



JOB TRAINING PROGRAMS AT COMMUNITY COLLEGES IN NEW MEXICO

ECONOMIC DEVELOPMENT AND POLICY COMMITTEE

LAS CRUCES, NEW MEXICO

AUGUST 19, 2021



EDUCATION PAYS (AND PAYS OFF)

We know that more education makes a financial difference in the lives of the people we serve.

- **People with associate degrees make substantially more money over the course of their careers than people with high school diplomas (p. 20, p. 24).**
- **People with associate degrees have lower unemployment rates than people with high school diplomas (p. 27, p. 28, p. 29, p. 30).**

<https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf>

EDUCATION PAYS (AND PAYS OFF)

SALARIES AND BENEFITS

- People with associate degrees are more likely than people with high school diplomas to be offered retirement plans provided by employers (p. 31).
- People with associate degrees are more likely than people with high school diplomas to have employer-offered health insurance (p. 32).

<https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf>

EDUCATION PAYS (AND PAYS OFF)

HEALTHY LIVING

- People with associate degrees have lower rates of smoking than people with high school diplomas (p. 36).
- People with associate degrees have higher rates of exercise for most of their lives than people with high school diplomas (p.37).

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EDUCATION PAYS (AND PAYS OFF)

COMMUNITY ENGAGEMENT

- People with associate degrees have higher rates of volunteerism than people with high school diplomas (p. 40).
- People with associate degrees have higher rates of voting than people with high school diplomas (p. 41).

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WORKFORCE/ECONOMIC DEVELOPMENT AN OVERVIEW OF CC PROGRAMS

- **Four areas of instruction/support**

 - career technical education

 - transfer education

 - adult education

 - small business assistance

- **Workforce Skills**

 - technical skills

 - reading, writing, math skills

 - other “essential” skills (problem-solving, critical thinking, communication, etc.)

- **Hallmarks**

 - Employer engagement

 - Rapid response

 - Wrap-around support

WORKFORCE/ECONOMIC DEVELOPMENT AN OVERVIEW OF CC PROGRAMS

- **Advanced (Applied) Technologies**
- **Business**
- **Education**
- **Health Sciences**
- **Public Services**

WORKFORCE EDUCATION PROGRAMS

COLLEGE CREDIT PROGRAMS — tuition, state funding, college credentials

Applied Associate Degrees

- Technical skills (apx 12 to 15 classes, 45 credit hours)
- General education (apx 5 classes, 15 credit hours)

Workforce Certificates

- Technical skills (less than 1 year, 1 year or more)

DACC'S "TOP TEN" CERTIFICATES

Certificate Program	2017-2018	2018-2019	2019-2020	3 Year Total
Emergency Medical Services	88	79	75	242
Computer & Information Technology	46	30	98	174
Creative Media Technology	38	59	37	134
Business Management	38	32	54	124
Business Office Technology	27	28	24	79
Drafting & Design Technologies	4	24	41	69
Heating, Ventilation, Air & Refrig.	12	24	22	58
Certified Nursing Assistant	13	13	23	49
Nursing	15	8	23	46
Electrical Programs: Linework	18	12	14	44

DACC'S "TOP TEN" ASSOCIATE DEGREES

Associate Degree Program	2017-2018	2018-2019	2019-2020	3 Year Total
Associate of Arts	222	164	232	618
Associate of Science	193	189	205	587
Associate of General Studies	112	88	83	283
Business Management	82	79	82	243
Criminal Justice	81	79	76	236
Education	26	40	36	102
Computer & Information Technology	24	45	32	101
Nursing	29	27	28	84
Creative Media Technology	24	19	26	69
Radiologic Technology	20	20	20	60

WORKFORCE EDUCATION PROGRAMS

COLLEGE CREDIT PROGRAMS — tuition, state funding, college credentials

Industry-recognized Credentials

- Each focused on a specific technical skill

Work-based Learning

- Opportunities for students to get experience in work environment

Career Services Support

- Job search, resume, interview assistance

WORKFORCE EDUCATION PROGRAMS

NON CREDIT PROGRAMS — no tuition, federal/state funding

Adult Education

English as a Second Language, citizenship, high school equivalency program

- Recent focus on college and career readiness
- Integrated Education Training (IET)
- Language academies for specific professions

WORKFORCE EDUCATION PROGRAMS

NON CREDIT — no formal credential, client funded

Other Workforce Training and Support

- Short-term programs for individual students
- Customized training for business and industry

OTHER ECONOMIC DEVELOPMENT SUPPORT

- Small business assistance,
Small Business Development Center

PROSPECTIVE STUDENT POPULATION SCHOOL TO WORKFORCE PIPELINE

- Declining high school population/increasing competition for those students
- Other options as well--adults looking for opportunities
 - 15% of adults in DA county, no high school credential
 - 26% have a HS diploma only
 - 24% have some college, no credential
 - This represents 65% of DAC population over the age of 25.

(US Census Bureau, American Communities Survey, 2018)

PROSPECTIVE STUDENT POPULATION SCHOOL TO WORKFORCE PIPELINE

Poverty Rate	Median Household Income
12.3% in the US	\$57,652 in the US
19.7% in New Mexico	\$46,718 in New Mexico
26.3% in DAC	\$39,114 in DAC
24.4% in Las Cruces	\$40,924 in Las Cruces
34% in Hatch	\$29,583 in Hatch
38% in Sunland Park	\$28,231 in Sunland Park
45.6% in Chaparral	\$24,917 in Chaparral
48.6% in Anthony	\$24,398 in Anthony

PROSPECTIVE STUDENT POPULATION SCHOOL TO WORKFORCE PIPELINE

- Students in community colleges
 - returning adults
 - parents
 - students of color
 - first generation students
 - students in low income circumstances

PROSPECTIVE STUDENT POPULATION SCHOOL TO WORKFORCE PIPELINE

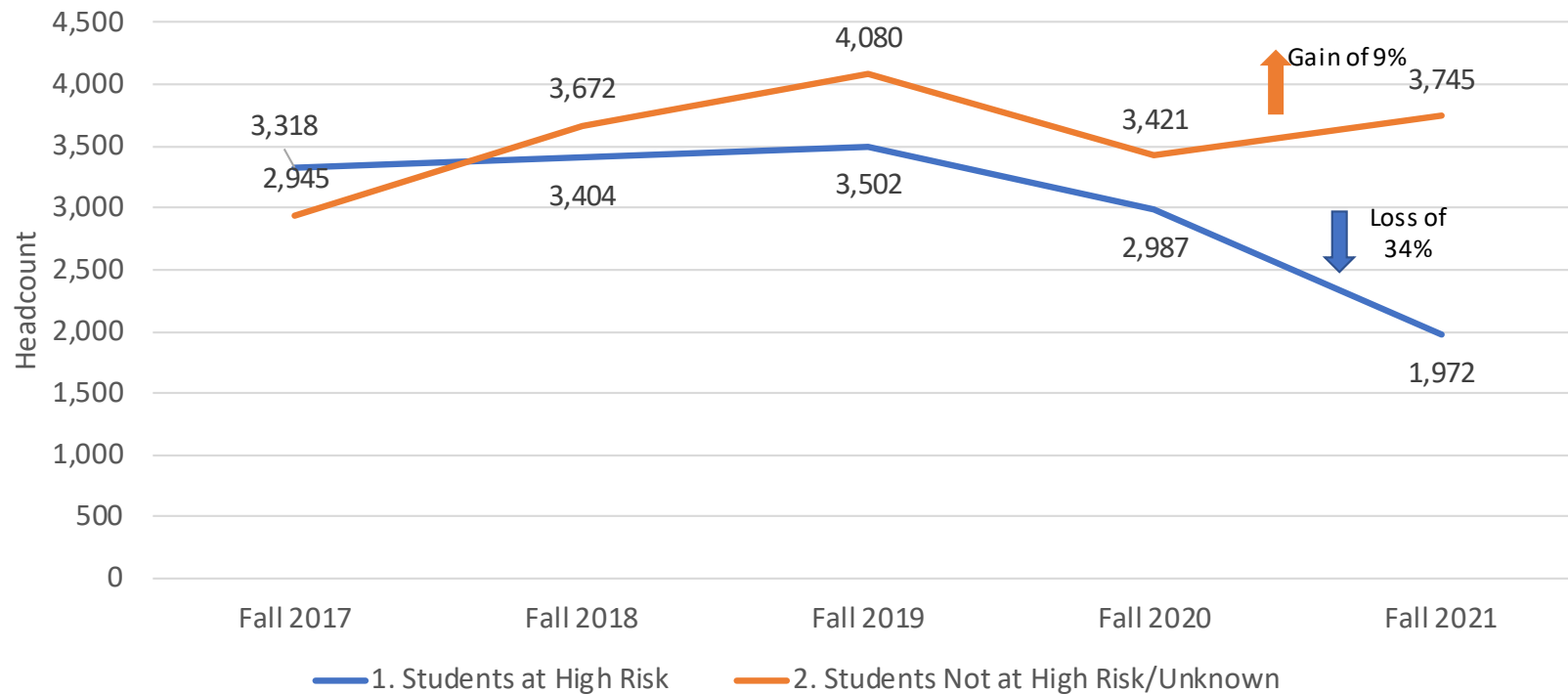
- These are some of the very same populations impacted by COVID and not necessarily recovering.

parents

first generation students

students in low income circumstances

PROSPECTIVE STUDENT POPULATION SCHOOL TO WORKFORCE PIPELINE



- *first-generation*
- *low-income*
- *children or other dependents*

Note: DACC Data is based on 25 days from Census Date

PROSPECTIVE STUDENT POPULATION SCHOOL TO WORKFORCE PIPELINE

Fundamental questions educational institutions ask?

- How do we get these students into workforce training programs?
- How do we support them as they progress through those programs?
- How do we support their launch into the workforce?

PROSPECTIVE STUDENT POPULATION SCHOOL TO WORKFORCE PIPELINE

Initiatives

- Community-based recruiting
- Financial support: scholarships, paid internships, etc.
- “Wrap-around” services: academic support, social, financial, and psychological support
- Network development

THANK YOU FOR THIS OPPORTUNITY

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