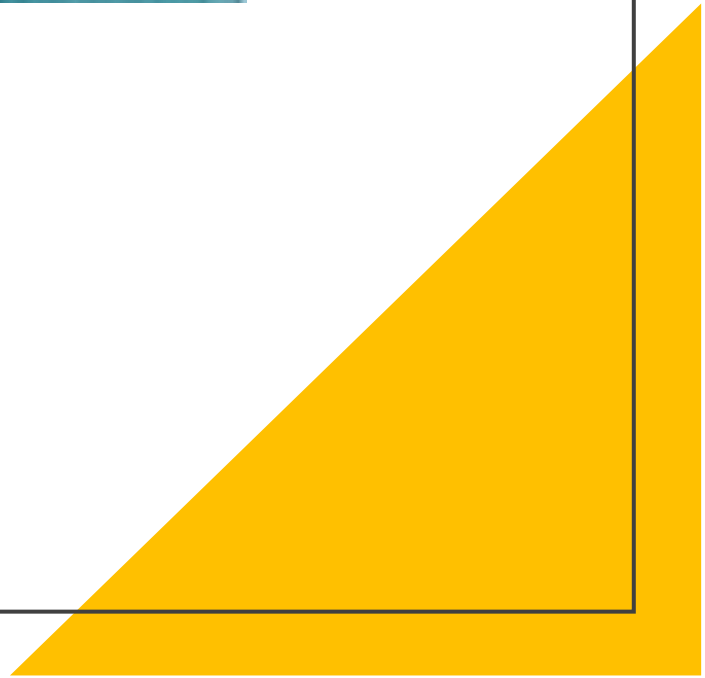




# New Mexico CTE

Comprehensive Local Needs Assessment



# Agenda for Today



- Why CTE and the Comprehensive Local Needs Assessment
- Review Careers 2 Communities
- Resources to Support CTE
- Career Pathways
- Resources to Support Perkins V
- CLNA Reports by Region



Careers 2 Communities

 About C2C

 Implementation Pathways

 Share Your Story

 Explore High Value Careers

 More Career Resources

 Meet the Team

We are furthering students'  
**career and college readiness**

[Learn How](#)



**Why we are here  
today...**

CTE Matters to  
New Mexico  
(Source: National  
Alliance for  
Partnerships in  
Equity/NM PED)

- Today:
  - 49% of low-income families have no post-secondary experience
  - 34% of students earn AA/AS degrees in 6 years
  - 45% of students earn BA/BS degrees in 6 years

# CTE Matters to New Mexico (Source: NM PED)

## Today:

- 83% of all high school students take at least one CTE class and 25% are CTE concentrators
- 93% of concentrators graduate
- 66% of all college students are enrolled in CTE and 37% are CTE concentrators
- 50% of concentrators graduate

# CTE Matters to Workforce Needs (Source: NM Dept. of Workforce Solutions)

- **From Now to 2026:**
  - **20% increase in Healthcare & Social Assistance**
  - **11% increase in Professional, Scientific, & Technical Assistance**
  - **5% increase in Construction**
  - **5% increase in Educational Services**
  - **5% increase in Transportation & Warehousing**

# Build NM Industry Sectors (Gov. Michelle Lujan-Grisham)

## Target Sectors for a Diversified Economy:

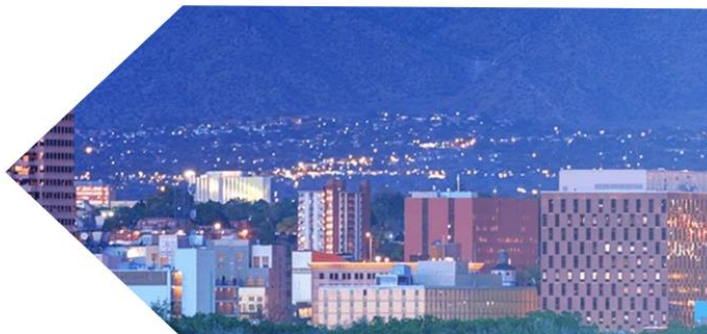
- Cybersecurity
- Intelligent Manufacturing
- Sustainable and Green Industries
- Bioscience and Health
- Tourism and Outdoor Industries
- Digital Media and Film
- Sustainable and Value-Added Agriculture
- Aerospace



## Education with Destination

### Welcome to New Mexico

Get Started



### Explore Your Area

Get Started

NM Career Pathways

<https://www.careerpathways-nm.com/>

# Comprehensive Local Needs Assessment (CLNA) Goals

- Conduct Regional Consortia Meetings
  - Convened by Consortia Leads
  - Share findings with consortia members
  - Determine agreed upon industry sectors/needs
  - Designation of “workgroup” members to carry out the consortia’s priorities

# Post-CLNA

- Consortia Leads will report agreed upon priority industries to PED
- Participation in a “Working Group” to carry out the consortia’s decisions
- Educational partners will develop funding applications for their respective regions in alignment with CLNA outcomes
- The Bridge and its partner, NS4ED, will produce:
  - Web-based portal for industry sector information
  - Report for PED with recommended policies, standards, and schedules for program evaluation



# CTE Matters to Your Region (Source: Fordham Institute Report)

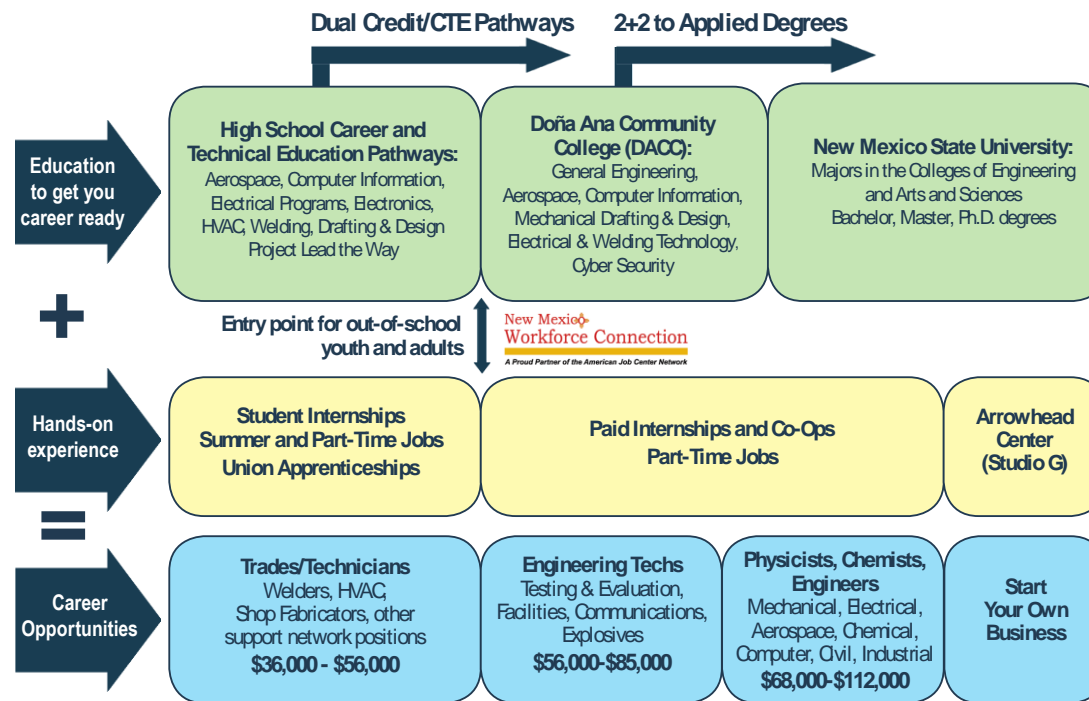
## How Aligned is CTE to Local Labor Markets?

- Fields that support a significant number of jobs see little CTE course-taking in high school
- Students take more related CTE courses when aligned to more local jobs
  - 80% of Americans lives less than a couple hours drive from home
  - Median distance is 18 miles; 44 miles for New Mexico
- Call to action:
  - Local business, industry, secondary and post-secondary work in a united way
  - Better integration of what is taught in HS CTE programs with skills, knowledge, and positions needed in local labor markets through sector strategies that include WBL

# Career Pathways in CTE



## Aerospace, Space, and Defense Industries Pathways, Partners, and Positions

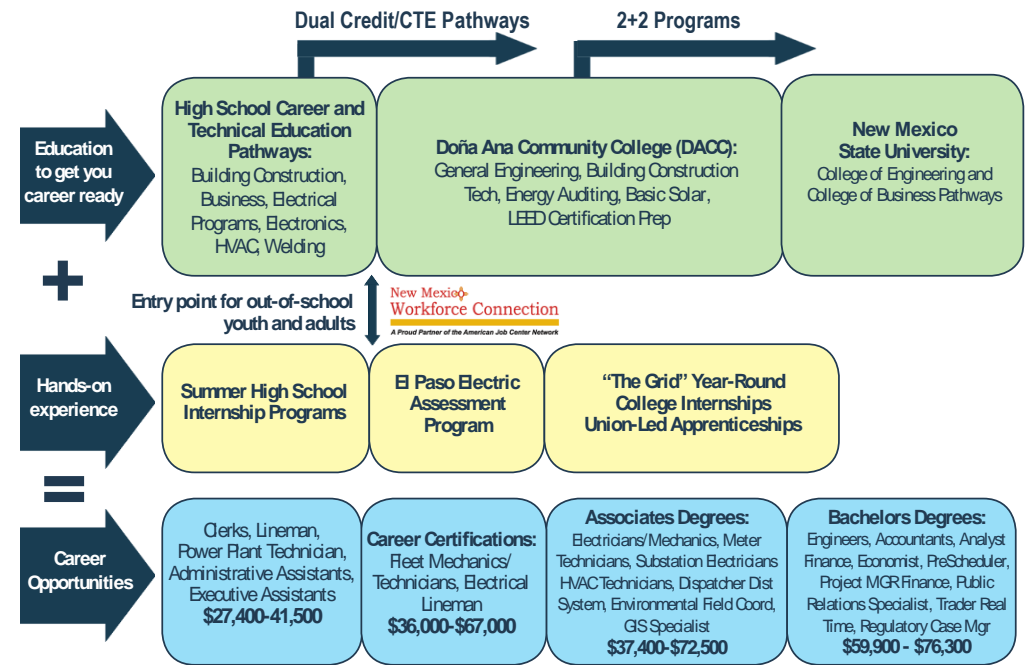
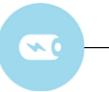


# Career Pathways in CTE



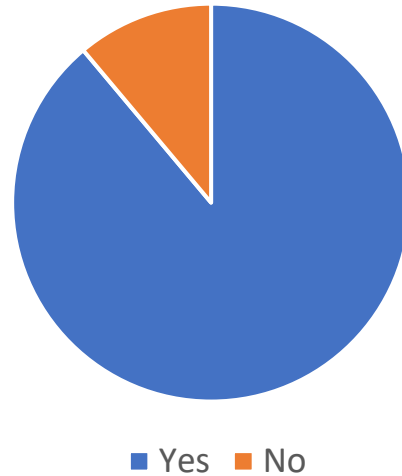
## Energy Industry

### Pathways, Partners, and Positions



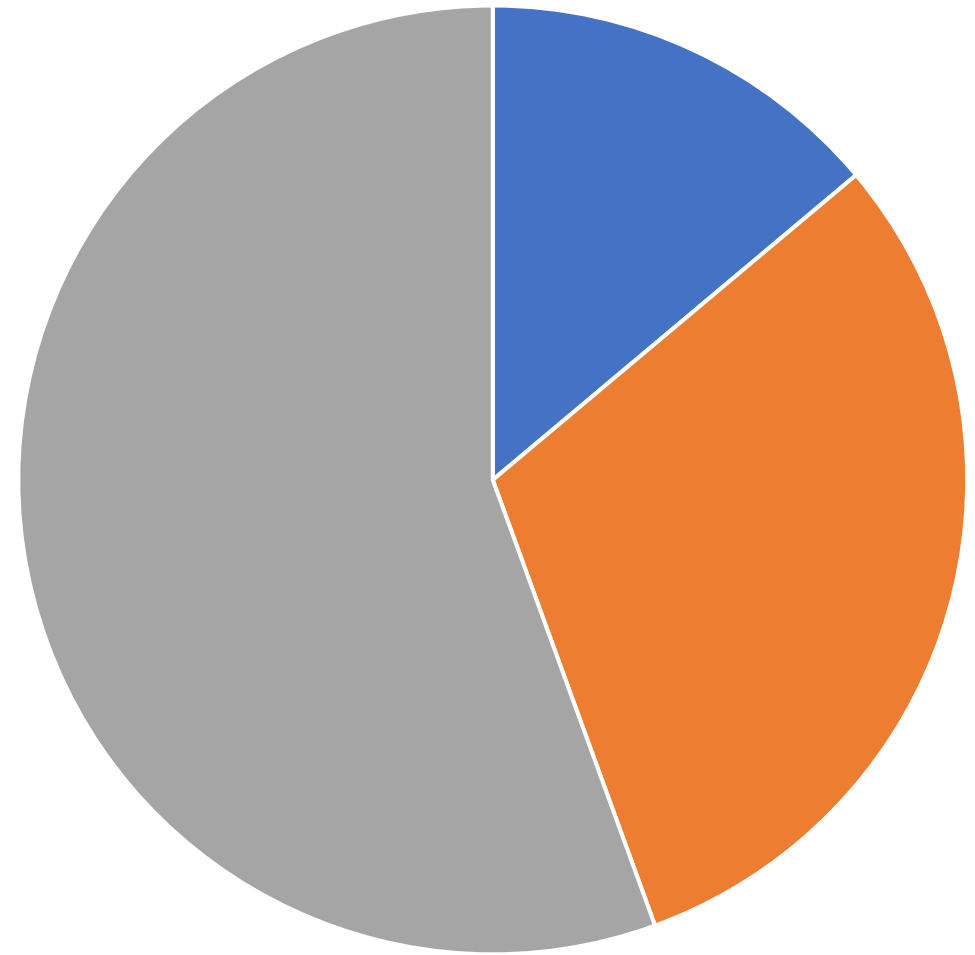
# What Are Businesses Telling Us?

Do you have difficulty finding well-qualified employees for the majority of your jobs?



# What Are Businesses Telling Us?

What job levels are hardest to fill in your company?



■ Low Skilled ■ Middle Skilled ■ High Skilled



# Regional LMI Analysis



## 2021 Comprehensive Local Needs Assessment Labor Market Analysis Region A

