(NAICS 44)

> 4 digit NAICS code Industry Snapshot

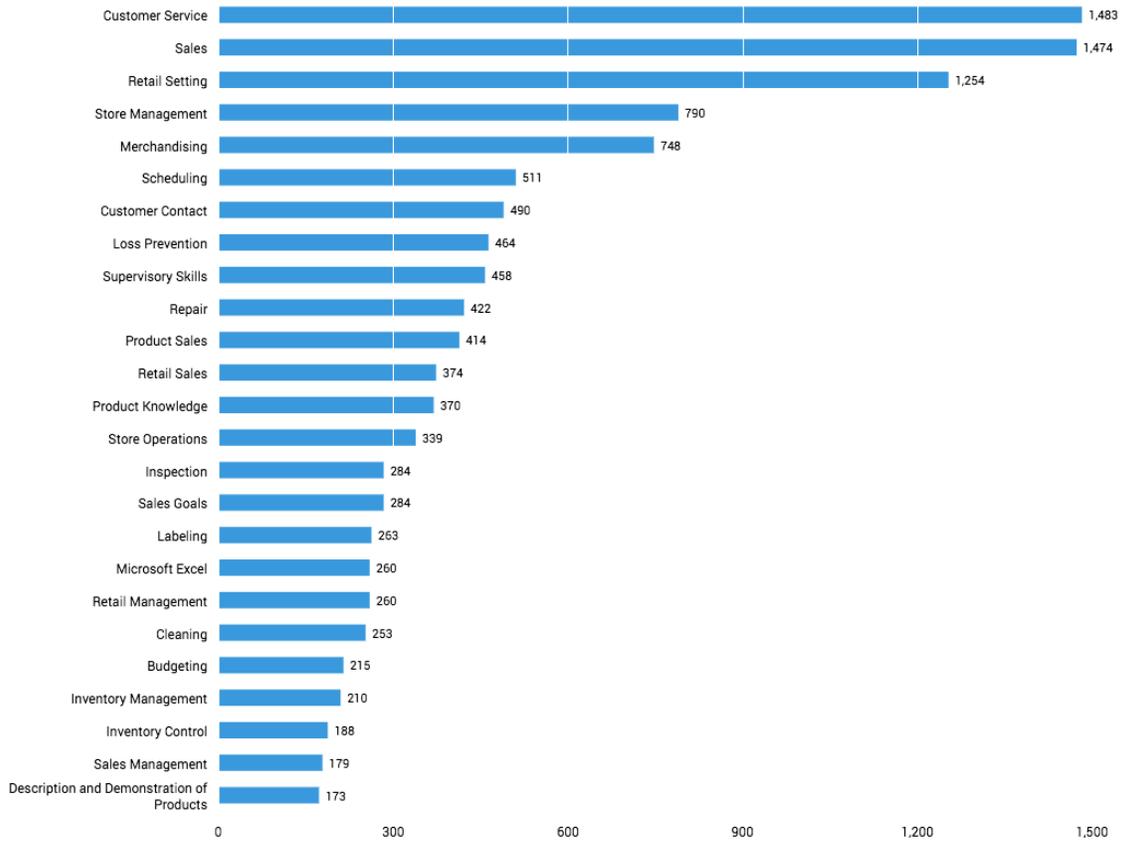
> 2 Digit Industry Occupation Mix

1. Retail Salespersons
2. Cashiers
3. First-Line Supervisors of Retail Sales Workers
4. Stock Clerks and Order Fillers
5. Automotive Service Technicians and Mechanics
6. Customer Service Representatives
7. General and Operations Managers
8. Pharmacy Technicians
9. Laborers and Freight, Stock, and Material Movers, Hand
10. Light Truck or Delivery Services Drivers

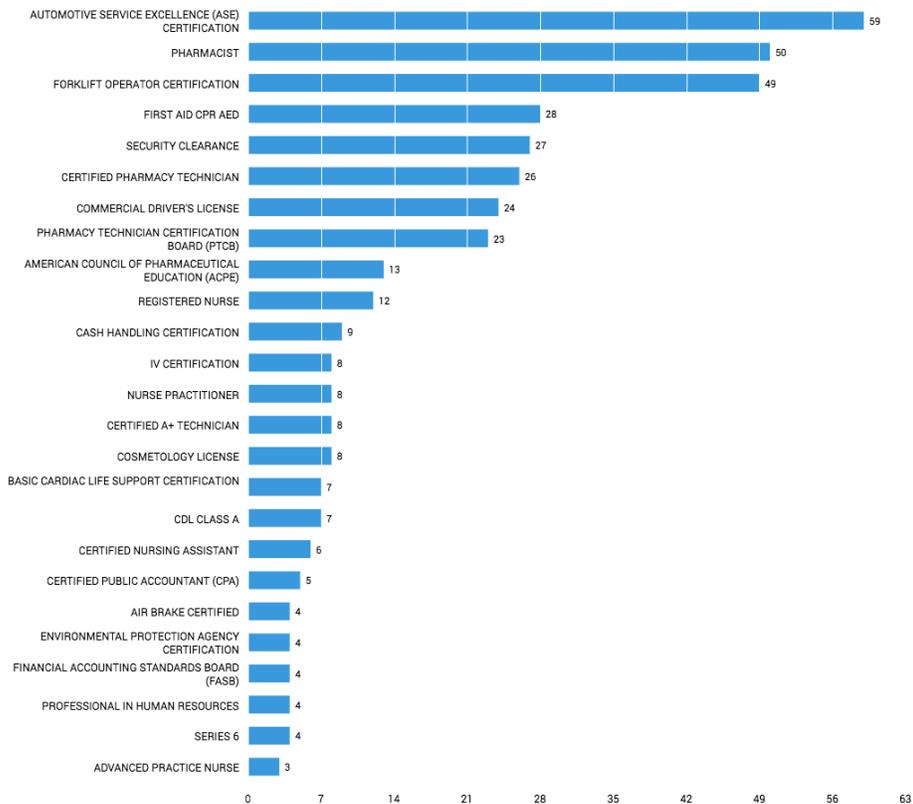
Industry/Occupation Mix – 10 Year Projection for Retail in Bernalillo County, NM – top 10 occupations

Occupation Title	Current Employment	Regional Average Wage	Education Requirements - National	Number of Annual Awards
Retail Salespersons	10,542	\$28,700	Less than High School	0
Cashiers	5,661	\$21,600	Less than High School	0
First-Line Supervisors of Retail Sales Workers	3,151	\$43,400	High School Diploma or Equivalent	0
Stock Clerks and Order Fillers	2,802	\$27,100	Less than High School	0
Automotive Service Technicians and Mechanics	961	\$40,300	Postsecondary non-degree award	137 Certificates and 2 yr Degrees
Customer Service Representatives	935	\$33,300	High School Degree or Equivalent	0
General and Operations Managers	824	\$100,400	Bachelor's Degree	484 Certificates and 2 yr Degrees, 33 4 yr Degrees, 294 Postgraduate Degrees
Pharmacy Technicians	708	\$32,200	High School Diploma or Equivalent	42 Certificates and 2 yr Degrees
Laborers and Freight, Stock, and Material Movers, Hand	643	\$28,500	Less than High School	0
Light Truck or Delivery Services Drivers	579	\$34,300	High School Diploma or Equivalent	108 Certificates and 2 yr Degrees

Skills in Greatest Demand



Certifications in Greatest Demand





Information

(NAICS 51)

> 4 digit NAICS code Industry Snapshot

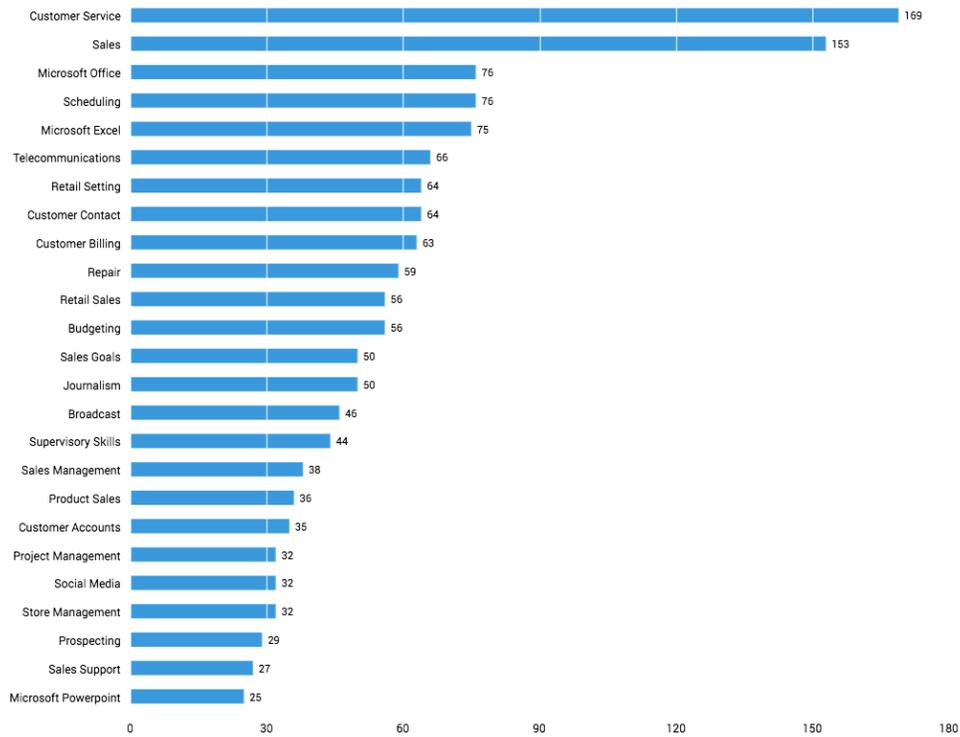
> 2 Digit Industry Occupation Mix

1. Customer Service Representatives
2. Sales Representatives, Services, All Other
3. Telecommunications Equipment Installers and Repairers, Except Line Installers
4. Actors
5. Producers and Directors
6. Business Operations Specialists, All Other
7. Retail Salespersons
8. Ushers, Lobby Attendants, and Ticket Takers
9. Advertising Sales Agents
10. General and Operations Managers

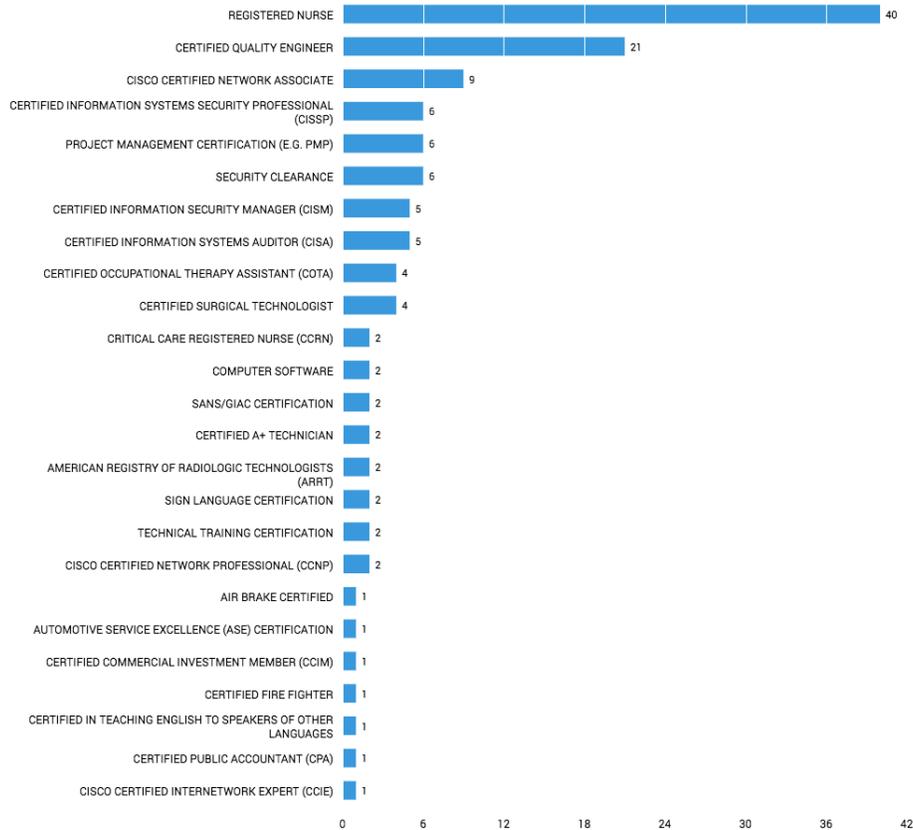
Industry/Occupation Mix – 10 Year Projection for Information in Bernalillo County, NM – top 10 occupations

Occupation Title	Current Employment	Regional Average Wage	Education Requirements - National	Number of Annual Awards
Customer Service Representatives	715	\$33,300	High School Diploma or Equivalent	0
Sales Representatives, Services, All Other	584	\$44,900	High School Diploma or Equivalent	0
Telecommunications Equipment Installers and Repairers, Except Line Installers	491	\$54,400	Postsecondary non-degree award	8 Certificates and 2 yr Degrees
Actors	316	\$64,700	Some College, No Degree	3 Certificates and 2 yr Degrees, 17 4 yr Degrees
Producers and Directors	235	\$83,400	Bachelor's Degree	66 Certificates and 2 yr Degrees, 51 4 yr Degrees
Business Operations Specialists, All Other	232	\$69,300	Bachelor's Degree	0
Retail Salespersons	216	\$28,700	Less than High School	0
Ushers, Lobby Attendants, and Ticket Takers	185	\$18,100	Less than High School	0
Advertising Sales Agents	185	\$49,100	High School Diploma or Equivalent	0
General and Operations Managers	181	\$100,400	Bachelor's Degree	484 Certificates and 2 yr Degrees, 665 4 yr Degrees, 294 Postgraduate Degrees

Skills in Greatest Demand



Certifications in Greatest Demand





Professional, Scientific, and Technical Services

(NAICS 61)

> 4 digit NAICS code Industry Snapshot

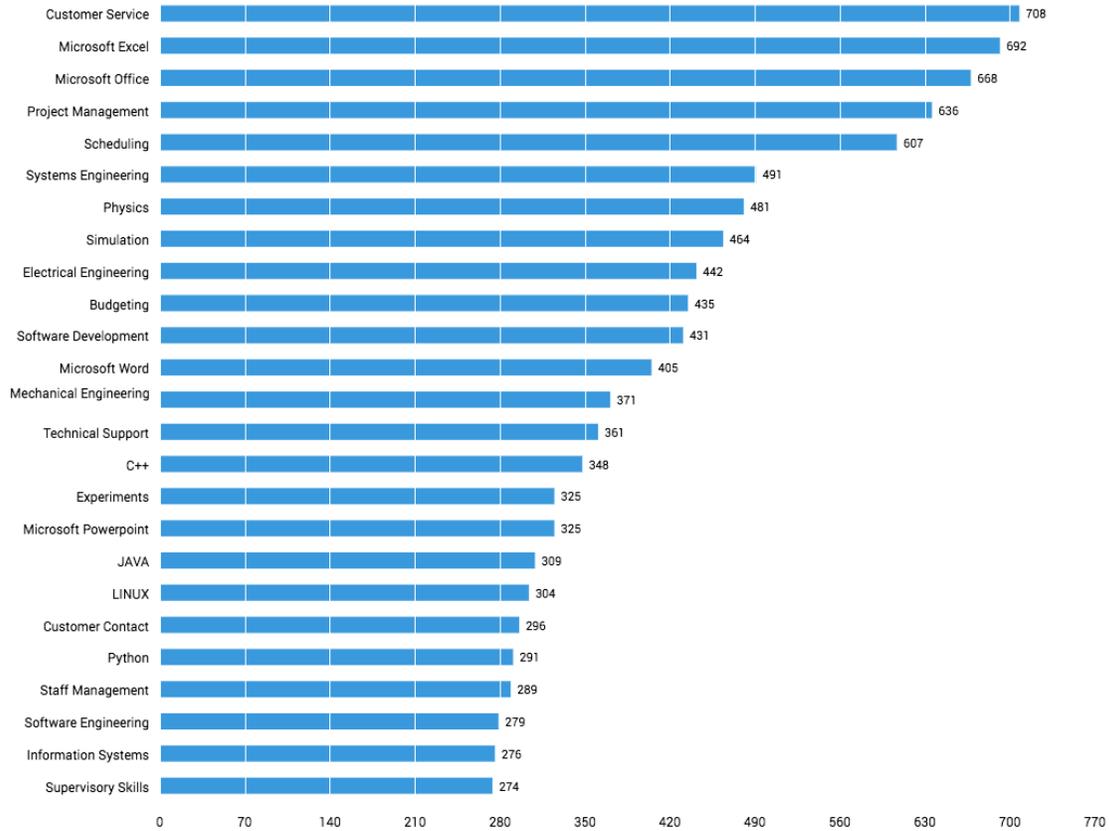
> 2 Digit Industry Occupation Mix

1. Lawyers
2. Accountants and Auditors
3. Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
4. General and Operations Managers
5. Managers, All Other
6. Management Analysts
7. Paralegals and Legal Assistants
8. Electrical Engineers
9. Software Developers, Systems Software
10. Legal Secretaries

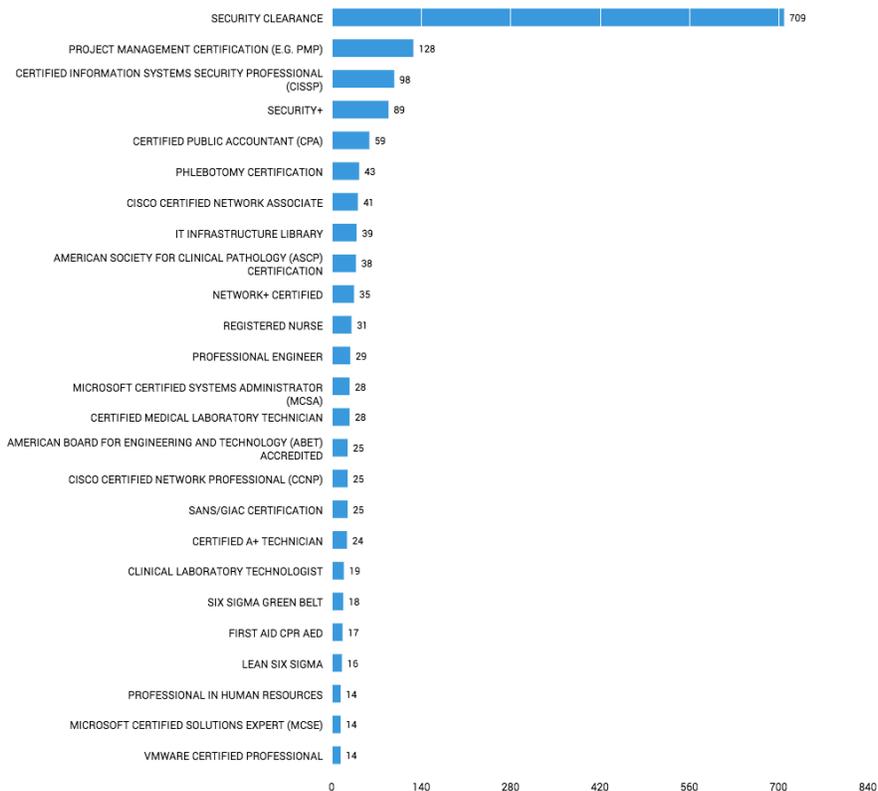
Industry/Occupation Mix – 10 Year Projection for Professional, Scientific and Technical Services in Bernalillo County, NM – top 10 occupations

Occupation Title	Current Employment	Regional Average Wage	Education Requirements - National	Number of Annual Awards - Northern New Mexico College
Lawyers	1,435	\$100,600	Doctoral or Professional Degree	98 Postgraduate Degrees
Accountants and Auditors	1,337	\$68,100	Bachelor's Degree	116 Certificates and 2 yr Degrees, 29 4 yr Degrees
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,256	\$34,600	High School Diploma or Equivalent	55 Certificates and 2 yr Degrees
General and Operations Managers	878	\$100,400	Bachelor's Degree	484 Certificates and 2 yr Degrees, 665 4 yr Degrees, 294 Postgraduate Degrees
Managers, All Other	757	\$89,100	Bachelor's Degree	949 Certificates and 2 yr Degrees, 1,555 4 yr Degrees, 410 Postgraduate Degrees
Management Analysts	753	\$76,800	Bachelor's Degree	484 Certificates and 2 yr Degrees, 661 4 yr Degrees, 240 Postgraduate Degrees
Paralegals and Legal Assistants	739	\$43,100	Associate's Degree	37 Certificates and 2 yr Degrees
Electrical Engineers	652	\$97,100	Bachelor's Degree	0
Software Developers, Systems Software	615	\$104,500	Bachelor's Degree	38 4 yr Degrees, 14 Postsecondary Degrees
Legal Secretaries	611	\$37,900	High School Diploma or Equivalent	0

Skills in Greatest Demand



Certifications in Greatest Demand





Healthcare

(NAICS 62)

> 4 digit NAICS code Industry Snapshot

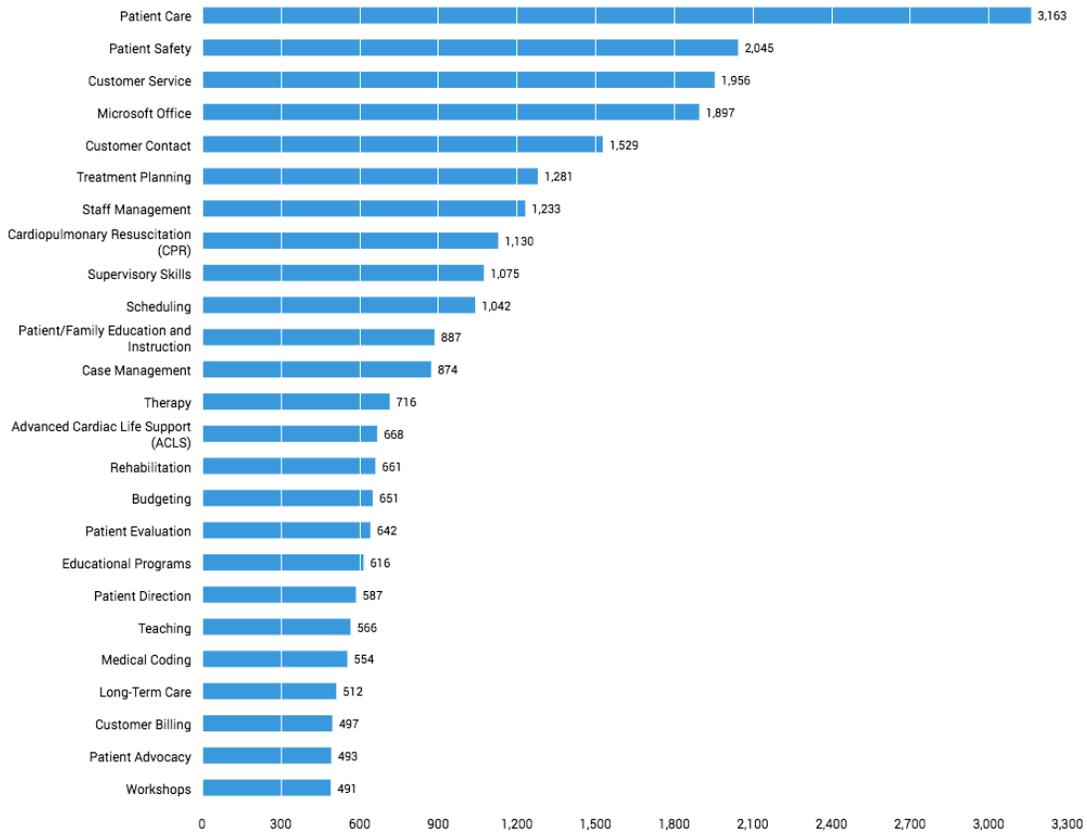
> 2 Digit Industry Occupation Mix

1. Registered Nurses
2. Personal Care Aides
3. Home Health Aides
4. Nursing Assistants
5. Medical Assistants
6. Medical Secretaries
7. Secretaries and Administrative Assistants, Except Legal, Medical, and Executive
8. Receptionists and Information Clerks
9. Childcare Workers
10. Dental Assistants

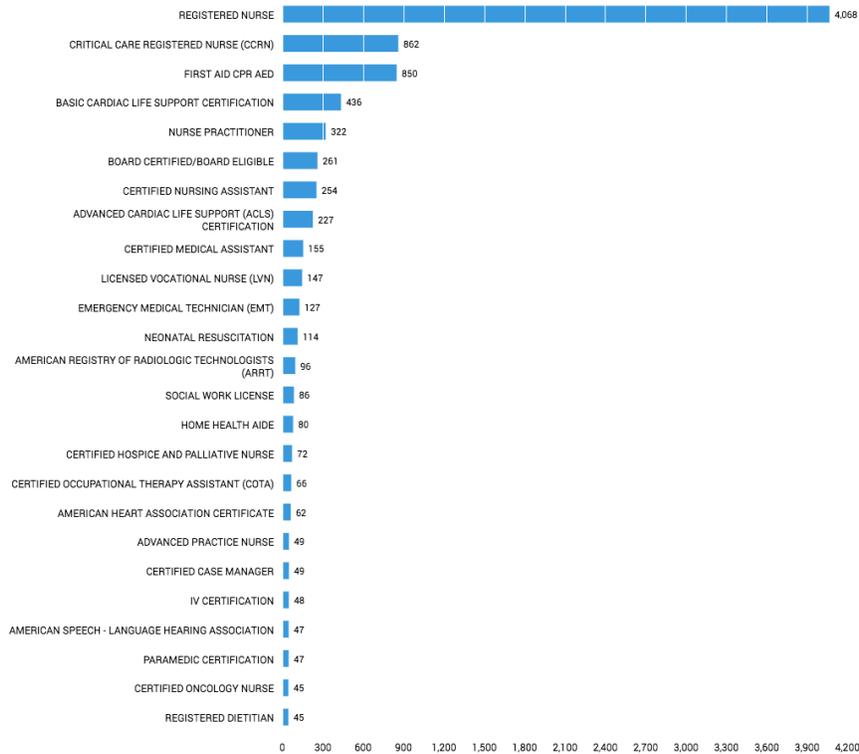
Industry/Occupation Mix – 10 Year Projection for Healthcare in Bernalillo County, NM – top 10 occupations

Occupation Title	Current Employment	Regional Average Wage	Education Requirements - National	Number of Annual Awards - Northern New Mexico College
Registered Nurses	8,452	\$72,300	Less than High School	197 Certificates and 2 yr Degrees, 244 4 yr Degrees, 43 Postgraduate Degrees
Personal Care Aides	6,512	\$20,900	Less than High School	26 Certificates and 2 yr Degrees
Home Health Aides	3,683	\$25,700	Postsecondary non-degree award	26 Certificates and 2 yr Degrees
Nursing Assistants	3,256	\$29,000	Postsecondary non-degree award	383 Certificates and 2 yr Degrees
Medical Assistants	1,873	\$30,000	High School Diploma or Equivalent	460 Certificates and 2 yr Degrees
Medical Secretaries	1,670	\$34,700	High School Diploma or Equivalent	130 Certificates and 2 yr Degrees
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,382	\$34,600	High School Diploma or Equivalent	55 Certificates and 2 yr Degrees
Receptionists and Information Clerks	1,293	\$27,100	Postsecondary non-degree award	0
Childcare Workers	1,236	\$20,800	High School Diploma or Equivalent	246 Certificates and 2 yr Degrees
Dental Assistants	937	\$32,500	Postsecondary non-degree award	218 Certificates and 2 yr Degrees

Skills in Greatest Demand



Certifications in Greatest Demand





Arts, Entertainment and Recreation

(NAICS 71)

> 4 digit NAICS code Industry Snapshot

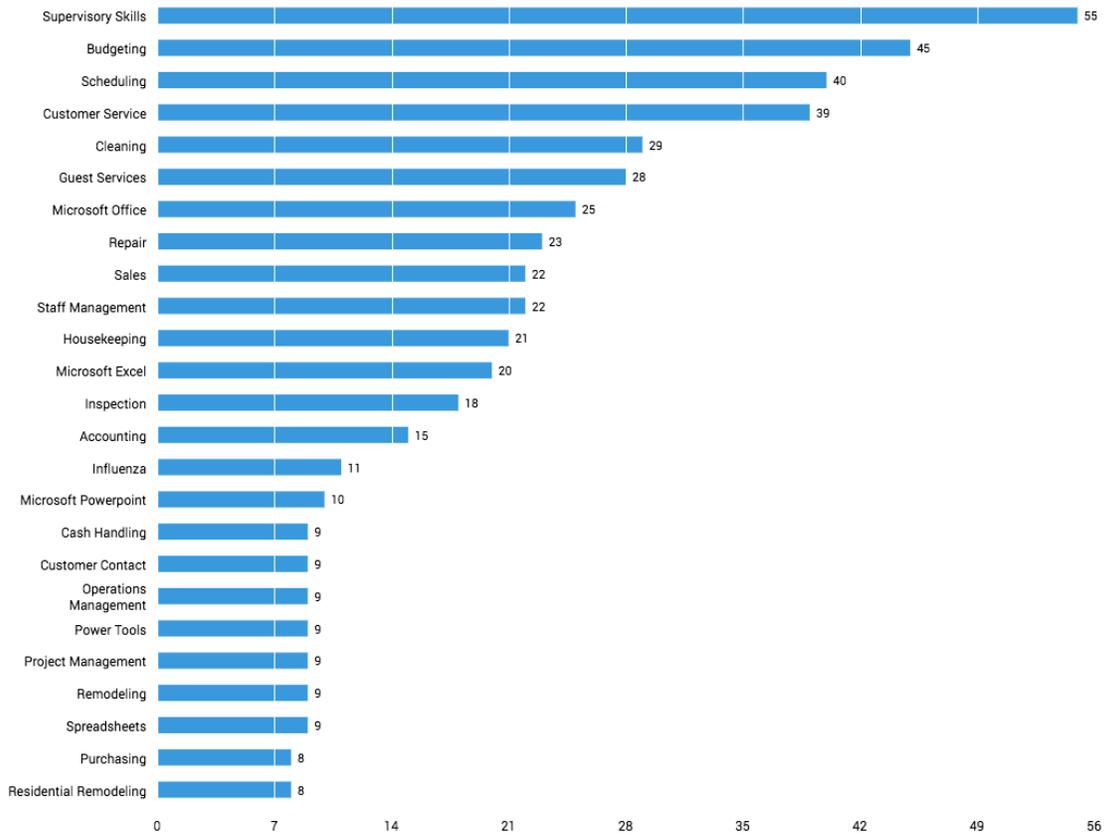
> 2 Digit Industry Occupation Mix

1. Fitness Trainers and Aerobics Instructors
2. Amusement and Recreation Attendants
3. Landscaping and Groundskeeping Workers
4. Waiters and Waitresses
5. Writers and Authors
6. Gaming Dealers
7. Coaches and Scouts
8. Security Guards
9. Cashiers
10. General and Operations Managers

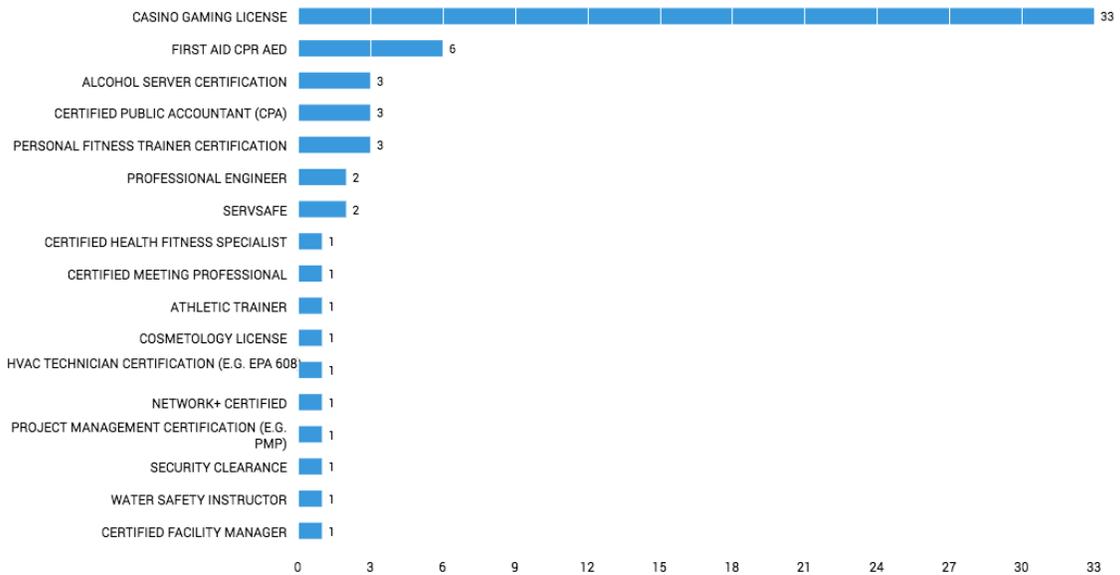
Industry/Occupation Mix – 10 Year Projection for Arts, Entertainment and Recreation in Bernalillo County, NM – top 10 occupations

Occupation Title	Current Employment	Regional Average Wage	Education Requirements - National	Number of Annual Awards
Fitness Trainers and Aerobics Instructors	511	\$44,500	High School Diploma or Equivalent	Certificates and 2 yr Degrees, 17 4 yr Degrees. 40 Postgraduate Degrees
Amusement and Recreation Attendants	340	\$23,100	Less than High School	0
Landscaping and Groundskeeping Workers	327	\$24,900	Less than High School	0
Waiters and Waitresses	249	\$22,000	Less than High School	0
Writers and Authors	222	\$46,600	Bachelor's Degree	71 Certificates and 2 yr Degrees, 288 4 yr Degrees. 39 Postgraduate Degrees
Gaming Dealers	209	\$17,700	High School Diploma or Equivalent	0
Coaches and Scouts	179	\$22,300	Bachelor's Degree	0
Security Guards	173	\$26,500	High School Diploma or Equivalent	92 Certificates and 2 yr Degrees, 69 4 yr Degrees, 1 Postgraduate Degree
Cashiers	168	\$21,600	Less than High School	0
General and Operations Managers	160	\$100,400	Bachelor's Degree	484 Certificates and 2 yr Degrees, 665 4 yr Degrees, 294 Postgraduate Degrees

Skills in Greatest Demand



Certifications in Greatest Demand





Accommodation and Food Services

(NAICS 72)

> 4 digit NAICS code Industry Snapshot

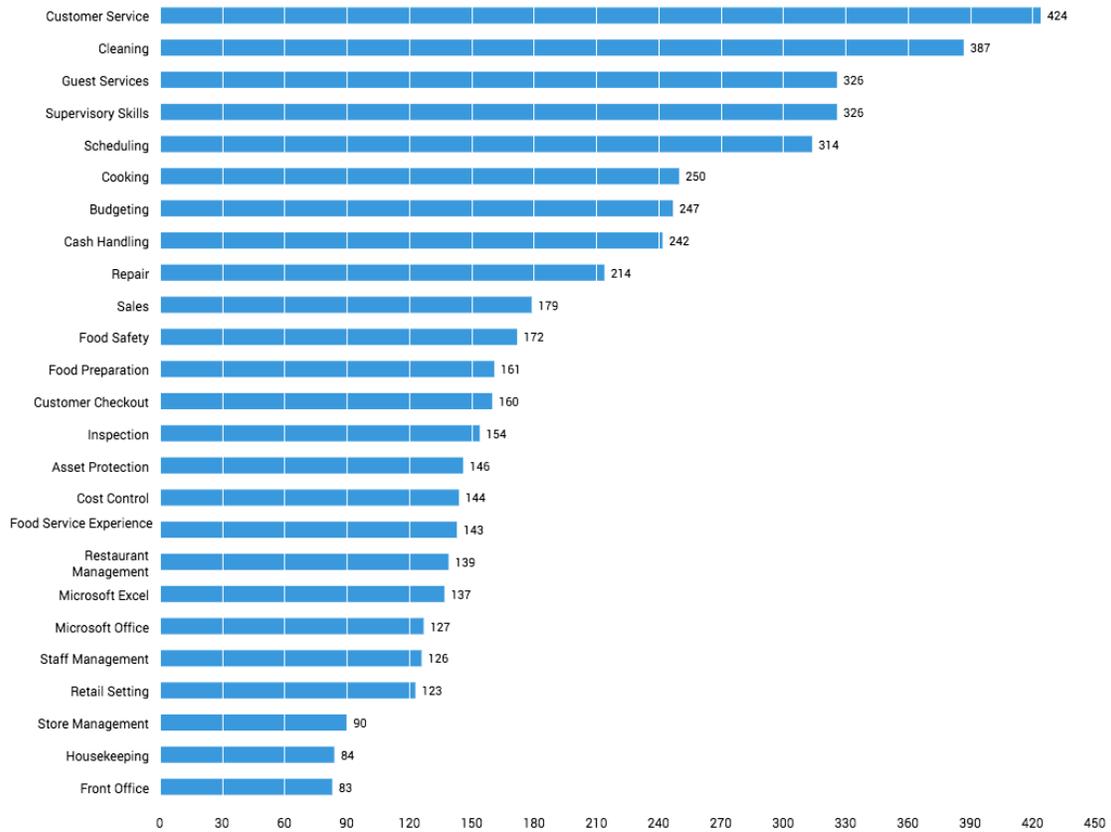
> 2 Digit Industry Occupation Mix

1. Combined Food Preparation and Serving Workers, Including Fast Food
2. Waiters and Waitresses
3. Cooks, Restaurant
4. First-Line Supervisors of Food Preparation and Serving Workers
5. Maids and Housekeeping Cleaners
6. Cooks, Fast Food
7. Food Preparation Workers
8. Bartenders
9. Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
10. Cashiers

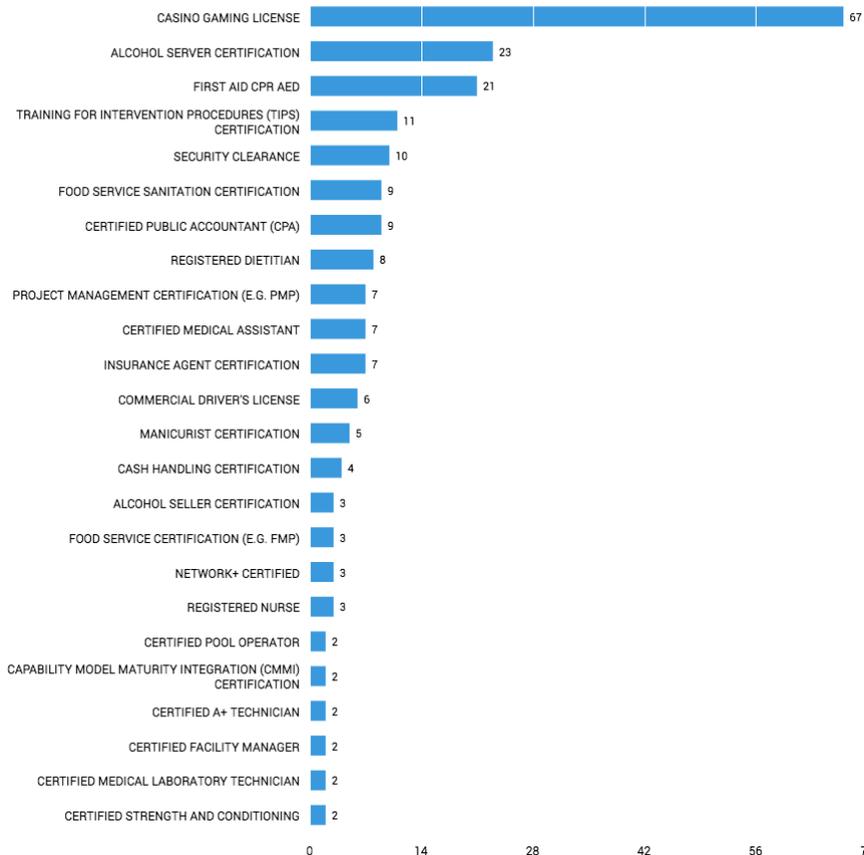
Industry/Occupation Mix – 10 Year Projection for Accommodation and Food Services in Bernalillo County, NM – top 10 occupations

Occupation Title	Current Employment	Regional Average Wage	Education Requirements - National	Number of Annual Awards - Northern New Mexico College
Combined Food Preparation and Serving Workers, Including Fast Food	7,984	\$18,900	Less than High School	0
Waiters and Waitresses	6,003	\$22,000	Less than High School	0
Cooks, Restaurant	2,721	\$22,500	Less than High School	138 Certificates and 2 yr Degrees
First-Line Supervisors of Food Preparation and Serving Workers	2,498	\$29,300	High School Diploma or Equivalent	184 Certificates and 2 yr Degrees
Maids and Housekeeping Cleaners	1,688	\$19,800	Less than High School	0
Cooks, Fast Food	1,282	\$19,400	Less than High School	0
Food Preparation Workers	1,183	\$21,400	Less than High School	0
Bartenders	1,111	\$25,200	Less than High School	0
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	1,091	\$20,000	Less than High School	0
Cashiers	1,033	\$21,600	Less than High School	0

Skills in Greatest Demand



Certifications in Greatest Demand



Recommendations



Recommendation #1: Align Outreach and Recruitment Strategies Towards Focused Populations (Hispanic/Latino and Urban Indian) in Respective Geographic Locations

During phase 2 of the research process, through group facilitation and 1:1 interviews of service providers for both Urban Indian and Hispanic/Latino serving organizations, there was an overall impression that these populations have been historically disenfranchised from economic opportunities, especially through education and other social service institutions. Furthermore, the overall stakeholders iterated that there is low representation of Hispanics and/or Urban Indians existing in pathways to employment of identified targeted key industries. This recommendation is to expand outreach and recruitment to those disenfranchised citizens.

Strategy #1: Launch three NM Pathways hubs with expanded hours (nights/weekends). These hubs will be supported by trained navigators through a train-the trainer model to provide targeted support to job seekers in their understand of assessment and skill-up opportunities, certification, credentials, training, education, internships and apprenticeships. The “hubs” will also provide links to community resources to serve the citizens. Services will include mapping to childcare, transportation, community services, and training. An on-line scheduler will assure candidates multiple choices of scheduling for training and assessment.

Strategy #2: Increase awareness of the NM Pathways hubs through advertising efforts including transit. ABQ RIDE buses to have wi-fi for quick online access for jobseekers to access online resources.

Timeline

Year	Within 6 months	Within 12 months
Year 1	Through an RFP process, 3 locations to launch NM Pathway Hubs. Formalize Memorandum of Agreements or contracts to solidify partnership for 3-year commitment. Engage all partners to developing an outreach and recruitment strategy with metrics and performance measures for 6 months. Orientate navigators through a train the trainer model to provide navigational supports of resources outlined above. Solidify Marketing effort through CABQ Transit to support.	Execute and demonstrate outreach and recruitment strategy for 6 months. Meet twice a month to discuss observations, challenges, success in order to collect qualitative as well as quantitative data. Collectively develop a first draft of Best practices to the strategy. Through same identification process identify 3 more locations for possible scale up and to create a minimum of 6 NM Pathway hubs. Analyze all data to set metrics and performance measures to inform Year 2 Plan. CABQ Transit to be a partner.

Year 2	Execute and demonstrate Year 2 outreach and recruitment strategy. Meet twice a month to discuss observations, challenges, success in order to collect qualitative as well as quantitative data. Identify more locations for possible scale up. Continued partnership with CABQ Transit.	By the end of year 2, a minimum of 500 focused demographic populations have been impacted by outreach efforts and 70% have attained gainful employment.
Year 3	Execute and demonstrate Year 3 outreach and recruitment strategy. Meet twice a month to discuss observations, challenges, success in order to collect qualitative as well as quantitative data. Identify more locations for possible scale up. Continued partnership with CABQ Transit.	By the end of year 3, a minimum of 1000 focused demographic populations have been impacted by outreach efforts and 70% have attained gainful employment.

Budget Requirements to include:

FTE per site with sustainability plan within three years

Marketing budget

Technology and Tools at sites

Internet/hot spots/connectivity costs with partnership with AT&T

Recommendation #2: Increase Access and Navigational Tools that Expand Education, Career Readiness Models, Local Resources, and Social Service Support

Throughout the research process with service providers for both Urban Indian and Hispanic/Latino serving organizations, there was high indication that client’s lack of access to education and training to assist in cognitive and non-cognitive remediation was limited. This significantly impairs one’s ability to participate in education and workforce readiness opportunities. For those individuals enrolled in community educational programs, there was a high need to address soft skills development resulting in an increased demand on program staff to address deficiencies. Also, in efforts to find an employment pathway there are significant barriers of a socioeconomic nature that should be considered and addressed. Although it was made very clear through our interviews that access to institutional resources are difficult to traverse, the overall impression is that within these communities of Bernalillo County there are little to no options of finding a starting part where clients are made aware to increase a dynamic of empowerment.

Strategy #3 The Talent ABQ Platform, currently funded for FY 2018 by Edact funds through the City of Albuquerque will expand and continue to support and education and career readiness modules. Also to be added to the Talent ABQ menu is Aunt Bertha (www.auntbertha.com), an online access portal that allows citizens to search for free or reduced cost services in the categories of food, housing, good, transit, health, money, care, education, work and legal services. This effort will run simultaneous and in conjunction with the efforts of the NM Pathways “hubs”.

Strategy #4 NM Pathways will leverage existing workforce initiatives (CNM ITAP, TechHire NM) programs to develop competency maps within national frameworks per target industries. This will allow training and certificates to be further aligned. WIOA funding will be leveraged and training will seek to be on Eligible Training Provider (ETP) approved list.

Budget Requirements to include: TBD

Recommendation #3: Expand Childcare in the ABQ South Valley to assure that community members can actively participate in education, training, and employment. Assure affordability of childcare facilities.

Lack of affordable childcare in the South Valley is prevalent and greatly impacts populations that are living in and below the federal poverty level. In Childcare Assistance in New Mexico, produced by the Southwest Women’s Law Center in 2016, obtaining adequate and stable childcare was identified as “one of the biggest challenges that low income family’s face in New Mexico. Finding and maintaining quality childcare can be an enormous struggle for families because the cost is incredibly high.

“Many families often find themselves in a position where the majority of their weekly paycheck is used only to pay for childcare for their children while they are at work. Families may also find themselves in situations where they think it is more beneficial not to seek permanent employment in order to care for children themselves; putting them at great financial risk and also risking crucial work-related benefits such as healthcare and life insurance.” There is a policy and advocacy strategy that could be employed in which guidelines for childcare assistance eligibility would need to be examined and possibly changed to include a larger part of the population that is in poverty.

CNM recently conducted a survey to identify needs for students who are parents. It is estimated that 28% of students at CNM are parents with the largest number of student parents located at the South Valley Campus. When these students were asked if CNM could offer different child related services, on-campus childhood facilities was the single most important service indicated. CNM did request a grant to fund the building of a Childhood Center of Excellence that was denied

but continues with the goal to launch the center by 2020. There are coinciding efforts at the SV Campus to get 50 childcare providers certified. CNM Connect representatives stated that because of the nature of undocumented populations in the SV, a unique effort towards community relationships need to be fostered. Their partnership with Encuentro has been critical to vetting CNM as a trusted community resource where clients can attain stackable credentials to pursue an Associates of Arts degree in Early Childhood Multicultural Education as well as access business development support. There continues to be a barrier of cost.

Strategy #5: Career Pathway Hubs in the South Valley to recruit and promote students to obtain child development training and fund coursework for an Associate of Arts degrees in Early Childhood Multicultural Education (ECME) and start businesses.

Strategy #6: Initiate development of and fund quality home-licensed childcare centers to support families and community members.

Strategy #7: Advocate to increase CYFD requirement for childcare assistance to 200 percent of federal poverty level (currently at 150 percent).

Year	Within 6 months	Within 12 months
Year 1	Identify a community based organization (Ex. Encuentro, Southwest Creations Collaborative) that will partner with CNM SV Campus and operate on or within close proximity to recruit and promote the students towards training and coursework for AA in ECME.	Create a strategic outreach and marketing plan for population in the SV. Develop metrics and targets for outreach, recruitment, enrollment, and completion of Child Development Training as well as outreach, recruitment enrollment and completion of AA in ECME. Where appropriate, develop metrics and targets for pathways to employment in the childcare field and applied business development resources for clients to solidify childcare practice.
Year 2	Launch home-childcare initiative with NM Pathways Project to include efforts in Gallup-McKinley and San Juan County	TBD
Year 3	TBD	TBD

Recommendation #4: Support Collaboration and Expand Access to Financial Tools to Encourage the Growth of an Entrepreneurial Ecosystem

Stakeholders from both Hispanic and Urban Indian service providers stated that one of the biggest barriers to entrepreneurship is lack of investment and disconnection from financial networks. There are some partners (US Small Business Administration, Accion, The Loan Fund, WESST, Nusenda Foundation, City Alive, The Molino Project, La Red de Rio Abajo, Families Independence Initiative, Hispano Chamber of Commerce etc.) within Bernalillo County that are already working with small business owners representing these populations. These pockets of network range in various levels of collaboration and coordination. Some of these groups are further developed than others mainly due to the intention and time they have taken to implement strategies. The impression was made that organizations surround

Strategy #8: Conduct workforce development study to further urban Indian employment.

Strategy #9: Convene American Indian-serving groups to envision what is needed to draw in and support urban Indian entrepreneurs

Strategy #10: Expand reach of the American Indian Chamber of Commerce MBDA office by developing a strategic marketing and outreach plan to impact the five high-population American Indian census tracts.

Strategy #11: Diversify South Valley economy, starting with city-funded study, similar to 2004 West Central Metropolitan Redevelopment Area plan

Strategy #12: Launch Entrepreneurship CoP to partner with La Red del Rio Abajo and its 12 organizations on safe, healthy and economically secure families and Molino Project on providing certified soft skills trainings to families and certifying competencies. Goal is to place the entrepreneur at the center, with CoP responding to gaps preventing new businesses

Year	Within 6 months	Within 12 months
Year 1	The NMWFC will identify community based organizations involved in supporting collaboration and pathways to entrepreneurship. The NMWFC will engage an organization to research Urban Indian employment as well as partner with City of Albuquerque to duplicate a research effort specifically for the South Valley.	Collaborative organizations representing both populations of Hispanics and Urban Indians will be convened and added to the CoP. Both bodies of research will be completed and will inform strategies to be employed by the CoP.
Year 2	TBD	TBD
Year 3	TBD	TBD

Recommendation #5: Support and Expand Existing Organizations that are Already Creating Pathways to Employment in High Demand Fields of Industry. Assure a Training Council Meets Monthly to Align Efforts.

This recommendation brings together a “training council” that will meet monthly, led by the WFC staff. This will assure further alignment and training of the target focus group of the NM Pathways Project. This will align training efforts and provide accountability in serving those in highest need. WFC will be lead for data and tracking of the efforts across multiple training partnerships to create a unified system of accountability.

Budget Requirement: Data Tracking/Technical Assistance, Meetings Monthly

City Alive

Impact: Entrepreneurship, Employment

City Alive is a collective impact initiative, meaning we bring people together from all different walks—from government, to business and education leaders, to heads of nonprofits—to support the people who are growing jobs right here at home. We know that together we can think smarter, remove barriers and create a better environment where entrepreneurs build businesses and succeed.

City Alive’s approach is based in changing systems to better support people and our economic future. To truly adapt to new economic realities, we know that we need systems that work both equitably and efficiently. This means not only improving upon or changing existing systems. It means doing so in a way that also addresses the racial inequities and historical marginalization that exist within them. Through this approach we seek to promote economic mobility and job creation that ensures access to opportunity for all in our community.

La Red de Rio Abajo

Impact: Entrepreneurship, Employment, Hispanic populations in the South Valley

A social justice collaborative in Albuquerque's South Valley dedicated to creating the environment, systems, and circumstances to promote safe, healthy, and economically secure families and communities. La Red member organizations are Barelvas Community Coalition, Centro Savila, Encuentro, Enlace Comunitario, Agri-Cultura Network, New Mexico Immigrant Law Center, Partnership for Community Action, PB&J Family Services, Prosperity Works, SVEDC, and Valle Encantado.

Roanhorse Consulting

Impact: Entrepreneurship, Urban Indian populations in Bernalillo County

Many in the American Indian communities believe that entrepreneurship opportunities can create jobs, strengthen economic multipliers, increase economic resiliency, and improve the quality of life in tribal communities, however, it is difficult to find expert native professionals doing successful work in the urban and rural tribal communities. Roanhorse Consulting, LLC's has been doing successful groundbreaking work in the area of entrepreneurship in New Mexico. Roanhorse Consulting is focused on working with unheralded communities, businesses, organizations, and individuals to achieve and aspire their self-determination through forging communities of practice, creating equity through entrepreneurship, and encouraging economic empowerment from within. They are leading partnership efforts in the CO-OP Capital Project to grow native entrepreneurs to fill in economic baseline gaps in urban and rural tribal communities, engaging peer to peer learning and exploring alternative financing models for Native owned businesses. Another area of focus is working to build community and connections between people, businesses, organizations and funders while developing culturally informed pathways for Native Entrepreneurs that link urban centers to tribal lands and promote opportunities for growth and support within the Native Community.

Native Entrepreneurship - Roanhorse Consulting is developing a community of practice around thoughtful and culturally relevant entrepreneurship practices, catered to the needs of Native America in both urban settings and tribal lands. It is imperative to empower our people by building a strong network between our urban and rural communities to problem solve the issues for access to capital, information and relevance to our people and histories. They are connected to many New Mexico based Native-led and Native-serving organizations to learn and understand the financing and funding landscape for their constituents. Below is a list of some of the collaborative organizations: Native Entrepreneurship In Residence Program, Native American Business Incubator Network, Southwestern Indian Polytechnic Institute, various Native CDFIs, American Indian Graduate Center, Accion, Institute of American Indian Arts. Through a Native Women's Business Summit, RC seeks to create a community of practice through fostering meet ups, collisions, communications and collaborations. The summit is a key to bringing together Native women who are running businesses or looking to start a business in a culturally safe and inclusive space that links to hard skills and tools.

Cultivating Coders

Impact: Information Technology, Entrepreneurship, Urban Indian populations in Bernalillo County and Statewide

New Mexico is home to very diverse populations; however, few students are educated in schools that effectively support their identity, culture, language, college preparation, and community. In particular, students from diverse backgrounds lack access to technology education.

Cultivating Coders has worked successfully works with urban and rural tribal communities to bring culturally appropriate computer coding classes to isolated and overlooked classrooms across the country. The innovative and inclusive coding boot camp breaks down—and crosses—boundaries by bringing low cost coding classes into rural and urban communities traditionally overlooked by STEM Education for middle school through high school aged children as well as the teachers in the school systems. Cultivating Coders has produced 5 cohorts of Navajo youth and adults trained in coding, with 94% graduation rate and over 60% of the students were female. Cultivating Coders work with Roanhorse Consulting to grow knowledge for our tribal communities by weaving in basic business skills and entrepreneurship learnings as part of Cultivating Coders curriculum to advance cohort learning.

The specific hands-on learning curriculum and program offers a three-phase approach that achieves the following:

Phase 1: Cultivating Coders and its partners provide an intensive 8- week training camps 16 students. Participants learn introductory coding skills that are aligned with desired sets of skills sought by employers in the current market, including development, programming, and web build-out.

Phase 2: The benefits and skill development resulting from this experience does not end when the boot camp is over. Cultivating Coders supports the formation and growth of after-school coding clubs at each host high school. The clubs are used to keep students engage and offer additional learning opportunities that in building on a variety of programming languages including Node.js, Angular, WordPress, PHP, JavaScript, HTML, and CSS3, all of which are in high demand in the job market.

Phase 3: High- participants who successfully complete the camp and show strong potential qualify for internships and freelance website/app development projects facilitated by Cultivating Coders.

These experiences in tech skills training, after-school coding clubs, and workforce readiness elements create stepping stones to vital economic opportunity for minority youth who face great challenges and barriers to self-supporting employment. Cultivating Coders is playing a vital role in training the next generation of leaders in the coding community. The want to expand the program to develop follow-up curriculum/programs in the following areas: Project Management, Financial Literacy, Professional Development, and Entrepreneurship.

Since its implementation in the last two years, Cultivating Coders has graduated a total of 61 high school youth from its New Mexico coding camps. They have a proven track record of attracting and retaining young people of color, with 94% overall completion and 51% Hispanic participation, 41%

Native American participation, and 8% African American participation

Valley Community Interpreters

Impact: Health and Social Services, Entrepreneurship, Hispanic/Latino populations served through the South Valley Economic Dev Ctr

Operating out of the South Valley Economic Development Center, the mission of VCI states that they are “committed to improving and increasing language access at all levels of New Mexican society. We do this by developing a trained and qualified interpreter workforce while providing industry standard cultural competency and interpreter training.” With a Workforce Development focus to engage Bilingual and Limited English Proficient (LEP) community members to pursue pathways to an interpreter career that promotes entrepreneurship and supports allied health profession (medical, social service, education) by offering the industry standard course THE COMMUNITY INTERPRETER® INTERNATIONAL.

This course offering consists of 60 hours in classroom and 20 hours of hands-on practicums at local clinics, schools and social service organizations. Results after the first 2 years of implementation are 150 Trained and 137 Graduated by passing the Community Interpreter Exam. The majority of these students are 1st generation Immigrants. VCI has formed partnerships towards the goal of outreach and awareness with organizations to include: Casa de Salud, 4 Charters Schools (RFK), Heritage High School, NM Immigrant Law Center.

Moving forward into it's third year of operations the organization is shifting its focus primarily to community members and dropping the offering of this training to professionals. The challenge with training the professionals is there can be a conflict of interest. Also, Community Interpreters should be stand-alone apart from institutions - ex. Training a Nurse who is busy nursing vs. interpreting - interpreters need to be able to focus on the transaction between the client and professional.

Challenge to employment has been the time that it takes for the National Interpreter Telephonic Companies to respond to job seekers. Some of the students get frustrated and move to other types of employment.

There is evidence that the Certification makes a difference significant pay. One of the graduate's employers recognized the pay and it changed the hourly rate from \$10 to \$16.

VCI is changing to a Non-Profit Status. At current, RGCDC is the fiscal agent. VCI is changing its process for participants by having a tighter screening evaluation at the front end having participants register and take an Out of State Proficiency exam. VCI plans to use the Spanish version of Core Score.

Encuentro

Impact: Social Services: Childcare, Entrepreneurship, Hispanic/Latino populations in the South Valley

According to Encuentro, since its inception in 2010 its focus has been to provide the Latino immigrant community with top-quality adult education programs in a welcoming and culturally

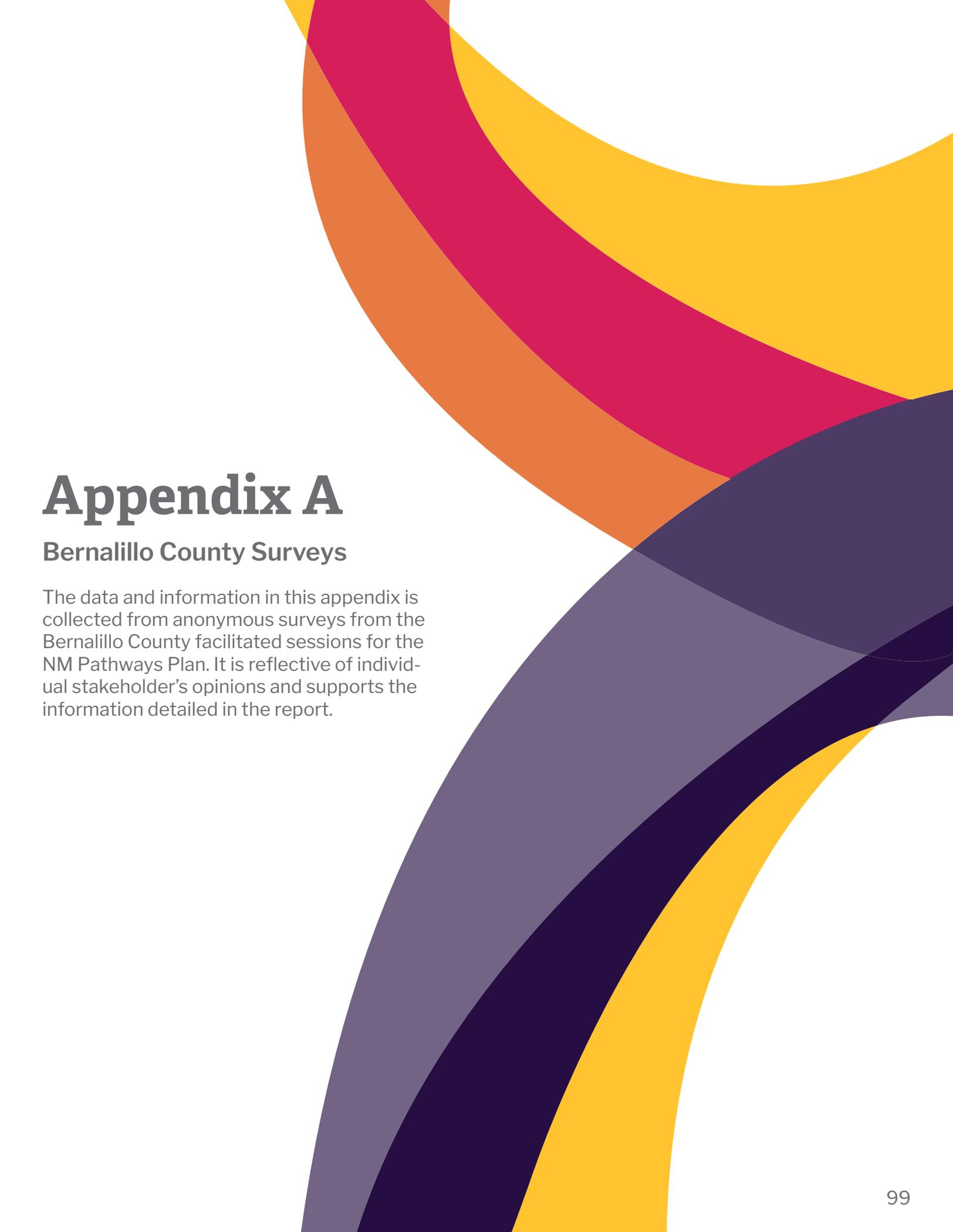
accessible environment. “We know that strengthening skills in the areas of English language and literacy, high school equivalency, and technology are essential to the successful integration and economic success of immigrants; however, without a longer term plan for connecting new knowledge and skills to viable income-generating opportunities immigrants can struggle to advance. In response, in 2015 Encuentro launched its Workforce and Small Business Development initiative, which seeks to integrate workforce skills into all areas of Encuentro’s existing educational programming while also supporting the entrepreneurial contributions of our immigrant community through small business classes and collaborations with other local business resources.”



In Closing

The above recommendations, when implemented, provide a new opportunity around education to employment for citizens in Bernalillo County. Bernalillo County has an opportunity to lead work in New Mexico (and nationally) with a focus on those that have been most disenfranchised from opportunity through traditional solutions. Through the NM Pathways Plan, community resources will be leveraged and collective outcomes will be seen through the lens of the NM Pathways Plan.

The community thanks the W. K. Kellogg Foundation for their investment in the people of Bernalillo County. The community commits its time and resources to assuring this effort is successful.



Appendix A

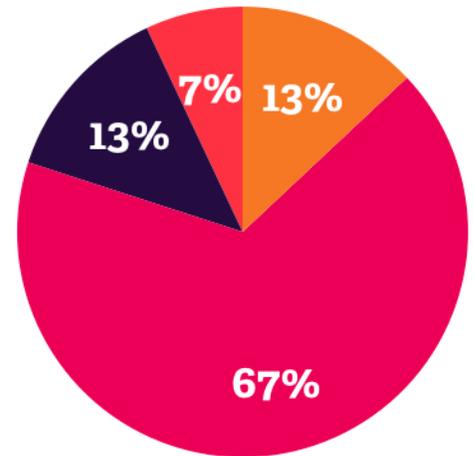
Bernalillo County Surveys

The data and information in this appendix is collected from anonymous surveys from the Bernalillo County facilitated sessions for the NM Pathways Plan. It is reflective of individual stakeholder's opinions and supports the information detailed in the report.

Bernalillo Survey Data

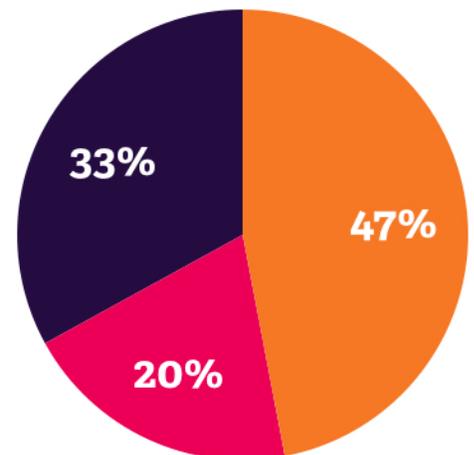
On a scale of 1 to 5 (1 being the lowest ranking and 5 being the highest) How **COMPREHENSIVE** is the data for NM Pathways Project to support the County of Bernalillo?

● Ranked 5 ● Ranked 4 ● Ranked 3 ● Ranked 2



Is the NM Pathways Plan complete and have strategies that will be executable from 2018-2020?

● Yes ● No ● Did Not Respond



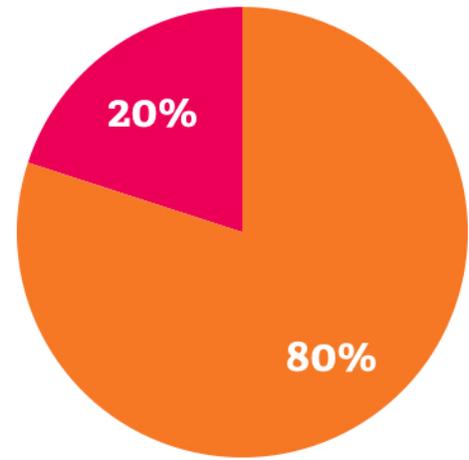
Of the suggestions, which will have the **GREATEST** impact on the region?

40% of stakeholders believe that collaboration will have the greatest impact.

27% of stakeholders believe that creating a “hub” specifically for urban Indians and incorporating intergovernmental relations with tribes will have the greatest impact.

Interested in serving on an advisory council for NM Pathways to assure outcomes and accountability.

● Yes ● No

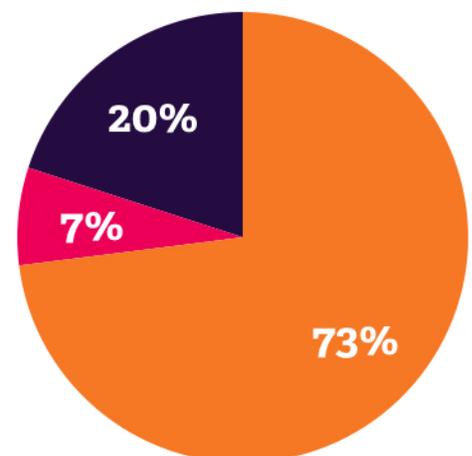


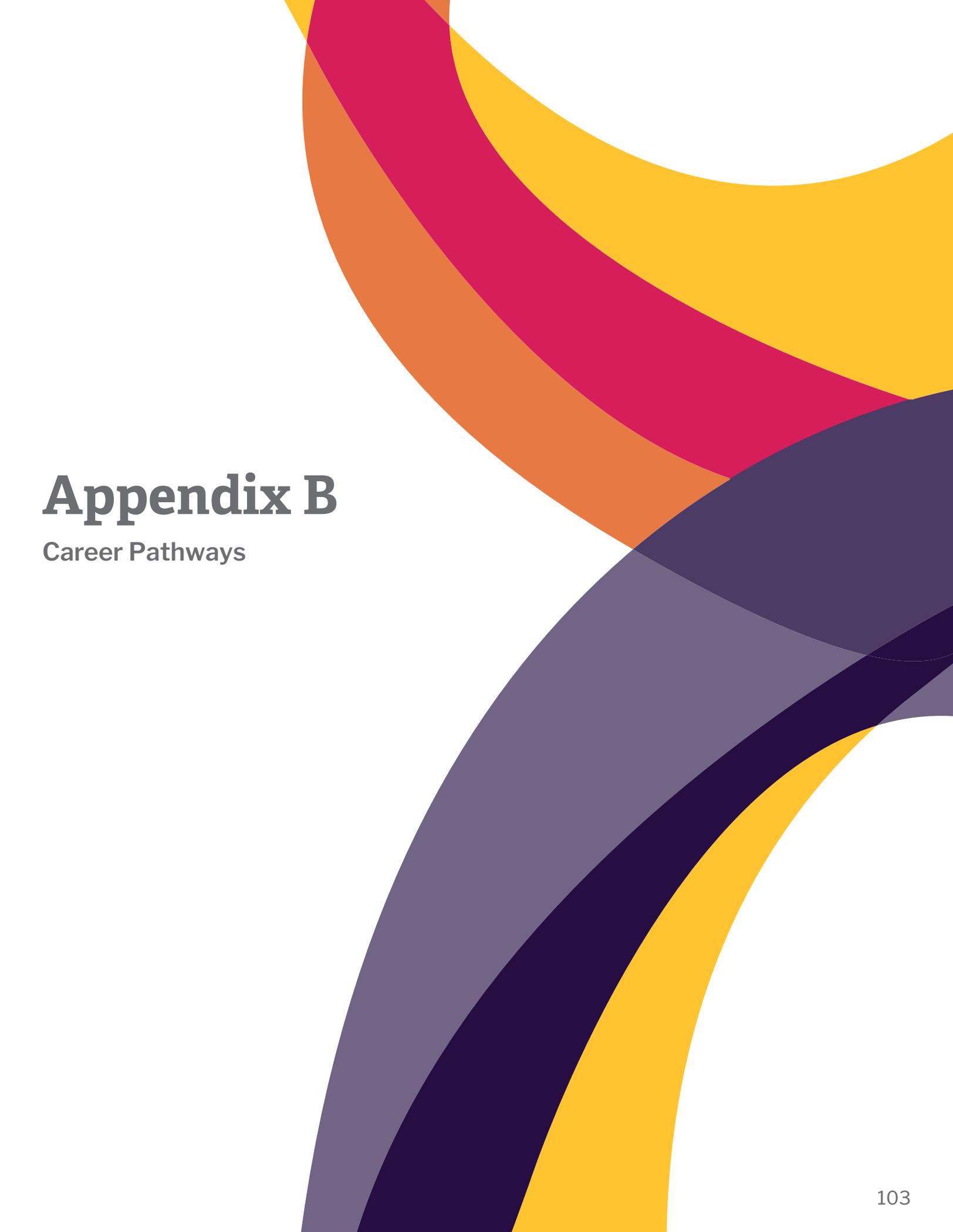
Stakeholders believe that the following is the most important work that should be done in year one:

- Identify key partners.
- Increase adult education pathways to college and credentials.
- Clarify realistic goals, objectives, outcomes and establish performance measures.
- Build a hub for learning.
- Maximize and align what is already underway.
- Individually committed leaders.
- Choose a backbone organization and continue the communication.
- Effective collaborative, non-application of services and coordinating service providers.

Was the process to get the suggestions for the NM Pathways Plan done constructively with community buy-in?

● Yes ● No ● Did Not Respond





Appendix B

Career Pathways

Healthcare & Social Assistance

Bernalillo County Healthcare and Social Assistance Career Pathway	Central New Mexico Community College	University of New Mexico	Other Local Training Resources	Additional Resources
High School Diploma	Adult Education Program		Local School Districts	New Mexico Virtual Academy
G.E.D., High School Equivalency	<ul style="list-style-type: none"> HSET and GED test preparation classes, as well as the computer-based and paper-pencil exams 		Southwest Indian Polytechnical Institute	
Employability Skills	<ul style="list-style-type: none"> ESOL (English for Speakers of Other Languages) Communication and Culture, Certificate of Completion 		Skill Up Sites, Career 101 (KeyTrain) NM Workforce Solution Centers <ul style="list-style-type: none"> WorkKeys Skills Training WorkKeys Assessments, National Career Readiness Certificate CoreScore Badge (Innovate+Educate Soft Skills Assessment) <ul style="list-style-type: none"> CoreScore Badge (Innovate+Educate, CredHire) Encuentro <ul style="list-style-type: none"> ESL in the Workplace Finances and Small Business Computer-Based Workforce Skills WorkKeys Training <ul style="list-style-type: none"> Employment Basics Class Hiring Essentials 	Employability Skills: National Network of Business and Industry Associations : APPLIED KNOWLEDGE: Reading, Writing, Mathematics, Science, Technology, Critical Thinking; PERSONAL SKILLS: Integrity, Initiative, Dependability & Reliability, Adaptability, Professionalism; PEOPLE SKILLS: Teamwork, Communication, Respect, WORKPLACE SKILLS: Planning & Organizing, Problem Solving, Decision Making, Business Fundamentals, Customer Focus, Working with Tools & Technology
Non-Certificate Workforce Training	<ul style="list-style-type: none"> First Responder Nurse Refresher 		Career Enrichment Center, ABQ Public Schools <ul style="list-style-type: none"> Practical Nurse Program Nurse Assistant Program 	
Certificate Programs	<ul style="list-style-type: none"> Community Health Worker, Certificate of Achievement Community Dental Health Coordinator, Certificate of Completion Dental Assisting, Certificate of Completion Community EMT, Certificate of Achievement Community Paramedic, Certificate of Completion Emergency Medical Services (Certificate of Completion), Emergency Room Technician Emergency Medical Services (Certificate of Completion), Intermediate Concentration Emergency Medical Technician (EMT-8), Certificate of Achievement Fitness, Certificate of Completion Electronic Health Record, Certificate of Completion Home Health Aide, Certificate of Achievement Substance Abuse Counselor, Certificate of Completion Phlebotomy Technician, Certificate of Achievement Nursing Assistant, Certificate of Achievement Dietary Manager, Certificate of Completion Medical Office Receptionist, Certificate of Completion Medical Office Transcription, Certificate of Completion Office Technology (Certificate of Completion), Medical Concentration Patient Care Technician, Certificate of Completion Pharmacy Technician, Certificate of Completion 	Continuing Education Department <ul style="list-style-type: none"> Phlebotomy Clinical Medical Assistant Administrative Medical Coding and Billing Certificate Clinical Herbalism Certificate - Level I Clinical Herbalism Certificate - Level II Ayurveda Certificate JADAC/JADAC certification Mediation Certificate Child Custody & Family Matters Mediation & Conflict Resolution Specialist 	Brookline College <ul style="list-style-type: none"> Diploma – Medical Assistant Diploma – Medical Insurance Billing and Coding National American University <ul style="list-style-type: none"> Healthcare Coding Diploma Encuentro <ul style="list-style-type: none"> Certificate in Optical Laboratory Technology Running Start For Careers <ul style="list-style-type: none"> Patient Care Assistant & Home Health Aid certifications Introduction to Healthcare Careers Veterinary Reception Basic Skills Preparation for Medical Lab Sciences 	
Two-year Degree Programs	<ul style="list-style-type: none"> Diagnostic Medical Sonography, Associate of Applied Science Emergency Medical Services (AAS), Paramedic Concentration Exercise Science and Wellness, Associate of Applied Science Fire Science (AAS), Emergency Medical Services Concentration Electronic Health Informatics, Associate of Applied Science Health Information Technology, Associate of Applied Science Human Services, Associate of Arts Medical Laboratory Technician, Associate of Applied Science Nursing (AAS), LPN Mobility Concentration Nursing (AAS), NMNEC Concentration Nutrition, Associate of Science Physical Therapist Assistant, Associate of Applied Science Polysomnographic Technology, Associate of Applied Science Pre-Health Science (AA), General Health Sciences Concentration Pre-Health Science (AA), Pre-Dental Hygiene Concentration Pre-Health Science (AA), Pre-Emergency Medical Services Concentration 		National American University <ul style="list-style-type: none"> Emergency Medical Services A.A.S. Health Information Technology A.A.S. Health and Beauty Management A.A.S. Medical Administrative Assistant A.A.S. Medical Staff Services Management A.A.S. Southwestern Indian Polytechnical Institute <ul style="list-style-type: none"> Vision Care Technology, A.A.S. 	
Four Year Degree Programs		<ul style="list-style-type: none"> Athletic Training Community Health Education Dental Hygiene Emergency Medical Services Exercise Science Health, Medicine, and Human Values Medical Laboratory Sciences Nursing Nutrition and Dietetics Population Health Radiologic Sciences (Emphasis in Computed Tomography) Radiologic Sciences (Emphasis in Medical Resonance Imaging) Radiologic Sciences (Medical Imaging Concentration) 	Brookline College <ul style="list-style-type: none"> Bachelor of Science in Nursing for Baccalaureate Degree Graduates* Bachelor of Science in Nursing National American University <ul style="list-style-type: none"> Emergency Medical Services B.S. Healthcare Management B.S. Nursing Clinical Core B.S. Nursing Foundational Core B.S. Online Nursing RN-to-BSN B.S. 	
Graduate Programs		<ul style="list-style-type: none"> Clinical Laboratory Sciences MS Counseling MA Counselor Education PhD Dental Hygiene MS Family Studies MA PhD Health Education MS Medicine DM Nursing MSN, PhD Nursing Practice DNP Nutrition MS Occupational Therapy M/OT Pharmaceutical Sciences MS, PhD Pharmacy PharmD Physical Therapy PhD Physician Assistant Studies MS Public Health MPH Speech-Language Pathology MS 	University of St. Francis <ul style="list-style-type: none"> M.S. Physician Assistant Studies 	
Post-Graduate Certificate Programs			<ul style="list-style-type: none"> Clinical Chemistry Computed Tomography Magnetic Resonance Imaging Clinical and Translational Science University Science Teaching in Biomedical Sciences Post-Master's Certificate in Nursing Clinical and Translational Science University Science Teaching in Biomedical Sciences 	

Construction

Bernalillo County Construction Career Pathway	Central New Mexico Community College	University of New Mexico	Other Local Training Resources	Additional Resources
High School Diploma			•Local School Districts	•New Mexico Virtual Academy
G.E.D., High School Equivalency	Adult Education Program • HISET and GED test preparation classes, as well as the computer-based and paper/pencil exams		Southwest Indian Polytechnical Institute •HISET and GED Test Preparation Classes	
Employability Skills	• ESOL (English for Speakers of Other Languages) Communication and Culture, Certificate of Completion		Skill Up Sites, Career 101 (KeyTrain) NM Workforce Solution Centers •WorkKeys Skills Training •WorkKeys Assessments, National Career Readiness Certificate CoreScore Badge (Innovate+Educate Soft Skills Assessment) •CoreScore Badge (Innovate+Educate, CredHire) Encuentro •ESL in the Workplace	Employability Skills: National Network of Business and Industry Associations : APPLIED KNOWLEDGE: Reading, Writing, Mathematics, Science, Technology, Critical Thinking; PERSONAL SKILLS: Integrity, Initiative, Dependability & Reliability, Adaptability, Professionalism; PEOPLE SKILLS: Teamwork, Communication, Respect, WORKPLACE SKILLS: Planning & Organizing, Problem Solving, Decision Making, Business Fundamentals, Customer Focus, Working with Tools & Technology
Workforce Training Programs	<ul style="list-style-type: none"> • Electrical Trades Apprenticeship • General Trades Apprenticeship • Industrial Plant Maintenance Apprenticeship • Iron Worker Apprenticeship • Plumbing Apprenticeship • Sheet Metal Apprenticeship • Commercial Carpentry Apprenticeship • Welding Technology, Associate of Applied Science 			
Certificate Programs	<ul style="list-style-type: none"> • Architectural Woodworking, Certificate of Completion • Carpentry, Certificate of Completion • Construction Estimating and Scheduling, Certificate of Completion • Sustainable Building Technology, Certificate of Completion • Electrical Trades (Certificate of Completion), General Concentration • Electrical Trades (Certificate of Completion), Photovoltaic Installation Concentration • Electrical Trades (Certificate of Completion), Programmable Logic Controls (PLC) Concentration • Residential Wiring, Certificate of Completion • Commercial, Industrial HVAC & Building Performance, Certificate of Completion • Residential HVAC, Certificate of Completion 		Running Start For Careers <ul style="list-style-type: none"> • Running Start for Carpentry-NCCER Core Part B • Running Start for Electrical Careers 2 • Running Start for Pipefitting Albuquerque Jobs Corps <ul style="list-style-type: none"> •Welding •Advanced Welding • Carpentry • Cement Masonry • Electrical • Facility Maintenance • Plumbing 	
Two-year Degree Programs	<ul style="list-style-type: none"> • Construction Technology (AAS), Architectural Woodworking Concentration • Construction Technology (AAS), General Construction Concentration • Construction Management Technology, Associate of Applied Science • Electrical Trades (AAS), Photovoltaic (PV) Concentration 			
Four Year Degree Program		<ul style="list-style-type: none"> • Construction Engineering • Construction Management 	National American University <ul style="list-style-type: none"> • Construction Management A.A.S. • Construction Management B.S. 	
Graduate Programs		<ul style="list-style-type: none"> • Construction Management M.C.M. 		

Professional, Scientific, & Technical

Bernalillo County Professional, Scientific, and Technical Career Pathway	Central New Mexico Community College	University of New Mexico	Other Local Training Resources	Additional Resources
High School Diploma			•Local School Districts	•New Mexico Virtual Academy
G.E.D., High School Equivalency	<p>Adult Education Program</p> <ul style="list-style-type: none"> • HiSET and GED test preparation classes, as well as the computer-based and paper/pencil exams 		<p>Southwest Indian Polytechnical Institute</p> <ul style="list-style-type: none"> •HiSET and GED Test Preparation Classes 	
Employability Skills	<ul style="list-style-type: none"> • ESOL (English for Speakers of Other Languages) Communication and Culture, Certificate of Completion 		<p>Skill Up Sites, Career 101 (KeyTrain) NM Workforce Solution Centers</p> <ul style="list-style-type: none"> •WorkKeys Skills Training •WorkKeys Assessments, National Career Readiness Certificate <p>CoreScore Badge (Innovate+Educate Soft Skills Assessment)</p> <ul style="list-style-type: none"> •CoreScore Badge (Innovate+Educate, CredHire) <p>Encuentro</p> <ul style="list-style-type: none"> •ESL in the Workplace •Finances and Small Business •Computer-Based Workforce Skills <p>•WorkKeys Training</p> <ul style="list-style-type: none"> •Employment Basics Class •Hiring Essentials •Computer Basics 	<p>Employability Skills: National Network of Business and Industry Associations : APPLIED KNOWLEDGE: Reading, Writing, Mathematics, Science, Technology, Critical Thinking; PERSONAL SKILLS: Integrity, Initiative, Dependability & Reliability, Adaptability, Professionalism; PEOPLE SKILLS: Teamwork, Communication, Respect; WORKPLACE SKILLS: Planning & Organizing, Problem Solving, Decision Making, Business Fundamentals, Customer Focus, Working with Tools & Technology</p>
Certificate Programs	<ul style="list-style-type: none"> • Biotechnology, Certificate of Completion • Architectural/Engineering Drafting Technology, Certificate of Completion • Geographic Information Technology (Certificate of Completion), Geographic Information Systems Concentration •Rapid Prototyping and Innovative Design, Certificate of Achievement • Surveying Technology, Certificate of Completion •Business Administration, Certificate of Completion •Customer Service Representative, Certificate of Completion •General Business, Certificate of Completion •Project Management, Certificate of Completion •Retail Management, Certificate of Completion •Computer Information Systems (Certificate of Completion), Cloud Technology •Computer Information Systems (Certificate of Completion), Computer Programming •Computer Information Systems (Certificate of Completion), Computer Support Specialist •Computer Information Systems (Certificate of Completion), Network Administration •Computer Information Systems (Certificate of Completion), Systems Administration •Computer Information Systems (Certificate of Completion) 	<p>Continuing Education</p> <ul style="list-style-type: none"> • Unmanned Aerial System (UAS) Technology •Certified Bookkeeper •Legal Assistant •Paralegal 	<p>Southwestern Indian Polytechnical Institute</p> <ul style="list-style-type: none"> • Accounting Certificate • Computer Aided Drafting and Design (CADD), Certification • Certificate in Geospatial Information Technology • Certificate in Computer Aided Drafting and Design <p>Running Start For Careers</p> <ul style="list-style-type: none"> • Running Start for Surveying, Mapping <p>National American University</p> <ul style="list-style-type: none"> •Computer Support Specialist Diploma •Network and Server Administrator Diploma 	
Two-year Degree Programs	<ul style="list-style-type: none"> •Biotechnology, Associate of Science • Biology, Associate of Science • Architectural/Engineering Drafting Technology, Associate of Applied Science • Chemistry, Associate of Science •Earth and Planetary Science, Associate of Science •Engineering, Associate of Science • Environmental Planning and Design, Associate of Arts • Geographic Information Technology, Associate of Applied Science • Mathematics, Associate of Science • Surveying Engineering, Associate of Science •Business Administration, Associate of Applied Science •Business, Associate of Arts •Fast Track Business Administration Degree •Fast Track Computer Support Specialist Degree •Computer Information Systems (AAS), Cloud Technology Concentration •Computer Information Systems (AAS), Computer Programming Concentration •Computer Information Systems (AAS), Computer Support Specialist Concentration •Computer Information Systems (AAS), Digital Media Concentration •Computer Information Systems (AAS), Network Administration Concentration •Computer Information Systems (AAS), Systems Administration Concentration •Computer Information Systems (AAS), Web Programming Concentration •Computer Science, Associate of Science 		<p>National American University</p> <ul style="list-style-type: none"> • Accounting A.A.S. • Business Logistics A.A.S. • Computer Support Specialist A.A.S. • Paralegal Studies A.A.S. • Professional Legal Studies A.A.S. •Business Administration A.A.S. •Business Logistics A.A.S. •Computer Support Specialist A.A.S. •Information Technology A.A.S. •Management A.A.S. <p>Southwestern Indian Polytechnical Institute</p> <ul style="list-style-type: none"> • Accounting, A.A.S. • Business Administration, A.S. and A.A.S. • Environmental Science, A.A.S. degree • Geospatial Information Technology, A.A.S. • Natural Resources Management, A.A.S. degree • Network Management A.A.S. • Pre-Engineering, A.S. <p>Brookline College</p> <ul style="list-style-type: none"> • Associate of Science – Accounting • Associate of Science – Paralegal Studies 	

Professional, Scientific, & Technical, cont.

Bernalillo County Professional, Scientific, and Technical Career Pathway	Central New Mexico Community College	University of New Mexico	Other Local Training Resources	Additional Resources
Four Year Degree Program		<ul style="list-style-type: none"> • Accounting • Architecture (Design Studies Concentration) • Architecture (Landscape Architecture Concentration) • Architecture (Pre-Professional Concentration) • Biochemistry • Biology BS • Chemical Engineering • Chemistry • Civil Engineering • Computer Engineering B.S. • Computer Science B.S. • Earth and Planetary Sciences • Economics • Electrical Engineering • Environmental Planning & Design (Landscape Architecture Concentration) • Environmental Science • Finance • Management Information Systems • Marketing & Operations (Dual Concentration) • Marketing Management • Mathematics (Applied Concentration) • Mathematics (Computational Concentration) • Mathematics (Education Concentration) • Mathematics (Pure Concentration) • Mechanical Engineering • Operations Management • Organizational Leadership • Statistics • Physics • Physics (Biophysics Concentration) • Physics (EPS Concentration Climate Focus) • Physics (EPS Concentration Solid Earth Focus) • Physics and Astrophysics 	National American University <ul style="list-style-type: none"> • Accounting B.S. • Aviation Management B.S. • Paralegal Studies B.S. • Professional Legal Studies B.S. • Business Administration B.S. • Business Administration emphasis Management Information Systems B.S. • Business Administration emphasis Retail Management B.S. • Business Administration emphasis in Accounting B.S. • Business Administration emphasis in Entrepreneurship B.S. • Business Administration emphasis in Financial Management B.S. • Business Administration emphasis in Human Resource Management B.S. • Business Administration emphasis in Management B.S. • Business Administration emphasis in Marketing B.S. • Business Administration emphasis in Supply Chain Management B.S. • Business Administration emphasis in Tourism and Hospitality Management B.S. • Information Technology B.S. • Information Technology emphasis Applications Development B.S. • Information Technology emphasis Web Development B.S. • Information Technology emphasis in Cybersecurity and Forensics B.S. • Information Technology emphasis in Game Software Development B.S. • Information Technology emphasis in Management 	
Graduate Programs		<ul style="list-style-type: none"> • Accounting MAcct • Architecture MArch • Architecture (Computational Ecologies Concentration) MS • Architecture (Public Health & The Built Environment Concentration) MS • Biology PhD • Biology MS • Biomedical Engineering MS • Biomedical Sciences MS • Chemical Engineering MS • Chemistry MS, PhD • Civil Engineering MS, MENG • Community and Regional Planning MCRP • Computer Engineering MS • Computer Science MS, PhD • Earth and Planetary Sciences MS, PhD • Economics MA, PhD • Electrical Engineering MS • Engineering, Biomedical Engineering Concentration PhD • Engineering, Chemical Engineering Concentration PhD • Engineering, Civil Engineering Concentration PhD • Engineering, Computer Engineering Concentration PhD • Engineering, Electrical Engineering Concentration PhD • Engineering, Mechanical Engineering Concentration PhD • Engineering, Nuclear Engineering Concentration PhD • Executive, EMBA • Financial Management MBA • General Management MBA • Geography MS • Information Assurance MBA • Information Systems and Assurance MS • International Management MBA 		
Graduate Programs (Continued)		<ul style="list-style-type: none"> • Nuclear Engineering MS • Operations Management MBA • Optical Science and Engineering MS, PhD • Organization, Information, and Learning Sciences MA, 		
Post-Graduate Certificate Programs	<ul style="list-style-type: none"> • Computer Information Systems (Post Degree Certificate of Achievement), CISCO Concentration • Computer Information Systems (Post Degree Certificate of Completion), Cyber Security Concentration 	<ul style="list-style-type: none"> • Post-Master's Certificate in Management • Urban Innovation Certificate • Computational Science and Engineering 		

Educational Services

Bernalillo County Administrative Support and Educational Services Pathway	Central New Mexico Community College	University of New Mexico	Other Local Training Resources	Additional Resources
High School Diploma			•Local School Districts	•New Mexico Virtual Academy
G.E.D., High School Equivalency	Adult Education Program • HiSET and GED test preparation classes, as well as the computer-based and computerized exams		Southwest Indian Polytechnical Institute •HiSET and GED Test Preparation Classes	
Employability Skills	• ESOL (English for Speakers of Other Languages) Communication and Culture, Certificate of Completion		Skill Up Sites, Career 101 (KeyTrain) NM Workforce Solution Centers •WorkKeys Skills Training •WorkKeys Assessments, National Career Readiness Certificate CoreScore Badge (Innovate+Educate Soft Skills Assessment) •CoreScore Badge (Innovate+Educate, CredHire) Encuentro •ESL in the Workplace •Finances and Small Business •Computer-Based Workforce Skills •WorkKeys Training •Employment Basics Class	Employability Skills: National Network of Business and Industry Associations : APPLIED KNOWLEDGE: Reading, Writing, Mathematics, Science, Technology, Critical Thinking; PERSONAL SKILLS: Integrity, Initiative, Dependability & Reliability, Adaptability, Professionalism; PEOPLE SKILLS: Teamwork, Communication, Respect, WORKPLACE SKILLS: Planning & Organizing, Problem Solving, Decision Making, Business Fundamentals, Customer Focus, Working with Tools & Technology
Certificate Programs	• Alternative Teacher Licensure (Post Degree Certificate of Completion), Elementary Education Concentration • Alternative Teacher Licensure (Post Degree Certificate of Completion), Secondary Education Concentration • Alternative Teacher Licensure (Post Degree Certificate of Completion), Special Education Concentration • Child Development, Certificate of Achievement • Early Childhood Program Administration, Certificate of Completion • Infant Family Studies, Certificate of Achievement •Online Teaching and Learning, Certificate of Achievement	Continuing Education •Professional Trainer Certificate •Online Instructor Certificate •Global Career Development Facilitator Certificate •Instructional Media Developer Certificate	Southwestern Indian Polytechnical Institute •Early Childhood Education (Certificate Program)	
Two-year Degree Programs	•Early Childhood Multicultural Education (AA), Birth-3rd Grade Teacher Concentration • Early Childhood Multicultural Education (AA), Early Childhood Program Administration Concentration • Early Childhood Multicultural Education (AA), Infant Family Studies Concentration • Teacher Education (AA), Elementary/Special Education Concentration (effective Fall 2017) • Teacher Education (AA), Secondary Concentration (effective Fall 2017) • Teacher Education (AA), Bilingual Elementary Concentration (expires Summer Term, August 6th, 2017) • Teacher Education (AA), Career and Technical Education Concentration (expires Summer Term, August		Southwestern Indian Polytechnical Institute •Early Childhood Education A.S.	
Four Year Degree Program		•Elementary Education (Language Arts Concentration) •Elementary Education (Math Concentration) •Elementary Education (Science Concentration) •Elementary Education (Social Studies Concentration) •Family Studies •Family and Child Studies (Early Childhood Education and Development Concentration) •Family and Child Studies (Early Childhood Multicultural Education Licensure Concentration) •Family and Child Studies (Human Development and Family Relations Concentration) •Instructional Technology and Training • Physical Education • Secondary Education (Communicative Arts Concentration) • Secondary Education (Earth Science Concentration) • Secondary Education (French Concentration) • Secondary Education (German Concentration) • Secondary Education (Life Science Concentration) • Secondary Education (Mathematics Concentration) • Secondary Education (Physical Science Concentration, with Chemistry Emphasis) • Secondary Education (Physical Science Concentration, with Physics Emphasis) • Secondary Education (Social Studies Concentration) • Secondary Education (Spanish Concentration) • Special Education		
Graduate Programs		• Curriculum and Instruction EdS • Educational Leadership EdD, MA, EdS • Educational Linguistics PhD • Educational Psychology MA, PhD • Elementary Education MA • Physical Education MS • Physical Education, Sports and Exercise Science PhD • Secondary Education MA • Special Education EdD • Special Education MA • Special Education PhD • Teaching, Learning, and Teacher Education EdD, PhD		
Post-Graduate Certificate Programs		•Applied Behavior Analysis: Research-Based Interventions for Individuals with Disabilities Who Have Behavioral Challenges •Educational Diagnosis •Autism Spectrum Disorder		

Arts, Entertainment, and Recreation

Bernalillo County Arts, Entertainment, and Recreation Career Pathway	Central New Mexico Community College	University of New Mexico	Other Local Training Resources	Additional Resources
High School Diploma			•Local School Districts	•New Mexico Virtual Academy
G.E.D., High School Equivalency	Adult Education Program • HISET and GED test preparation classes, as well as the computer-based and paper/pencil exams		Southwest Indian Polytechnical Institute •HISET and GED Test Preparation Classes	
Employability Skills	• ESOL (English for Speakers of Other Languages) Communication and Culture, Certificate of Completion		Skill Up Sites, Career 101 (KeyTrain) NM Workforce Solution Centers •WorkKeys Skills Training •WorkKeys Assessments, National Career Readiness Certificate CoreScore Badge (Innovate+Educate Soft Skills Assessment) •CoreScore Badge (Innovate+Educate, CredHire) Encuentro •ESL in the Workplace •Finances and Small Business •Computer-Based Workforce Skills •WorkKeys Training •Employment Basics Class	Employability Skills: National Network of Business and Industry Associations : APPLIED KNOWLEDGE: Reading, Writing, Mathematics, Science, Technology, Critical Thinking; PERSONAL SKILLS: Integrity, Initiative, Dependability & Reliability, Adaptability, Professionalism; PEOPLE SKILLS: Teamwork, Communication, Respect, WORKPLACE SKILLS: Planning & Organizing, Problem Solving, Decision Making, Business Fundamentals, Customer Focus, Working with Tools & Technology
Certificate Programs	•Bench Jewelry, Certificate of Completion	•New Mexico Cultural Landscapes College of Arts & Sciences multidisciplinary Certificate •Peace and Justice Studies College of Arts & Sciences multidisciplinary Certificate •Transnational Latino Studies College of Arts & Sciences multidisciplinary Certificate Museum Studies		
Two-year Degree Programs	•Fine Arts (AA), Art History Concentration •Fine Arts (AA), Art Studio Concentration			
Four Year Degree Program		•Art Education •Art History •Art Studio •Dance •Design and Technology For Performance •Media Arts •Music College of Fine Arts Music BA •Music (Jazz Studies Concentration) College of Fine Arts Music BM •Music (Performance Concentration, with Instrumental Emphasis) College of Fine Arts Music BM •Music (Performance Concentration, with Keyboard Emphasis) College of Fine Arts Music BM •Music (Performance Concentration, with Vocal Emphasis) College of Fine Arts Music BM •Music (String Pedagogy Concentration) College of Fine Arts Music BM •Music (Theory and Composition Concentration) College of Fine Arts Music BM •Music Education (Instrumental Concentration) College of Fine Arts Music BME •Music Education (Vocal Concentration)		
Graduate Programs		•Art Education College of Fine Arts Art & Art History MA •Art History College of Fine Arts Art & Art History MA •Art History College of Fine Arts Art & Art History PhD •Art Studio •Dance College of Fine Arts Theatre & Dance MFA •Dramatic Writing •Music •Theatre and Dance		

Entrepreneurship

Bernalillo County Entrepreneurship Career Pathway	Central New Mexico Community College	University of New Mexico	Other Local Training Resources	Additional Resources
High School Diploma			•Local School Districts	•New Mexico Virtual Academy
G.E.D., High School Equivalency	Adult Education Program • HiSET and GED test preparation classes, as well as the computer-based and paper/pencil exams		Southwest Indian Polytechnical Institute •HiSET and GED Test Preparation Classes	
Employability Skills	• ESOL (English for Speakers of Other Languages) Communication and Culture, Certificate of Completion		Skill Up Sites, Career 101 (KeyTrain) NM Workforce Solution Centers •WorkKeys Skills Training •WorkKeys Assessments, National Career Readiness Certificate CoreScore Badge (Innovate+Educate Soft Skills Assessment) •CoreScore Badge (Innovate+Educate, CredHire) Encuentro •ESL in the Workplace •Finances and Small Business •Computer-Based Workforce Skills •WorkKeys Training •Employment Basics Class •Hiring Essentials •Computer Basics	Employability Skills: National Network of Business and Industry Associations : APPLIED KNOWLEDGE: Reading, Writing, Mathematics, Science, Technology, Critical Thinking; PERSONAL SKILLS: Integrity, Initiative, Dependability & Reliability, Adaptability, Professionalism; PEOPLE SKILLS: Teamwork, Communication, Respect, WORKPLACE SKILLS: Planning & Organizing, Problem Solving, Decision Making, Business Fundamentals, Customer Focus, Working with Tools & Technology
Workforce Training Programs			Encuentro •Small Business Development Course	
Certificate Programs	•Entrepreneurship, Certificate of Completion •Rapid Prototyping and Innovative Design, Certificate of Achievement			
Two-year Degree Programs				
Four Year Degree Program		•Entrepreneurial Studies	National American University • Business Administration emphasis in Entrepreneurship B.S.	
Graduate Programs		• Entrepreneurship MBA		
Other Resources			Innovate ABQ •Space and Events Supporting Innovative Ventures	

Administrative Support

Bernalillo County Administrative Support Career Pathway	Central New Mexico Community College	University of New Mexico	Other Local Training Resources	Additional Resources
High School Diploma			•Local School Districts	•New Mexico Virtual Academy
G.E.D., High School Equivalency	Adult Education Program • HiSET and GED test preparation classes, as well as the computer-based and paper/pencil exams		Southwest Indian Polytechnical Institute •HiSET and GED Test Preparation Classes	
Employability Skills	• ESOL (English for Speakers of Other Languages) Communication and Culture, Certificate of Completion		Skill Up Sites, Career 101 (KeyTrain) NM Workforce Solution Centers •WorkKeys Skills Training •WorkKeys Assessments, National Career Readiness Certificate CoreScore Badge (Innovate+Educate Soft Skills Assessment) •CoreScore Badge (Innovate+Educate, CredHire) Encuentro •ESL in the Workplace •Finances and Small Business •Computer-Based Workforce Skills •WorkKeys Training •Employment Basics Class	Employability Skills: National Network of Business and Industry Associations : APPLIED KNOWLEDGE: Reading, Writing, Mathematics, Science, Technology, Critical Thinking; PERSONAL SKILLS: Integrity, Initiative, Dependability & Reliability, Adaptability, Professionalism; PEOPLE SKILLS: Teamwork, Communication, Respect, WORKPLACE SKILLS: Planning & Organizing, Problem Solving, Decision Making, Business Fundamentals, Customer Focus, Working with Tools & Technology
Certificate Programs	• Medical Office Receptionist, Certificate of Completion • Medical Office Transcription, Certificate of Completion • Office Receptionist, Certificate of Completion • Office Technology (Certificate of Completion), Medical Concentration • Office Technology (Certificate of Completion), Office	Continuing Education •Administrative Assistant •Legal Office Administration •Office Operation		
Two-year Degree Programs	• Office Technology (AAS), Medical Concentration • Office Technology (AAS), Office Technology Concentration			
Four Year Degree Program				
Graduate Programs				

